

AGREEMENT
between the
SCHOOL COMMITTEE
CITY OF LYNN
and the
LYNN TEACHERS UNION
LOCAL 1037, AFT, AFL-CIO
2016-2017
2017-2018

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PREAMBLE

WHEREAS, the School Committee of the City of Lynn and the Lynn Teachers Union, Local 1037, American Federation of Teachers, AFL-CIO, acknowledge and reaffirm their realization that their common duty involves much more than their collective bargaining endeavors, and

WHEREAS, education of the highest quality is the goal of both the School Committee and the Lynn Teachers Union, and

WHEREAS, this goal will be approached constructively through periodic consultation, and

WHEREAS, in a secret ballot election, the Lynn Teachers Union was chosen by a majority of the teachers as the exclusive collective bargaining agent for all such teachers, and

WHEREAS, the School Committee and the designated representatives of the Lynn Teachers Union have fully considered and discussed changes in salary schedules, improvement in professional working conditions, and a procedure for the solution of grievances

NOW THEREFORE, the following agreement is made and entered into on September 25, 2014, by and between the School Committee of the City of Lynn (hereinafter referred to as the "Committee") and the Lynn Teachers Union, Local 1037, American Federation of Teachers, AFL-CIO (hereinafter referred to as the "Union").

Article I

UNION RECOGNITION, JURISDICTION AND DEFINITIONS

A. Union Recognition

The Lynn School Committee recognizes the Lynn Teachers Union, Local 1037, American Federation of Teachers, AFL-CIO as the exclusive bargaining representative for all classroom teachers including substitute teachers on a long-term assignment, excluding all other employees of the School Department.

B. Jurisdiction

The Jurisdiction of the Union shall include those persons now or hereafter who perform the duties or functions of the categories of employees in the bargaining unit, regardless of whether these duties or functions are performed by present, or modified by new processes or equipment.

C. Definitions

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

The term "principal" as used in this Agreement means the responsible administrative heads of their respective schools.

The term "teacher" and the term "person" as used in this Agreement means a person employed by the Committee in the bargaining unit as described in Article I.

The term "Committee" as used in this Agreement shall be understood to mean the School Committee of the City of Lynn, a public body organized under the applicable provisions of the Constitution of the Commonwealth, the General Laws of said Commonwealth as amended, and the City Charter of the City of Lynn, a political subdivision of said Commonwealth and functioning in accordance with the applicable laws, rules, and regulations as have been adopted, promulgated, or amended by said Commonwealth or City.

The term "Superintendent" as used in this Agreement shall be understood to mean the person holding the position of Superintendent of Schools of the Lynn School Department.

The term "Administration" or "The Administration" shall be understood to mean the same as Superintendent, Deputy Superintendent and Human Resource Manager.

The term "parties" as used in this Agreement refers to the Committee and the Union as participants in this Agreement.

The term "Union representative" as used in this Agreement means any qualified designee of the Union.

The term "substitute teacher on a long-term assignment" shall mean a substitute who has completed twenty (20) consecutive school days in one assignment.

Wherever the singular is used in this Agreement it is to include the plural.

Whenever in this Agreement a personal pronoun is used, such pronoun shall be understood to apply equally to both male and female members of the bargaining unit.

Article II COMMITTEE RIGHTS CLAUSE

Section A.

It is agreed that the School Committee of the City of Lynn, hereinafter called "The Committee" or "The Lynn School Committee," is a public body established under, and with powers provided by, the General Laws of the Commonwealth of Massachusetts, and nothing in this Agreement shall be deemed to derogate from, or impair any right, duty, or privilege conferred upon the Committee by statute or by any rule or regulation or an applicable agency of the Commonwealth of Massachusetts.

Section B.

Except as otherwise provided in this Agreement, or as otherwise provided in any law or rule or regulation promulgated under law, the School Committee acting through its Superintendent and/or other administrative representatives, shall exercise its functions, duties, and responsibilities in such manner as may be prescribed by such law or laws as may now or subsequently be in effect.

Among the functions, duties, and responsibilities included, but not limited thereto nor wholly inclusive, shall be the following: To hire, promote, transfer, assign, and retain employees within the Lynn Public Schools and to suspend, discharge, or take such other disciplinary action as may be provided for by law.

Section C.

The failure of the Committee to exercise any right or power hereby reserved to it, or the exercise by it of any such right in a particular manner shall not be deemed a waiver nor a restriction of any such exercise of rights.

Section D.

The Committee retains all powers, rights, duties, and authority which it had prior to entering into this Agreement except those matters agreed to herein.

Section E.

The Committee designates the Superintendent as its agent in all matters pertaining to this Agreement.

Article III COMPENSATION

A. Basic Salary Schedules

1. The salaries and differential of the members of bargaining Unit A are set forth in Appendices A 1-2 which are attached to and made a part of this Agreement.
2. The salary schedule represents compensation for a 180 day work year.
3. Two (2) additional days for the purpose of staff development shall be compensated at the rate of 1/180th of each individual's total salary per day. *Students will not be in attendance on staff development days.

The first staff development day shall be held on the Tuesday after Labor Day. The second staff development day shall be scheduled between the first day of student attendance and the last day of student attendance. They shall not be scheduled for weekends, holidays or vacation periods.

No meetings voluntary or other shall be scheduled prior to the first staff development day.

Such compensation shall be payable on or before July 1st.

B. Compensation for Advanced Degrees

Differentials for Bachelors + 15 credits or Vocational Certificate + 60, Bachelors + 30 credits, Master's Degree, Master's Degree + 15 credits or Nationally Certified ASHA, Master's Degree + 30 credits, Master's Degree + 45 credits, shall be set forth in the attached appendices.

Teachers, attaining National Board Certification, shall receive an additional 5% of Masters+30 column, step 11.

C. Career Increments

Career increments shall be granted as follows:

4%	5 years	11 th step	Masters +30
6%	10 years	11 th step	Masters +30
8%	15 years	11 th step	Masters +30
12%	20 years	11 th step	Masters +30
14%	25 years	11 th step	Masters +30
17%	30 years	11 th step	Masters +30

Career increments shall be paid effective in September following the completion of years of service in the Lynn School System. Creditable years are cumulative, not necessarily consecutive.

For career increments purposes, teachers serving more than one-half (1/2) school year will receive credit for that year of service.

D. Differentials for Special Service Personnel

1. Special education chairpersons shall work an additional ten (10) days beyond the 182 days and be compensated at their prorated daily rate of pay.
2. Effective September 1, 2006, cluster leaders shall receive a one thousand dollar (\$1,000.00) stipend annually and lead teachers shall receive a one thousand dollar (\$1,000.00) stipend annually.
3. Compensation for members of the bargaining unit who, upon approval of the Superintendent or his designee, have been assigned duties of head teachers, lead teachers, or other duties beyond those of the classroom shall be determined by the findings of a joint study committee. This committee shall be comprised of an equal number of Union and School Committee representatives. No employee will receive a reduction in compensation.
4. Effective September 2011, compensation for members of the bargaining unit serving as 504 chairpersons shall be as follows.

<u>School enrollment</u>	<u>Stipend</u>
Below 300	\$900
Between 300 and 399	\$1,000
Between 400 and 999	\$1,150
1000 or more	\$1,350

5. Effective September 2011, compensation for members of the bargaining unit serving as Bullying Coordinators shall be as follows.

<u>School enrollment</u>	<u>Stipend</u>
Below 300	\$900
Between 300 and 399	\$1,000
Between 400 and 999	\$1,150
1000 or more	\$1,350

6. Effective September 2012, Members of the bargaining unit teaching at the Lynn Evening Education Program (LEEP) shall be compensated as follows. Each teacher's compensation shall be prorated in accordance with his / her attendance.

<u>Number of classes</u>	<u>Stipend</u>
1	\$3,500
2	\$7,000
3	\$10,500
4	\$14,000

7. Effective September 2013, compensation for members of the bargaining unit serving as student study team chairs shall be as follows.

<u>School enrollment</u>	<u>Stipend</u>
Below 300	\$900
Between 300 and 399	\$1,000
Between 400 and 999	\$1,150
1000 or more	\$1,350

8. Effective September 2013, members of the bargaining unit serving as mentors shall be compensated \$1,500 for the first teacher mentored and \$300 for each additional mentee.

E. Method and Time of Salary Payment

1. Salaries of teachers shall be paid in forty-two (42) weekly installments, starting with the second week of the school year in September, and continuing until the payment of the forty-second installment. All installments shall be paid before June 30. If a teacher leaves or dies during the school year, he or his estate shall be entitled to a prorated share based on his period of service in relation to the number of days schools are in session during the school year, minus the compensation already paid.

The annual salary including career increments, differentials, and advance degrees shall be divided by 180 and multiplied by the appropriate number of days.

2. LUMP SUM OPTION: Effective September 1 2017 a teacher may choose by May 1, 2018 to be paid the following school year, in forty-two (42) weekly installments, with the first forty two (42) installments equivalent to 1/52nd of annual salary and the 43rd payment equal to 10/52nd of annual salary. For each subsequent year a teacher has until May 1 to request this option for the following school year.

F. Anniversary Date

For purpose of salary payment, full-time teachers serving more than one-half (1/2) school year will advance a step on the salary schedule each September.

G. Substitute Teachers Pay

Substitute teachers shall be paid seventy-five dollars (\$75.00) a day. Starting with the twenty-first (21st) day in one assignment, a substitute teacher will be paid in accordance with the regular schedule, determined by vote of the School Committee on the Superintendent's recommendation after consideration of the substitute's training and experience.

Building substitutes shall be paid one hundred dollars (\$100.00) per day and will be guaranteed one hundred eighty (180) school days of employment. For the purposes of this section, a building substitute is a day-to-day substitute who is assigned to one school and employed each day of the school year.

Long-term substitutes shall not receive a seniority date until he/she has been teaching sixty (60) days in succession in an assignment for which they are certified and at that time his/her seniority date shall be deemed retroactive to the first day of said sixty (60) day period.

H. Teaching Before and/or After the Regular School Year

Any teacher required to work before and/or following the close of the school year shall be compensated at the same rate of salary which they receive during the school year, such payment to be based upon an hourly, daily, or weekly rate, whichever is applicable.

I. Itemized Payroll Deductions

A statement of weekly payroll deductions shall be provided to each employee.

J. Mileage Stipend

Traveling teachers covered by this Agreement who are authorized to use private automobiles for school business shall be reimbursed at the rate of six hundred dollars (\$600.00) per year.

Chairpersons shall be reimbursed at the rate of eight hundred dollars (\$800.00) per year. Mileage allowances shall be payable on or before July 1st.

Mileage stipends will be paid as salary and reported on W2 form.

K. Lynn Vocational Technical Institute

It is agreed and understood that those teachers at the Lynn Vocational Technical Institute teaching regular courses beyond the established school day shall be compensated on a prorated basis of their annual salary.

L. Severance Pay

Severance pay of fifty percent (50%) of accumulated sick leave days will be paid to a legitimate retiree under the Massachusetts Teachers Retirement System, who is employed as of June 30, 1987.

In the event of death, payment shall be made to the teacher's estate or named beneficiary of the decedent.

Employees first appointed after June 30, 1987, shall not be eligible for severance pay as aforesaid. Sick leave accumulated by any employee after June 30, 1987, shall not be credited for severance purposes. In the event that eligible employees must use sick days from the accumulation credited for severance purposes, said employee may replace those days used to the level credited to him as of June 30, 1987, from any sick leave accumulated thereafter.

A retiring employee shall have the option of receiving his cash payment on the date of his retirement or in a schedule of payments not to exceed five (5) fiscal years; such option shall be exercised in writing by the employee at least one (1) week prior to his retirement. Any amount in excess of ten thousand dollars (\$10,000.00) must be deferred to the second year or, at the employee's option, a later year.

A study committee shall be formed to examine the feasibility of removing or modifying the severance cap. Such committee shall report its findings on or before January 1, 1998.

M. Extra-Curricular Activities

Compensation for extra-curricular activities of the members of bargaining Unit A are set forth in Appendix B, which is attached to and made a part of the Agreement.

Members of the bargaining unit shall have preference on all extra-curricular assignments.

All stipends shall be paid as listed. No stipends shall be split. If more than one member holds the position each shall be paid the negotiated stipend. The amount paid for an activity shall be the same for that activity in all schools at each level, i.e. senior high school, middle school, elementary school.

The principal and Union building committee shall meet in September and jointly determine the extra-curricular activities for the school year, but not the stipend, and submit the same to the School Business Administrator. Individual

building needs and interests may affect the designation of activities and positions. The total amount of money allocated to each school for extracurricular activities shall be at the sole discretion of the Lynn School Committee. The amount allocated for each school shall be communicated to the Lynn Teachers Union and the school principal no later than September 1st.

N. Hourly Rates of Pay

Effective September 1, 2014, forty (\$40.00) per hour shall be the rate of pay for teachers of Summer school and Evening school. Other assignments shall be paid at the hourly rate of forty (\$40.00). Effective September 1, 2017, forty-five dollars (\$45.00) per hour shall be the rate of pay for teachers of summer school and evening school. Other assignments shall be paid at the hourly rate of forty-five dollars (\$45.00) per hour.

O. Placement on the Salary Schedule

Members of the bargaining unit shall be placed on the salary schedule at the step appropriate for training and creditable years of experience.

P. Professional Travel

Teachers required by the Superintendent to travel out of town shall be reimbursed by the School Department for all expenses incurred on visiting days or while attending educational conferences and conventions with approval of the Superintendent or his designee.

Q. Job Preference

Members of the bargaining unit shall have a job preference on all teaching positions beyond the regular school day or school year. On- site teachers shall have first preference for teaching positions designated for that specific school population.

Seniority based on consecutive years of experience in the Lynn School Department, certification, and ability to perform shall govern all assignments.

**Article IV
FRINGE BENEFITS**

A. Blue Cross – Blue Shield

The City of Lynn shall provide seventy-five percent (75%) of the cost of the Blue Cross – Blue Shield plan or HMO adopted by the City under Chapter 32B of the General Laws of the Commonwealth.

The current City policy for retirees shall remain in force. The City of Lynn shall provide a pre-tax deduction of insurance premiums in accordance with Section 125 of the Internal Revenue Code.

B. Life Insurance

The City of Lynn shall provide seventy-five percent (75%) of the cost of a \$10,000.00 life insurance policy as adopted by the City under Chapter 32B of the General Laws of the Commonwealth.

The current City policy for retirees shall remain in force.

C. Pension

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

D. Tax-Free Annuity

Teachers shall be allowed to take advantage of the federal law concerning tax-free annuities.

Teachers may have an amount of their weekly salary directly deposited to a bank or other financial institution as to take advantage of the federal law. The Committee will request the Treasurer of the City of Lynn to deduct and submit said sums as specified.

E. Workers' Compensation

Teachers shall be included under the provisions of the Workers' Compensation Law.

A teacher who is absent because of a personal injury arising out of or in the course of his employment shall be paid full pay during the statutory period of exemption, without loss of personal sick days. Following the period of the statutory exemption, Workers' Compensation disability allowance shall be paid. Teachers eligible for Workers' Compensation shall be allowed to draw upon sick leave benefits until weekly compensation is paid. Requests are to be made with the Human Resource Manager.

Upon request, the teacher may be able to draw from sick leave benefits to make up the difference between the Workers' Compensation coverage and his weekly salary.

Upon presentation of medical bills, each teacher shall be reimbursed by the Committee for all medical expenses, to the extent that such expenses are not already covered by the Committee.

F. Annual Redemption of Sick Leave

An employee who has used fewer than a total of five (5) sick days for the school year may elect to redeem sick days in a lump sum cash payment in accordance with the following schedule:

Annual Sick Days	Sick Days Used	Available Redemption
15	0	5
14	1	4
13	2	3
12	3	2
11	4	1
10	5	0

Prior to the close of school in June of each year, the School Department will notify each qualifying employee of the number of days he may redeem. Such compensation shall be payable on or before July 15th.

Unredeemed sick days will be accumulated in the manner provided in Article VIII, Section B.

Members of the Sick Leave Bank as set forth in Article VIII, Section B, part 5, shall not suffer any loss of available redemption following the assignment of one (1) sick day annually to the bank.

Article V WORKING CONDITIONS

A. Discipline

The Discipline Code which was worked out between the Administration and the Union shall be the department policy. Copies of the Code shall be printed and distributed to all professional personnel. Maintenance of proper student discipline shall be the responsibility of every member of the bargaining unit.

A Discipline Evaluation Board shall be formed composed of parents, teachers, and administrators. The purpose of this board shall be to assist in the management of the Code, to analyze its success or failure, and to recommend any changes in policy or procedures for consideration by the School Committee and the Union.

B. Teaching Load – Teaching Programs

“Teaching periods” are those periods in which the teacher is actively involved with the pupil in the act of teaching, and has participated in the planning of the instruction to be conducted.

“Homeroom classes” are those in which children assemble in the morning and other times during the day for administrative purposes.

“Administrative periods” are those periods, equal in length to a teaching period, during which the teacher is programmed for a regular activity other than teaching.

“Preparation periods” are those periods, equal in length to a teaching period, during which the teacher is not assigned to a regular programmed responsibility but is engaged in work relating to his teaching assignment.

Such preparation periods shall be distributed in each school on an equitable basis.

1. Grades 7-12 – The parties agree that they will work toward the desirable objective of a basic maximum of twenty-five (25) teaching periods in prepared academic, shop, and related subjects, five (5) administrative periods, and five (5) preparation periods.

2. English teachers – The parties agree that they will work toward the desirable objectives:

- A daily program made up of four (4) teaching periods [four (4) different classes of different students] shall constitute a full program for teachers of English, and
- Teachers of English shall be assured a basic weekly maximum of twenty (20) teaching periods, ten (10) preparations, and five (5) administrative periods.

C. Class Size

1. The Committee and the Union recognize the desirability of achieving optimum teaching-learning conditions by assuring workable class size. To this end the Committee agrees to continue to work toward the implementation of the following class size maxima:

Grades K-12 – twenty-five (25) pupils

Industrial Arts Classes – twenty (20) pupils

*Special Education Classes – eight (8) pupils

*English Language Learners Classes – eighteen (18) pupils

*Lynn Vocational Technical Institute

*The composition and size of such classes shall be in accordance with the State Department of Education policy.

2. The foregoing class size maxima shall not apply to those classes normally considered as large group activity or to experimental classes.
3. Existing practice in the Title I program shall continue. In Kindergarten, if the enrollment is twenty (20) or more pupils an instructional aide shall be assigned. In Grade 1, if the enrollment is thirty-one (31) or more pupils an instructional teacher aide shall be assigned. In Grades 2-6, if the class enrollment is thirty-six (36) or more pupils an instructional teacher aide shall be assigned.
4. Instructional aide assignments in effect as of November 1 shall continue for the remainder of the school year unless the class is split. If the number of students increases in a class after it is split to the contractual limits in number 3 above, an aide shall be reassigned to the class no later than seven days after the student increase. No paraprofessional or instructional aide shall lose his/her job due to this provision but may be reassigned in accordance with the above language and according to the paraprofessional contract.

D. School Facilities

The School Committee shall endeavor to provide at the site of or in each school building:

1. Parking facilities.
2. Storage space in each classroom.
3. An adequately equipped workroom to be used by teachers in preparing instructional materials.
4. An appropriately furnished room to be used as a faculty lounge.
5. Well-lighted and clean teachers' restrooms.
6. Mailbox for each teacher.
7. Library facilities.
8. Consultation rooms for testing purposes and teacher-parent interviews.
9. A copying machine, computer shall be available in each school for teacher use in preparing instructional materials. These items shall be accessible in an area accessible to all teachers.

E. Duty-Free Lunch Period

Every teacher shall be provided with at least a thirty (30) minute duty-free lunch period.

Aides shall be employed to cover the duty-free lunch period of teachers in the elementary schools.

F. Relief from Non-Teaching Duties

1. Preparation time of no less than ninety (90) minutes for elementary school teachers will be guaranteed per week with the possibility of additional preparation time being available. Substitutes shall be hired for music, art, and physical education teachers in the event of their absence to fulfill preparation time requirements. It is the option of the classroom teacher to remain in the classroom during preparation time.

Effective September 1, 2007, preparation time of no less than three (3) forty (40) minute periods will be guaranteed to elementary school teachers per week. Preparation periods will not be scheduled on the same day. The possibility of additional preparation time may be available. Substitutes shall be hired for music, art, physical education, library media, technology, science, creative learning, social studies, and math teachers in the event of their absence to fulfill preparation, time requirements. It is the option of the classroom teacher to remain in the classroom during preparation time.

2. A committee comprised of three (3) members appointed by the Union and three (3) members appointed by the Administration shall convene no later than October 15, 2007. The committee will examine the feasibility of increasing elementary preparation time. If the committee concludes by majority vote that available time already exists or additional time could be made available without impacting the School Department budget, then said additional preparation time will be provided. The School Business Manager will certify that there will be no financial impact on the budget.

All preparation time is defined as unassigned individual work time.

3. Teachers are not responsible for the collection of monies associated with commercial ventures.

G. Notices and Announcements

1. All official bulletins shall be posted on school bulletin boards for the inspection of teachers.
 2. Each teacher shall have a copy of Rules and Regulations of the Lynn School Committee.
 3. A directory of personnel in the Lynn School Department shall be made available to all personnel.
 4. A copy of school programs will be made accessible to a teacher by his principal upon the teacher's reasonable request.
 5. A systematic method of circulating information should be devised in each building.
- Classroom interruptions for notices or for public address announcements should be held at an absolute minimum.

H. Extra-Curricular Activities

Assignments to extra-curricular activities shall be voluntary.

I. Scholarship Standards

1. The parties agree that continuing study will be given to suiting the curriculum to the student and developing optimum teaching-learning conditions.
2. Transfer of pupils from one teacher to another is to be minimized.

J. Marks

1. Final marks should not be required of any teacher before May 15 for Grade 12, and fifteen (15) days before the close of school for Grades 7, 8, 9, 10, and 11.
2. A teacher's marks shall not be changed without valid reason. No marks shall be changed unless the teacher is consulted first. Grade changes will include the name/initial of the person making the change.
Grades received from summer school, home class, etc. shall include a code designation.

K. Training Teachers

1. No teacher shall supervise a student teacher without prior permission from the Office of the Deputy Superintendent.
2. Advance notice and consultation with the teacher are prerequisites to the assignment of student teachers.
3. Vouchers for supervising teachers should be offered to the cooperating teachers first and if the teacher refuses distributed on an equitable basis.

L. Hiring of Substitutes

1. Employment of substitutes should be the responsibility of the Administration, but may be delegated to department heads.
2. Substitutes shall be hired to cover classes of regularly assigned teachers when they are absent.
3. In emergency situations when substitutes are not available:
 - a. First, teachers with preparation periods shall be requested to substitute at the hourly rate of pay. Effective September 1, 2006, thirty-five dollars (\$35.00) per hour shall be the rate of pay for teachers. Effective September 1, 2014, forty dollars (\$40.00) per hour shall be the rate of pay for teachers.
 - b. If no one volunteers, an administrative period will be assigned at no cost.
4. Elementary teachers substituting for a principal for a full day or more shall be compensated at the principal's index.

M. Length of School Day and School Year

1. The regular term of all day schools shall constitute not more than 180 instructional days and two (2) additional non-instructional days for staff development purposes. The first staff development day shall be the Tuesday after Labor Day (September 2, 2013, September 1, 2014, September 7, 2015). Students will report to school the Wednesday after Labor Day and continuing into the month of June until the school term is completed. The second staff development day shall be scheduled between the first day of student attendance and the last day of student attendance.

During the school year 2016-2017, school will be suspended on Saturdays and Sundays; October 10, 2016; November 11, 2016; Noon prior to Thanksgiving (November 24, 2016) until the following Monday; Noon on December 23, 2016 through Monday, January 2, 2017; January 16, 2017; February 20-24, 2017; Friday, April 14, 2017; April 17-21, 2017; May 29, 2017.

During the school year 2017-2018, school will be suspended on Saturdays and Sundays; October 9, 2017; November 10, 2017; Noon prior to Thanksgiving (November 23, 2017) until the following Monday; Monday, December 25, 2017 through Monday, January 1, 2018; January 15, 2018; February 19-23, 2018; Friday, March 30, 2018; April 16-20, 2018; May 28, 2018.

2. The school day for teachers shall be defined as a six (6) hour fifteen (15) minute day for elementary schools and a seven (7) hour day for secondary schools. Teachers shall be at their assignment at least fifteen (15) minutes before the start of school and shall remain at their assignment fifteen (15) minutes beyond the end of the school session.
3. The Committee may adjust the hours of the school day provided the number of hours are not increased and no regular school session begins before 7:45 a.m. or extends after 3:00 p.m.

If it becomes necessary to begin any regular school session before 7:45 a.m. or extend it after 3:00 p.m., this will not be done without consultation with and agreement of the Union.

4. Teachers may leave the building during the school day with the approval of the school principal, provided however, that teachers may leave the building during their lunch period, giving notice to the office upon leaving, and upon return.

N. After School Meetings

1. The parties agree that attendance at three PTA meetings or Open Houses shall be required. Teachers serving in more than one school building shall not be required to attend more than three (3) meetings. The teacher and

respective school principals shall arrange an appropriate visitation schedule at alternating sites. The teacher will be available for all students under his/her supervision. Attendance at additional PTA meetings shall be by mutual agreement between the faculty and the principal.

2. Conferences with parents shall be conducted at the close of the school day by prior arrangement between the parent and the teacher.

3. Teachers with professional status may be required to attend up to ten (10) in-service and/or curriculum meetings each year. Additional meetings may be required of teachers without professional status.

4. Building meetings shall be held at reasonable intervals at the discretion of the principal. Advance notice of such meetings shall be provided at least forty-eight (48) hours prior to the meeting except in an emergency.

5. Teachers shall provide assistance in their subject field one (1) school day each week for a length of time sufficient to meet the needs of the students. If there is a conflict as a result of more than one subject being scheduled for that afternoon, then the teacher shall schedule an alternative time to meet the needs of the student.

6. All meetings shall not exceed one (1) hour beyond the close of school.

O. Safety and Health Standards

1. The School Department shall conform with all Massachusetts safety laws.

2. Primary grades (K-3) should be located in the classrooms on the first floor of school buildings wherever possible.

P. Assistance in Assault Cases

1. Principals shall report all cases of assault suffered by teachers, in connection with their employment, to the Superintendent of Schools.

2. Whenever it is alleged that a teacher has assaulted a person or that a person has assaulted a teacher, the principal and Superintendent shall conduct an investigation of the incident. The Superintendent shall comply with any reasonable request from the teacher for relevant information in the Committee's possession not privileged under law concerning the person or persons involved.

Q. Termination of Employment

The required notice of termination of employment is thirty (30) days.

Teachers shall be given written notification of termination, at their last listed address provided to the School Department.

R. Transporting Children

Teachers shall not transport children in the teachers' automobiles.

S. Seniority

1. The School Department shall prepare a seniority list which indicates the date on which all members of the bargaining unit were hired.

2. Teacher seniority is based upon length of professional service in the Lynn School Department. Periods of service divided by a break due to resignation or termination shall not be added together to determine seniority.

3. For leave purposes, only those leaves of absence covered by the contract shall accrue seniority.

4. A member of the bargaining unit, first employed after September 1, 1997, in a position for which they do not possess a Massachusetts teaching certification shall not accrue seniority status. All members of the bargaining unit employed prior to September 1, 1997, shall be grandfathered. For the purpose of this section, employment shall mean the first day of active service.

5. When a member of the bargaining unit, first employed after September 1, 1997, in a position for which they do not possess a Massachusetts teaching certification, either acquires a certificate for that position during the school year, or moves into a position for which they do possess a certificate he/she shall receive seniority status upon the occurrence of either event. Service of sixty (60) school days in succession while certified in that position prior to the close of the school year shall be required. In the event that less than sixty (60) school days have been achieved prior to the expiration of the school year and provided that the teacher is reappointed to a position which he/she is certified starting the first day of school in the succeeding year, then the prior year's service may be included in the calculation of the sixty (60) school days of successive service.

T. Corridor Duty

The purpose of corridor duty assignment is to: (1) maintain the safe conduct of the school, an atmosphere where learning can take place without interruption; (2) act as a deterrent to vandalism; and (3) insure the safety and well-being of the students at all times.

As a corridor monitor, teacher responsibility is simply to question anybody who is in the corridor. If they are students attending the school, they should have a corridor pass. If they are "outsiders," refer them to the office. At no time are you, as a corridor monitor, expected to get into a dispute with anybody in the corridor. Simply request identification (corridor pass) from a student or refer anyone other than a student to the office.

If anyone ignores your request to report to the office, merely let him go on his way and call the office from the nearest intercom phone.

Nothing in the above should be construed as to limit administrative periods to corridor duty only.

It is understood that the corridor monitor shall be mobile.

U. Termination of Employees

1. An employee may be dismissed or his/her assignment to a building terminated if there is a substantial decrease in pupil enrollment, funding and/or cutbacks in programs, provided such dismissal or termination is done on a seniority basis.

2. Seniority basis shall mean:

a. Insofar as state certification laws permit, all teachers without professional status shall be terminated before a teacher with professional status.

b. All employees shall be terminated according to seniority within certification; in order of years of service within the school system, the employee with the least number of years service being the first to be terminated.

3. If layoffs are to be carried out or assignment to a building is to be terminated under Sections 1 and 2 above, an affected teacher with professional status shall be offered the opportunity to transfer to any position within the bargaining unit for which he/she is certified and has seniority over other personnel in accordance with Article VII, Section B. Teachers with professional status affected by the aforementioned transfer policy shall also be given the same opportunity to transfer.

Effective September 1, 2007, if layoffs are to be carried out or assignment to a building is to be terminated under Sections 1 and 2 above, an affected teacher with professional status shall be offered the opportunity to transfer in accordance with Article VII, Section B. Teachers with professional status affected by the aforementioned transfer policy shall also be given the same opportunity to transfer.

4. If layoffs are to be carried out or assignment to a building is to be terminated under Sections 1 and 2 above, an affected teacher without professional status shall be assigned to a position for which he/she is certified by the Superintendent.

5. The transfer policy outlined in Section 3 shall begin after the June 1 posting and shall continue until all affected teachers with professional status have been given the opportunity to transfer. Teachers shall be locked into their position for one school year following a transfer.

6. Any available positions, after the completion of transfers, shall be filled with any remaining unassigned teachers with professional status in order of seniority until the next posting of available positions at which time they may bid or be given the opportunity to transfer to any position within the bargaining unit for which they are certified and have seniority over other personnel.

7. Rehiring shall also be based on seniority, i.e., the person whose service was terminated last shall be the first re-employed:

a. Any member of the bargaining unit laid off because of the elimination of a position or a reduction in professional staff shall be placed on a recall list.

b. A copy of the recall list shall be made available to the Union.

c. A member shall possess recall rights for a period of five (5) years following the end of the school year in which the layoff occurs.

d. A member on layoff shall be recalled in order of seniority to a position within the bargaining unit for which he/she is certified before any new employee is hired.

e. A member on layoff shall have preference in the employment of day-to-day substitutes and substitutes on a long-term assignment. If on a long-term assignment, members of the bargaining unit shall be compensated at the rate appropriate to the next step of service following the layoff. Failure to respond shall not constitute a forfeit of rights.

f. Notification of recall shall be thirty (30) days prior to the opening of school or as soon as possible when recall is to occur. Notice shall be by telephone first and if no answer, by certified or registered mail. The position will be held for a response for ten (10) calendar days from date of mailing of letter. If the ten (10) days expire, the next senior staff member with the proper certification for said position shall be notified.

Failure to respond to the written notice of recall within the ten (10) day period will result in the member being frozen on the recall list until the next opening for which he/she is certified.

g. A recalled member shall have the same benefits and seniority as of the last day of employment prior to layoff. For salary purposes, a member recalled to an open position, and not as a substitute, shall receive the appropriate amount as per the salary schedule from the first day of recall. A member recalled to a position as a long-term

substitute shall receive the appropriate amount, as per the salary schedule, from the first day of recall. An inactive member on the recall list shall not advance on the salary schedule until recalled.

h. The provisions of this Article shall not be construed to permit transfers or layoffs which would:

(1) deprive any bargaining unit member of professional status or other rights to continued employment.

(2) result in the assignment of a teacher to a position which requires special qualifications which the teacher does not possess.

i. The Union shall be notified of impending recalls and succeeding action as soon as such information is known to the Department.

j. Employees on layoff shall receive prior notice of the time and place of postings. A member on layoff must fully exercise their seniority rights at the time of posting of available positions. Failure to do so shall be a termination of seniority rights.

8. Teachers on layoff shall be allowed to retain their Blue Cross – Blue Shield or HMO coverage at group rates provided that the teacher will assume one hundred percent (100%) of the cost as adopted by the City.

Article VI

Teacher Files – Teacher Evaluations

A. Teacher Files

1. A teacher's personnel file shall be made up of all the documents and other materials which are accumulated from the beginning of a teacher's service in the Lynn Public Schools.

2. Teacher files shall be maintained under the following circumstances:

a. No material derogatory to a teacher's conduct, service, character, or personality shall be placed in the files by an administrator unless the teacher is sent a dated copy at the same time.

b. The teacher shall have the right to submit a response to the statement. The teacher's answer shall also be included in the file.

c. Upon request, a teacher shall be given access to his/her file within twenty-four (24) hours.

d. Upon receipt of a written request, the teacher shall be furnished a reproduction of any material in his file.

3. Derogatory statements or reports kept by administrators at the school level are subject to the same provisions as official personnel files.

4. Official grievances filed by any teacher under the grievance procedure as outlined in this Agreement shall not be placed in the personnel file of the teacher; nor shall such grievance become a part of any other file or record which is utilized in the promotion process; nor shall it be used in any recommendations for job placement.

B. Teacher Evaluation

The document entitled "Lynn Educator Evaluation System" shall be the evaluation system used by the parties, be attached hereto as Appendix C and made part of this Agreement.

1. All observations of teaching performance shall be conducted personally and with full knowledge of the teacher and with prior notice.

2. The principal in each building shall be responsible for the evaluation of all teachers assigned to the building.

3. No adverse comments shall be given to teachers by evaluators in the presence of others.

4. In the case of an unsatisfactory rating, a person or persons making the rating must be knowledgeable in instruction at the grade level or in the subject matter area.

5. After the discussion, the teacher shall sign the report, but the teacher's signature does not necessarily indicate agreement with the contents. The teacher shall also have the right to make a written reply which shall be attached to the report.

6. Evaluations which reveal unsatisfactory performance shall include suggestions by the evaluator for the teacher's improvement. Teachers may also request additional help from the school administration.

7. A copy of each evaluation report shall be filed in the teacher's personnel file.

8. After three (3) years, a teacher may have all negative materials removed from his/her file and destroyed, provided there is no reoccurrence.

Article VII

Transfers: Promotions

A. Application for Promotion

1. When vacancies occur, other than classroom teachers, notice of such vacancies shall be posted promptly on the appropriate bulletin board by the principal in each school.
2. Qualifications, requirements, duties, salary, and other pertinent information should be set forth.
3. Applications will be received from the personnel who believe themselves qualified by reason of experience, training, capacity, and general ability to execute proficiently all the demands of the position.
4. As to positions within the bargaining unit, where factors specified in items 2 and 3 above are the same among a number of candidates, seniority in the Lynn School Department should be given consideration.
5. Such applications shall be in writing and shall set forth the basis on which the applicant solicits consideration. Reasonable time should be allowed for such submission of bids. A month is suggested.
6. Promotions within the Lynn Vocational Technical Institute shall be governed by the policies of the Massachusetts State Department of Education so long as they are binding on the Committee and thereafter by Sections 1-5 above.

B. Transfers

1. The transfer process is applicable only to those teachers with professional status.
2. Requests for transfers shall be submitted in writing and renewed annually at any time in the year to the Superintendent of Schools. All transfer requests shall include the grade and/or subject area to which the teacher seeks assignment and school or schools in order of preference.
3. During the school year when vacancies within the bargaining unit occur, they shall be filled on a temporary basis. All available positions shall be posted on June 1 and on June 15 in the Administration Building, with a copy sent to the Union by mail.
4. All teachers actively employed, including those returning from an authorized leave of absence, adversely affected by the closing of positions or prior transfers must fully exercise their seniority rights at the time of posting of available positions. Failure to do so shall be a termination of seniority rights.
5. Notice of transfer shall be given to a teacher as soon as possible following the granting of the teacher's request.
6. Seniority based on consecutive years of experience in the Lynn School Department, certification, and ability to perform shall govern all voluntary and involuntary transfers.
7. Effective September 1, 2007, a teacher with fifteen or more years of seniority may not be displaced by a more senior teacher unless there is absolutely no other position for which the more senior teacher is certified.
8. Any involuntary transfer shall be made only after a meeting between the teacher involved and the Superintendent, or his designee, at which time the teacher shall be notified of the reason of the transfer.

Article VIII

Leaves of Absence

A. Union Leave

An employee who is an officer of the Union or who is appointed to its staff shall, upon proper application in June of the previous year, be given a leave of absence without pay for the purpose of performing legitimate duties for the Union. Employees given leaves of absence without pay for a school year shall receive credit toward annual salary increments on the schedules appropriate to their rank.

B. Sick Leave

1. In the case of personal illness or accident, or illness in the immediate family (parent, husband, wife, child, brother, sister, or other relationship determined by the Superintendent of Schools), teachers shall be allowed absence of fifteen (15) working days during each school year without loss of pay.

Such leave not used in the year of service for which it is granted shall be accumulated for use in subsequent years.

Any accumulation of sick leave days which present employees have at the effective date of this Agreement shall be retained.

2. Teachers completing twenty (20) years of service shall be entitled to apply for a maximum of two (2) thirty (30) day sick leave extensions. Effective September 1, 2004, teachers completing twenty (20) years of service shall be entitled to apply for a maximum of two (2) thirty-two (32) day sick leave extensions.

3. Any teacher in the Lynn School Department excluded or removed from employment on account of tuberculosis in a communicable state shall be carried on sick leave with pay for the entire period of such exclusion or removal, but in

no case for more than two (2) years, and for such further additional period as he may be entitled to under the regulations of the Lynn School Committee.

4. After fifteen (15) consecutive school days of absence, the School Committee has the right to send an employee to a physician chosen by the School Committee at School Committee expense. If the teacher's physician and the School Committee's physician disagree, the School Committee reserves the right to send the employee to a third doctor not affiliated with the first or second at School Committee expense. The employee will be bound by the majority opinion of the physicians visited.

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

Sick Bank Regulations

The purpose of the Sick Leave Bank will be to provide its members sick leave with pay for periods of disability resulting from catastrophic illness, accident, or injury.

a. Any member of the bargaining unit who so certifies may assign one (1) sick day annually to the Sick Leave Bank in September or upon employment.

b. Such teacher, five (5) days after the exhaustion of his personal sick leave, both annual and accumulated, and who still is disabled due to an extended illness or injury may draw upon the bank, if application is approved. Applications for the withdrawal of days shall be made to the Sick Leave Bank Committee by written notice to the Human Resource Manager. Applications must be filed prior to use of the Bank and contain medical verification substantiating the inability to work. For long-term absences, a second medical opinion may be required.

c. The Sick Leave Bank shall be administered by a Sick Leave Bank Committee composed of two (2) members designated by the Union and two (2) members designated by the School Committee to serve for a period of two (2) years. The Sick Leave Bank Committee shall receive all requests for use of the Sick Leave Bank filed with the Human Resource Manager. Approval of all requests for use of the Sick Bank will be made by the Superintendent and the Union President.

d. Upon approval of initial request, the Sick Leave Bank Committee shall allow up to fifteen (15) days use by the member. Effective September 1, 2004, upon approval of the initial request, the Sick Leave Bank Committee shall allow up to twenty (20) days use by the member. Where circumstances warrant, additional entitlement may be granted upon written request at the discretion of the Superintendent and the Union President.

e. The decisions of the Superintendent and the Union President shall be final and binding.

f. Any member of the Sick Leave Bank who so certifies may terminate membership in the Bank; however, members shall not be entitled to withdraw days previously contributed. Any member who fails to contribute the required day annually shall be terminated in the same manner.

C. Sabbatical Leave

1. Sabbatical leaves shall be granted only to personnel who have attained professional status in the Lynn Public Schools. The number of leaves to be granted shall be determined each year by the School Committee.

2. Applications from eligible applicants must be submitted prior to January 15th or leave beginning the following September.

3. 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 Lynn Public Schools.

4. In granting leaves of absence the School Committee will take into consideration the recommendations of the Superintendent and the educational value to the Lynn Public Schools of the proposed project. The decision of the Superintendent and the School Committee shall be binding.

5. Personnel granted leaves of absence will receive full pay for one (1) semester or half (1/2) pay for one (1) year. Professional status, regular salary increments, and standing shall not be impaired.

6. Prior to the granting of such leave an applicant shall enter into a written agreement with the Lynn School Committee that upon termination of such leave he will return to service in the Lynn Public Schools for a period of two (2) years and that in default of completing such service he will refund to the City of Lynn an amount equal to such proportion of salary received by him while on leave as the amount of service not actually rendered as agreed bears to the whole amount of service agreed to be rendered, unless this failure is due to illness, disability, or death, and shall be so stated on his record.

7. The decision to grant or reject sabbatical leave requests shall be made by the first School Committee meeting in March.

D. Personal Leave

1. Teachers shall be granted four (4) days of personal leave annually. Such leave may not be accumulated. No reasonable request for such leave shall be denied. Specific reasons need not be given. Such leave must be requested in writing to the principal at least forty-eight (48) hours in advance except in an emergency.

Due to the shortage of substitutes, teachers must request a personal day during the months of December, May, and June, fifteen (15) school days in advance except in an emergency. Teachers shall state reason of said emergency and reason will not be used for denial of leave.

Personal leave shall not be used for extending vacations or holidays.

2. Unused personal leave shall be added to the accumulated sick leave at the end of the school year.

E. Funeral Leave

1. Four (4) days funeral leave including the day of the funeral shall be granted to teachers upon the death of anyone in the immediate family, their mother-in-law or father-in-law, brother-in-law, sister-in-law, son-in-law and daughter-in-law, grandparents, grandchild, or anyone residing in the same household with the teacher. The preceding shall also apply to step relatives.

2. Permission to attend the service shall be granted to at least one (1) teacher per building in the case of death of a teacher retired from that building.

3. Upon the death of an active member of the bargaining unit, the school at which the member worked shall be closed during the hours of the funeral. Teachers shall attend the service or report to school.

4. Funeral leave of one (1) day shall be allowed on the death of an aunt, uncle, niece, nephew, or in-laws if not living in the household.

5. Additional days for out-of-state travel may be granted at the discretion of the Superintendent.

F. Military Leave

Military leave of absence, without pay, may be granted to a permanent teacher 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 subsequently amendments by Congress.

G. Organized Reserve Forces

Every person 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 Chapter 33 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.

H. Maternity Leave

1. Upon reasonable notice to the Superintendent of Schools, a teacher shall be granted a maternity leave of absence without pay to become effective at her discretion and to terminate not more than two (2) years after the termination of pregnancy. However, to continue teaching after the sixth (6th) month of pregnancy, the teacher shall secure a medical doctor's certificate stating that such pregnancy will not interfere with her health and her physical ability to perform the duties of a teacher.

2. A teacher on maternity leave shall notify the Superintendent of Schools of her intent to return at any time during the two (2) year period after termination of pregnancy.

Effective September 1, 2007, a teacher on maternity leave shall notify the Superintendent of Schools of her intent to return thirty (30) days prior to her return date.

3. If a teacher fails to return from the maternity leave by the expiration of the two (2) year period, her employment shall be terminated.

4. Unless the teacher notifies the Superintendent of Schools during the two (2) year period of the date of her availability to return within the two (2) year period of the maternity leave, her employment shall be terminated.

5. A teacher returning from maternity leave will be reinstated to her previous position, if there is a vacancy, or to another comparable vacant teaching position for which she is qualified.

6. The teacher returning from a maternity leave will retain all her previous rights. Salary placement shall be at the next step of the salary schedule if the teacher served one-half (1/2) or more of the school year in which the leave was granted.

7. a. Employees shall be entitled to receive compensation for accumulated sick leave days for any time period during which they are disabled due to pregnancy, childbirth, or related conditions.

b. Employees, at their option, are entitled to use fewer sick leave days than the amount to which they are eligible.

c. Employees shall be paid for the sick leave days at the applicable rate as of the time period for which the sick leave is claimed.

d. The Committee may request medical verification of the disability forty-two (42) calendar days from the date of delivery in order for the teacher to continue the use of sick leave benefits.

I. Visiting Days

1. Teachers shall be permitted to visit in other classrooms of the City of Lynn or in other cities and towns to observe teaching techniques and inspect teaching materials. Permission for such activity shall be granted only after

submission of pertinent data, which include the number of days, and has been approved by the Superintendent of Schools.

2. The teacher shall submit a written report of the time so spent, naming the schools and classes visited, work and methods observed, with suggestions and comments on the same.

J. Leave for Conferences, Conventions, Etc.

With the approval of the School Committee no more than three (3) official delegates of the Lynn Teachers Union shall be granted leave with pay to attend conventions of affiliated bodies, educational conferences, or other functions which contribute to the advancement of educational welfare in the City of Lynn.

K. Other Leaves

1. A teacher in the bargaining unit shall be granted a leave of absence of one (1) school day with pay to attend commencement exercises at which he will be awarded a degree.

2. A teacher in the bargaining unit shall be granted a leave of absence with pay for one (1) day to attend commencement exercises excluding K-6 at which his wife, husband, son, or daughter will be awarded a diploma or degree.

3. If a teacher attending summer school, under a program approved by the Superintendent of Schools, finds his assignment commencing prior to the close of school he shall be released prior to the closing of school without pay.

4. A teacher shall be granted his regular salary without loss of pay when required to report for a Selective Service Examination.

5. Members of the bargaining unit shall be granted a leave of absence without pay for two (2) years to serve with the National Teacher Corps or the Commonwealth Teacher Corps in a community other than Lynn.

6. Members of the bargaining unit shall be granted a leave of absence without pay for two (2) years to serve in the Peace Corps.

7. A teacher who marries shall be granted two (2) weeks leave without compensation.

L. Jury Duty

A teacher in the bargaining unit shall be granted leave for jury duty and any difference in pay over compensation for jury duty shall be made up by the School Committee.

M. Adoption Leave

Upon reasonable notice to the Superintendent of Schools, an adopting parent shall be granted an adoption leave of absence without pay to become effective at his/her discretion and to terminate not more than two (2) years from the day of adoption. If a teacher fails to return from the adoption leave by the expiration of the two (2) year period, his/her employment shall be terminated.

N. Returning from a Leave of Absence

1. A teacher granted a leave of absence during one school year, for a full year or less, upon conclusion of the leave will return to his/her assignment. A substitute will be employed during the leave of absence.

2. A teacher, granted a leave of absence or extension thereof extending into two (2) school years, will have his/her assignment posted in June. Upon return, the teacher will apply for an open position in accordance with Article VII, Section B.

3. Any individual returning from a long-term leave of absence shall notify the Administration before May 1 of that year.

4. Any individual returning from a long-term leave of absence who returns prior to the end of the academic year shall be placed in the least senior position available in accordance with his/her certification and fully exercise their rights in June.

Article IX

Professional Improvement

A. Curriculum Standards

1. Opinions and suggestions as to the kind of teaching materials purchased shall be sought from academic personnel and determination shall be made by the Committee.

2. Delivery of all books and supplies for the following year shall be made as soon as possible prior thereto.

Teachers shall be notified concerning supplies and materials which are denied, or which will not be available, if possible.

B. In-Service Training

1. The parties agree that the School Committee should continue to provide improved and diversified in-service training programs for teachers. It is further agreed that aid to teachers without professional status, in their teaching performance, be included.
2. Effective September 1, 2006, teachers selected to participate in summer programs shall be reimbursed at the rate of thirty-five dollars (\$35.00) per hour. Effective September 1, 2014, teachers selected to participate in summer programs shall be reimbursed at the rate of forty dollars (\$40.00) per hour.
3. The Committee and the Union agree to work affirmatively to implement their mutual objectives of effective integration of faculties and student bodies in all Lynn Public Schools.
4. Teachers employed at Lynn Vocational Technical Institute who voluntarily attend the Massachusetts Administrators Vocational Association's annual two-day summer conference shall be compensated at their daily rate for the number of days attended.
5. The parties agree to the formation of a committee to investigate and report upon, support and retraining programs for teachers.

C. Educational Council

The parties agree to an Educational Council to confer on issues herein contained in this Agreement. Three (3) members of the Council shall be appointed by the School Committee and three (3) shall be appointed by the Union.

D. Course Approval

College courses to be credited toward progression on the salary schedule must be approved in advance by the Superintendent of Schools.

E. Professional Development Activities

1. Members of the bargaining unit shall receive one (1) salary credit for each ten (10) professional development points earned. This section shall apply only to internal activities offered by the department. PDP's for salary credit shall require the advanced approval of the Superintendent or his designee. (Note: This applies to credits earned after September 1, 1997.)
2. Teachers shall receive a list of all scheduled professional development activities for the school year no later than October 1. Amendments to the schedule shall be communicated to all teachers.
3. The committee shall provide in-service training to the professional staff for salary credit. For salary purposes, one (1) credit shall be granted for ten (10) hours of participation. All courses must be approved by the Superintendent in advance.

A joint management and Union committee shall meet in September to determine the in-service activities for that school year.

The Union may provide in-service programs for salary credit under the same conditions with prior approval of the Superintendent.

Article X Policy Statements

The parties, recognizing the authority of the School Committee to manage and administer the school system, have agreed on the following procedures.

A. Secondary Schools (Grades 7-12)

1. Teacher Programs
 - a. No later than sixty (60) calendar days before the end of the school year, programming preference sheets shall be available to all teachers. Where advisable and feasible, preferences shall be honored to the extent consistent with the provisions of this Agreement relating to rotation and programming.
 - b. No later than June 1st teachers shall be notified of the following matters concerning their programs for the next school year:
 - (1) Subjects to be taught
 - (2) Grades of the subjects to be taught
 - (3) Any academically talented, accelerated, honor, seminars, or special groupings which teachers may be required to teach
 - (4) The grade level and any other available pertinent information regarding the homeroom class
 - c. No later than five (5) school days before the close of the school year, teachers shall receive their program for the following school year, including the periods and room assignments.

- d. It is understood that items detailed above may be considered subject to revision if necessary because of changes in subject enrollments, staff turnover, and programming exigencies. Explanation for any such change shall be provided in writing by the principal to any teacher affected.
2. Program Guidelines – Wherever administratively possible, teacher programs should follow these guidelines:
- a. Teachers shall be assigned to teach in their area of certification.
 - b. The parties agree that they should work toward the goal that there should be no more than three (3) consecutive teaching assignments and no more than four (4) consecutive working assignments except for teachers normally programmed for double periods.
 - c. The number of different rooms in which assignments occur shall be kept to a minimum.
 - d. The number of lesson preparations shall be kept at a minimum. Within a department, a teacher with a home class and a full teaching program shall be given preference in the assignment of the number of preparations. First year and substitute teachers shall have no more than two (2) preparations daily.
 - e. Equitable standards shall be applied within each school for exemption from homerooms and administrative assignments.
 - f. In rooms with specific stations (shops, typing rooms, laboratories), the number of pupils assigned to such rooms shall not exceed the number of stations available.
3. Rotation
- a. In the assignment of homeroom classes, the policy of annual rotation shall be followed insofar as possible.
 - b. In the matters of non-teaching assignments, the policy of annual rotation should be followed except for unusual circumstances. It is understood, however, that upon his request a teacher may retain a particular non-teaching assignment if the needs of the school will be served thereby.

Article XI

Grievance Procedure

A. Definition

- 1. A “grievance” shall mean a complaint by an employee or the Union that there has been a violation, misinterpretation, or inequitable application of any of the provisions of this Agreement.
- 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 Union may initiate and process grievances under the following procedure, acting in place of the employee.

B. Adjustment of Grievance

- 1. Level 1 – Principal
 - a. An employee may present a grievance to the principal of the school within fifteen (15) school days following knowledge by the grievant of the act or condition which is the basis of his complaint, unless the grievant has a valid excuse for later filing.
 - b. The employee and the principal shall first confer on the grievance with a view to arriving at a mutually satisfactory resolution of the complaint. At the conference, the employee may be represented by the appropriate Union representative; but where the employee is represented he must be present. Whenever a grievance is presented to the principal by the teacher personally, the principal shall give the Union representative the opportunity to be present and state the views of the Union.
 - c. The principal of the school shall communicate his decision in writing to the aggrieved employee and to the Union representative who participated within five (5) school days after receiving the complaint.
 - d. The principal shall send a copy of his decision to the Deputy Superintendent.
- 2. Level 2 – Deputy Superintendent of Schools
 - a. If the grievance is not satisfactorily adjusted, the aggrieved employee may appeal it within five (5) school days to the appropriate superior for a satisfactory adjustment. The appeal shall be in writing and shall set forth specifically the act or condition and the grounds on which the grievance is based.
 - b. The Deputy Superintendent shall meet and confer with the aggrieved employee. The aggrieved employee and his representatives, if any, shall be given at least two (2) school days notice of the conference and an opportunity to participate.
 - c. The employee shall be present at the conference, except that he need not attend where it is mutually agreed that no facts are in dispute and that sole question is one of interpretation of a provision of this Agreement, or of what is established policy or practice.

- d. Notice of the conference shall also be given to the principal of the school who rendered the decision at Level 1. The principal of the school may be present at the conference to state his or her views.
- e. Where the employee is not represented by the Union at this level, the appropriate superior shall furnish the Union with a copy of the appeal from Level 1, together with notice of the date of the conference. In such cases, the Union may be present and state its views.
- f. The appropriate superior shall communicate his decision in writing, together with the supporting reasons, to the aggrieved employee, to the Union representatives who participate at this level, and to the principal of the school who rendered the decision at Level 1 within ten (10) school days after receiving the appeal.
- 3. Level 3 – Superintendent of Schools
 - a. If the grievance is not resolved at Level 2, the aggrieved employee may appeal from the decisions at Levels 1 and 2 to the Superintendent of Schools within ten (10) school days after the decision of the appropriate superior has been delivered. The appeal shall be in writing, shall set forth specifically the reasons for the appeal, and shall be accompanied by a copy of the appeal and the decision at Level 2.
 - b. The Superintendent of Schools, or his designated representative, shall meet and confer with the aggrieved employee with a view to arriving at a mutually satisfactory resolution of the complaint. The aggrieved employee and the appropriate Union representative shall be given at least two (2) school days notice of the conference and an opportunity to be heard.
 - c. Notice of the conference shall also be given to the principal of the school and to the Deputy Superintendent. The principal of the school and the appropriate superior may be present at the conference and state their views.
 - d. When the employee is not represented by the Union at this level, the Superintendent of Schools shall furnish the Union with a copy of the appeal from Level 2 together with notice of the date of the conference. In such cases, the Union may be present and state its views.
 - e. The Superintendent shall communicate his decision in writing, together with the supporting reasons, to the aggrieved employee and to any Union representative who participated at this level within ten (10) school days after receiving the appeal.
 - f. The principal of the school and the appropriate superior shall also receive a copy of any decision at this level.
- 4. Special Procedures for Grievances Relating to Salary and Leave Matters:
 - a. Any grievance based on a complaint that the employee has been placed on the wrong salary schedule, or step, or that he has been improperly denied an increment, or that his salary has been miscalculated, or that the person's absence deduction was improperly calculated shall be filed directly with the Human Resource Manager and shall next be appealed to the Superintendent of Schools. In such cases, the provisions of the general procedures relating to Level 2 shall apply to the presentation and adjustment of the grievance at the level of the Human Resource Manager except that:
 - (1) The grievance shall be filed within fifteen (15) school days following knowledge by the grievant of the act or condition which is the basis of the complaint, unless the grievant has a valid excuse for later filing.
 - (2) The employee need not be present at the conference.
 - The provisions of the general procedures relating to Level 3 shall apply to any appeal to the Superintendent of Schools from the decision of the Human Resource Manager.
- 5. Time Limits
 - a. The time limits in this Article may be extended by mutual agreement.
 - b. Failure at any level of the grievance procedure to appeal within the specified time limits shall be considered acceptance by the employee of the decision rendered.
 - c. Failure at any level of the grievance procedure to communicate a decision within the specified time limits shall permit the employee to proceed to the next level.

Article XII

Arbitration

A grievance dispute which was not resolved at the level of the Superintendent under the grievance procedure may be submitted by the Union to arbitration. The proceeding may be initiated by filing with the School Committee and the American Arbitration Association a request for arbitration. The notice shall be filed within ten (10) school days after receipt of the decision of the Superintendent, under the grievance procedure. The voluntary labor arbitration rules of the American Arbitration Association shall apply to the proceeding. The parties shall determine by lot which of them shall strike first from the list of arbitrators submitted.

The arbitrator shall issue his decision not later than thirty (30) days from the date of the close of the hearings or, if oral hearings have been waived, then from the date of transmitting the final statements and proofs to the arbitrator. The decision shall be in writing and shall set forth the arbitrator's opinion and conclusion on the issues submitted. The decision of the arbitrator, if made in accordance with his jurisdiction and authority under this Agreement, will be accepted as final by the parties to the dispute and both will abide by it. The arbitrator's fee will be shared equally by the parties to the dispute.

The Committee agrees that it will apply to all substantially similar situations the decision of an arbitrator sustaining a grievance and the Union agrees that it will not bring or continue, and that it will not represent any employee in any grievance which is substantially similar to a grievance denied by the decision of an arbitrator.

Article XIII

Union Privileges, Responsibilities, and Rights

A. Fair Practices

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

B. Dues Check-Off

1. The Union may secure authorization for payroll deductions for Union dues. Such authorizations may be revocable as provided by law. The Committee will request the Treasurer of the City of Lynn to submit such sums in total to the Union Treasurer.

The amount of Union dues payable to the Lynn Teachers Union, Local 1037, American Federation of Teachers, AFL-CIO, shall be deducted from the salaries weekly and transmitted to the Union Treasurer weekly.

2. The Union shall be notified of any teacher withdrawing or dropped from payroll deductions.

3. Any teacher desiring to have the Committee discontinue deductions that he has previously authorized must provide written notice to the Committee.

4. When authorized in writing by a teacher on a properly executed form, the amount of his loan and savings payments to the Lynn Teachers Credit Union shall be deducted from his salary and transmitted to the Treasurer of the Credit Union.

C. Allowed Time for Union Negotiations

1. The principal shall recognize the Union building representative as the official representative of the Union in the school.

2. The principal shall meet no more than once a month after school hours with the School Union Committee of three (3) representatives in each school except Classical, English, and L.V.T.I. High Schools where five (5) representatives shall serve, if requested by the Union representative to consult on local school problems and policies as they relate to established Committee policies and procedures and this Agreement. No other committee composed of bargaining unit personnel shall exist for this purpose. Both parties shall submit items for the agenda.

3. The discussion of other matters, as agreed upon for discussion by the principal and the School Union Committee, is not precluded by the above. However, the principal and the School Union 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 the Union representatives, not to exceed more than five (5) members, shall meet after school hours 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.

D. Distribution of Materials

The Union shall have the right to place Union-related materials in the mailboxes of teachers and other professional employees.

E. Bulletin Boards

The Union shall be permitted to post Union-related notices and other materials on the school bulletin board.

F. No Union Activity on School Time

The Union agrees that no teacher will engage in Union activity during the time he is assigned to teaching or other duties.

G. Protection of Individual and Group Rights

1. Nothing contained herein shall be construed to prevent the Committee, a member of the Committee, or its designated representatives, from meeting with any teacher for expression of the teacher's views. In the area of collective bargaining, no changes or modifications shall be made except through consultation or negotiation with the Union. Nothing contained herein shall be construed to permit any organization other than the Union to appear in an official capacity in the processing of a grievance.
2. 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.

H. Information

The Committee shall make available to the Union, upon its reasonable request, all records relevant to negotiations, or necessary for the proper enforcement of this Agreement.

I. 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 professional status, pension, or education laws and regulations.

J. Printing of Contract

The Committee agrees to pay one-half (1/2) the cost of printing the Agreement in booklet form and to distribute copies of the Agreement to each teacher presently employed by the Committee and to each new teacher hired by the Committee.

K. Time for Building Representatives

The Union building representative in high school and junior high school shall be allowed one (1) administrative period per week for conferring with teachers assigned to that building on matters relating to the contract. The principal shall provide suitable space for such purpose.

L. School Committee Meetings: Advance Agenda – Minutes

1. A copy of the advance agenda (commonly called "Notes of Meeting") of all School Committee meetings shall be made available to the official Union representatives to the Committee meetings at least twenty-four (24) hours prior to the meetings. The Union representative shall be advised as soon as possible of all special meetings of the School Committee.
2. A copy of the minutes of all School Committee meetings shall be sent to the official Union representative at the same time as sent to members of the School Committee. Such minutes are not official until adopted by the Committee.

M. Agency Service Fee

Any member of this bargaining unit who is first employed by the Lynn School Department on or after September 1, 1973, and is not a member of the Lynn Teachers Union shall be required, as a condition of employment, to pay an agency fee to the Lynn Teachers Union, Local 1037, American Federation of Teachers, AFL-CIO.

Such payment shall be in accordance with Massachusetts statute, G.L. c.150E, Section 12.

N. Time Off for Union President

The President of the Union shall be relieved of duties for one (1) period a month for the purpose of attending the meeting between the Union and the Superintendent.

Article XIV 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:

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 Union.

By the Union:

In any matter not covered in this Agreement which is a proper subject for collective bargaining the Union may raise issue with the Committee for consultation and negotiation; except that the Union shall not seek to renew to be effective during this Agreement 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 at any time by mutual consent.

**Article XV
Savings Clause**

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 and substitute action shall be subject to appropriate consultation and negotiation with the Union.

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

**Article XVI
Resolution of Differences By Peaceful Means**

The Union and the Committee agree that differences between the parties shall be settled by peaceful means as provided within this Agreement. The Union shall for the term of this Agreement, not engage in, instigate, or condone any strike, work stoppage, or any concerted refusal to perform normal work duties.

**Article XVII
Duration**

This Agreement and each of its provisions shall be in effect as of September 1, 2016, and shall continue in full force and effect until August 31, 2018. Negotiations for a subsequent agreement shall commence on November 1, 2017, on all items. The School Committee and the Union agree to a salary reopener effective at the request of either party.

**LETTER OF UNDERSTANDING – 1
between the LYNN SCHOOL COMMITTEE and the
LYNN TEACHERS UNION, LOCAL 1037, AFT, AFL-CIO**

It is agreed and understood that the teaching schedule at Lynn Vocational Technical Institute be re-evaluated in order to attempt to establish a basic maximum of six (6) periods a day or thirty (30) periods a week teaching load for related teachers at the LVTI.

**LETTER OF UNDERSTANDING – 2
between the LYNN SCHOOL COMMITTEE and the
LYNN TEACHERS UNION, LOCAL 1037, AFT, AFL-CIO**

Attachment A

Section Six:

Article 5 of the charter of the City of Lynn is hereby amended by inserting the following:

Section 5-7 Allotments

On or before August 1st of each year, or within ten (10) days after the approval of the City Council and the Mayor of the annual appropriation order for such fiscal year, whichever shall occur later, the city officials in charge of departments or agencies including the Superintendent of Schools for the School Department, shall submit to the Chief Financial Officer, with a copy to the City Clerk, in such form as the Chief Financial Officer may prescribe, an allotment schedule of the appropriations of all personnel categories included in said budget, indicating the amounts to be expended by the department or agency for such purposes during each of the fiscal quarters of said fiscal year, or such shorter time periods as the Mayor or Chief Financial Officer may prescribe.

Whenever the Chief Financial Officer determines that any department or agency, including the School Department, will exhaust or has exhausted its quarterly or shorter time period allotment and any amounts unexpended in previous periods, he shall give notice in writing to such effect to the Department Head, the Mayor, the City Solicitor, and the City Clerk who shall transmit the same to City Council. Upon such a determination and upon giving such notice, the Chief Financial Officer shall provide such officers additional reports on at least a monthly basis indicating the status of such accounts.

The Mayor within seven (7) days after receiving such notice, shall determine whether to waive or enforce such allotment. If the allotment for such period is waived or not enforced, as provided above, the department or agency head shall reduce the subsequent period allotments appropriately. If the allotment for such period is enforced or not waived,

thereafter the department shall terminate all personnel expenses for the remainder of such period. All actions, notices, and decisions provided for in this section shall be transmitted to the City Council and the City Clerk within seven (7) days.

No personnel expenses earned or accrued, within any department, shall be charged to or paid from such department's or agency's allotment of a subsequent period without approval by the Mayor, except for subsequently determined retroactive compensation adjustments. Approval of a payroll for payment of wages, salaries or other personnel expenses which would result in an expenditure in excess of the allotment shall be a violation of this section by the department or agency head, including the Superintendent of Schools and the School Committee. If the continued payment of wages, salaries or other personnel expenses is not approved in a period where a department has exhausted the period allotment or allotments as specified above, or, in any event, if a department has exceeded its entire appropriation for a fiscal year, the City shall have no obligation to pay such personnel cost or expense arising after such allotment or appropriation has been exhausted.

Notwithstanding the provisions of Chapter 150E of the General Laws, every collective bargaining agreement entered into by the City or the School Department after the effective date of this act shall be subject to and shall expressly incorporate the provisions of this section.

Appendix A-1
Basic Salary Schedule
Effective September 1, 2016

	Bachelors or Equiv.	B+15 or Voc. Cert. +60	Bachelors +30	Masters	Masters +15 or ASHA Cert.	Masters +30	Masters +45	Doctorate
1	43,706	45,586	46,505	47,465	48,407	49,349	50,288	53,178
2	45,937	47,810	48,735	49,695	50,638	51,577	52,518	55,408
3	48,160	50,045	50,967	51,925	52,867	53,800	54,740	57,640
4	50,393	52,273	53,195	54,153	55,094	56,037	56,978	59,867
5	52,624	54,503	55,425	56,382	57,324	58,268	59,207	62,096
6	54,849	56,735	57,655	58,611	59,553	60,497	61,437	64,325
7	57,084	58,958	59,883	60,841	61,782	62,723	63,666	66,554
8	59,309	61,190	62,112	63,068	64,009	64,951	65,891	68,782
9	61,533	63,417	64,341	65,296	66,240	67,175	68,115	71,010
10	63,765	65,642	66,567	67,528	68,470	69,402	70,342	73,241
11	65,991	67,876	68,798	69,756	70,697	71,635	72,576	75,471

Appendix A-2
Basic Salary Schedule
Effective September 1, 2017

	Bachelors or Equiv.	B+15 or Voc. Cert. +60	Bachelors +30	Masters	Masters +15 or ASHA Cert.	Masters +30	Masters +45	Doctorate
1	44,580	46,498	47,435	48,414	49,375	50,336	51,294	54,242
2	46,856	48,766	49,710	50,689	51,651	52,609	53,568	56,516
3	49,123	51,046	51,986	52,964	53,924	54,876	55,835	58,793
4	51,401	53,318	54,259	55,236	56,196	57,158	58,118	61,064
5	53,676	55,593	56,534	57,510	58,470	59,433	60,391	63,338
6	55,946	57,870	58,808	59,783	60,744	61,707	62,666	65,612
7	58,226	60,137	61,081	62,058	63,018	63,977	64,939	67,885
8	60,495	62,414	63,354	64,329	65,289	66,250	67,209	70,158
9	62,764	64,685	65,628	66,602	67,565	68,519	69,477	72,430
10	65,040	66,955	67,898	68,879	69,839	70,790	71,749	74,706
11	67,311	69,234	70,174	71,151	72,111	73,068	74,028	76,980

Appendix B

All stipends shall be paid as listed. No stipends shall be split. If more than one member holds the position each shall be paid the negotiated stipend. The amount paid for an activity shall be the same for that activity in all schools at each level, i.e. senior high school, middle school, elementary school.

Extra-curricular Activities Elementary

Activity	Stipend
Cheerleaders	\$1,561
Bowling	\$1,561
Intramural	\$1,561
Battle of the Books	\$1,561
Computer Club	\$1,561
Boys Basketball	\$1,561
Girls Basketball	\$1,561
Math Club	\$780
Science Club	\$780
School Newspaper	\$780
Music Club	\$780
ELA / Literacy Club	\$780
Exercise Club	\$780
Art / Crafts Club	\$780

Extra-curricular Activities Middle School

Activity	Stipend
Drama	\$1,561
School Newspaper	\$1,821
Cheerleaders	\$1,821
Bowling	\$1,561
Intramural	\$1,561
Battle of the Books	\$1,561
Computer / Media Club	\$1,561
Mock Trial	\$1,821
National Honor Society	\$1,561
TV Club	\$1,561
Cooking / Baking Club	\$1,561
ELA / Literacy Club	\$1,561
Math Club	\$1,561
Music Club	\$1,561
Science Club	\$1,561
Yearbook	\$1,561
Art / Crafts Club	\$1,040
Exercise Club	\$780
Junior ROTC	\$780
Leadership Club	\$780

Appendix B

All stipends shall be paid as listed. No stipends shall be split. If more than one member holds the position each shall be paid the negotiated stipend. The amount paid for an activity shall be the same for that activity in all schools at each level, i.e. senior high school, middle school, elementary school.

Extra-curricular Activities High School

Activity	Stipend
Senior Class Advisor	\$1,821
Junior Class Advisor	\$1,561
Sophomore Class Advisor	\$1,301
Freshman Class Advisor	\$1,301
Language Club	\$1,561
Drama	\$2,341
Drama - production	\$1,301
Math	\$1,821
Science	\$1,821
Business-Careers	\$1,821
Political Science	\$1,821
Music	\$1,821
Chess	\$1,561
Senior Yearbook	\$1,821
Student Government	\$1,821
School Newspaper	\$1,821
Bowling	\$1,561
Intramural	\$1,561
Computer Club	\$1,561
Mock Trial	\$1,821
National Honor Society	\$1,821
Quiz Team	\$1,561
TV Club	\$1,561
History Club	\$1,561
Skills USA Club	\$1,561
Robotics Club	\$1,561
ELA / Literacy Club	\$1,561
Gay Straight Alliance	\$1,040
Cultural / Multicultural Club	\$1,040
Arts / Crafts Club	\$1,040
Exercise Club	\$780

Appendix C

LYNN EDUCATOR EVALUATION SYSTEM

A. Introduction

The evaluation system used by the parties shall adhere to all state laws and regulations, including but not limited to M.G.L. c. 71, §38 and the Educator Evaluation regulations, 603 CMR 35.00 et seq. This contract language shall take effect in all schools district-wide on September 1, 2012.

B. Initial and Ongoing Training for Evaluators and Educators

Prior to the implementation of the new evaluation system contained in this article, the school district shall arrange training for all principals, educators, and evaluators that outlines the components of the new evaluation process and provides an explanation of the evaluation cycle.

Furthermore, at the start of each school year, the school district shall arrange district-wide or school-level meetings for educators and evaluators focused on educator evaluation. The district and the union shall determine the locations, times, and content of the meetings. At a minimum, the meetings shall:

- Provide an overview of the evaluation process, including goal setting and the development of educator plans.
- Provide all educators with a copy of the rubrics and forms used to evaluate members of the bargaining unit.
- Provide educators with the opportunity to ask questions relating to the evaluation system.

The parties agree that evaluator training should be designed to make evaluations as consistent, reliable, and equitable as possible across schools, grades, subjects, and assignments.

The school district agrees to provide joint training to educators and evaluators beginning in August 2012, prior to the implementation of this evaluation system, and as needed throughout the first year of implementation. Subsequent training will be scheduled on an annual basis.

C. Evaluators

1. Definition

An evaluator shall be a person outside the bargaining unit who has been designated in writing by the Superintendent as having responsibility for evaluations. All evaluators must be licensed as administrators by the Mass. Department of Elementary and Secondary Education (DESE) or enrolled in an accredited certification program or completed the supervision/evaluation course offered by the district and must be full-time employees of the school district. Evaluators at the elementary level shall include principals and program specialists; evaluators at the secondary level shall include principals, vice principals, and department heads; evaluators at the district level shall include directors and assistant directors.

2. Training

The Superintendent has the responsibility to ensure that all evaluators receive training in the principles of effective supervision and evaluation; know the requirements of the new state regulations and this Article; and, when possible, have or have available to them knowledge of the subject matter and/or area they will evaluate.

The parties agree that evaluator training should be designed to make evaluations as consistent, reliable, and equitable as possible across schools, grades, subjects, and assignments.

The Union President will be invited to an initial evaluator training session provided by the school district.

3. Procedures

All evaluators shall follow the evidence collection and reporting requirements outlined in this contract.

4. Evaluator Roles and Responsibilities

There shall be two (2) categories of evaluators:

a. Primary Evaluator

The Superintendent shall identify a primary evaluator, normally the principal, for each school in the district.

The primary evaluator shall assign all supervising evaluators (if any) in a school building.

The primary evaluator shall approve all educator plans; and approve all Formative/Summative Assessment/Evaluation reports and ratings for educators after receiving recommendations from the supervising evaluator (if any).

The primary evaluator may perform any or all duties ascribed to supervising evaluators below.

b. Supervising Evaluator

The supervising evaluator may be the primary evaluator or his/her designee.

The supervising evaluator's responsibilities include supervising goal setting and plan development with the educator; conducting classroom observations, collecting and analyzing other evidence as allowed under state regulations; and providing feedback and support to the educator.

The supervising evaluator completes the Formative Assessment/Evaluation report and, if applicable, recommends formative ratings to the primary evaluator. Any change in a rating from the preceding assessment/evaluation, either on a particular standard or overall, must be reviewed and approved by the primary evaluator. The supervising evaluator drafts the Summative Evaluation report and recommends summative ratings to the primary evaluator. The primary evaluator shall review and approve and may amend the final summative report and ratings.

5. Notifications and Changes to Evaluators

The educator shall be notified in writing of his/her primary evaluator, supervising evaluator (if any) at the outset of each new evaluation cycle.

At any time during the evaluation cycle, the educator may send a written request to his/her primary evaluator for a different supervising evaluator.

D. Performance Standards and Ratings

An educator shall be rated on each of four performance standards and shall receive an overall rating.

The four performance standards are:

1. Curriculum, Planning, and Assessment
2. Teaching All Students
3. Family and Community Engagement
4. Professional Culture

There shall be four performance ratings:

- Exemplary shall mean that the educator's performance consistently and significantly exceeds the requirements of a standard or overall.
- Proficient shall mean that the educator's performance fully and consistently meets the requirements of a standard or overall.
- Needs Improvement shall mean that the educator's performance on a standard or overall is below the requirements of a standard or overall, but is not considered to be unsatisfactory at this time. Improvement is necessary and expected.
- Unsatisfactory shall mean that the educator's performance on a standard or overall has not significantly improved following a rating of needs improvement, or the educator's performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

An educator must receive a proficient or higher rating on the first two (2) standards to receive a proficient or higher rating overall.

E. Rubrics, Forms, and Documents

The parties agree to use the performance rubrics, forms, and documents included in this CBA and attached hereto incorporated herein by reference as follows: Appendix C-1 – Forms; Appendix C-2 – Teacher Rubric; Appendix C-3 – Specialized Instructional Support Personnel (SISP) Rubric.

F. Evaluation Cycle: Self-Assessment and Goal Proposal

At the start of each new evaluation cycle, an educator shall submit a Self-Assessment Form to his/her supervising evaluator. In cases of one-year or two-year plans that begin at the start of the school year, educators shall submit the self-assessment by October 15. Between the start of the school year and October 15, teams of educators shall have common planning time to work on their self-assessments collaboratively.

Each self-assessment shall contain:

1. An analysis of evidence of student learning, growth, and achievement for students under the educator's responsibility.
2. A reflection on practice using each of the four performance standards of effective practice using the appropriate rubric(s) in Appendix C-2 and/or Appendix C-3.
3. Proposed goals for the Educator Plan:
 - a. Each educator must propose a minimum of one (1) goal directly related to improving student learning and a minimum of one (1) goal directly related to improving professional practice. However for the 2012-2013 school year, educators shall be required to propose one (1) goal related to improving student learning and one (1) goal directly related to improving professional practice.
 - b. The proposed goals must align with school and district goals.
 - c. Educators shall consider goals for grade-level, subject-area, or department teams, or for other groups of educators who share responsibility for student learning and results.
 - d. For educators with PTS rated needs improvement or unsatisfactory, the professional practice goal must address specific standards and indicators identified for improvement.

e. Guidance for setting SMART Goals is attached hereto as part of Appendix C-4.

G. Educator Plans: Types, Durations, and Special Requirements

All educators will be on educator plans. Educator plans shall take effect upon written approval by the primary evaluator and will remain in effect until the end of the period defined in the plan or until the plan is changed in accordance with state regulations and the provisions of this Article.

The types, durations, and special requirements of educator plans are as follows:

1. Developing Plans:

For Non-PTS Educators

All educators without professional teacher status (PTS) shall be on Developing Plans.

For PTS Educators

The parties acknowledge that it may take some time for an educator with PTS to become proficient in a new assignment. A new assignment shall mean a change in subject area, licensure, building, or grade level. However, at the elementary level, a grade level change shall mean a change of three (3) or more grades. The primary evaluator may assign a developing plan to a PTS educator in a new assignment at the educator's request or at the primary evaluator's discretion.

Each developing plan for PTS educators in new assignments will be for one (1) school year. If the educator receives an overall rating of proficient or higher upon the summative evaluation at the end of the year, the educator may begin a Self-Directed Growth Plan for the next school year. If the overall summative rating is below proficient, the primary evaluator and the educator may discuss the possibility of a more appropriate assignment, and a different assignment that matches the educator's certification may be offered. If a different assignment is made, the primary evaluator may extend the developing plan for a subsequent plan period of up to one (1) school year. If a different assignment is not made, the educator shall be placed on a Directed Growth Plan.

2. Self-Directed Growth Plans for PTS Educators

Educators with PTS who have an overall rating of proficient or exemplary and whose impact on student learning is moderate or high after the DESE implementation of such ratings, shall be on two-year Self-Directed Growth Plans. The primary evaluator shall complete a Formative Evaluation report at the end of year one and a Summative Evaluation report at the end of year two.

Educators with PTS who have an overall rating of proficient or exemplary and, after the DESE implementation of such ratings, whose impact on student learning is low, shall be on one-year Self-Directed Growth Plans.

3. Directed Growth Plans for PTS Educators

a. Overview

Educators with PTS who receive an overall rating of needs improvement from the primary evaluator, shall be on Directed Growth Plans.

b. Assignment of Supervising Evaluator and First Conference

The primary evaluator may designate a supervising evaluator to oversee the development and implementation of a Directed Growth Plan. The supervising evaluator may be the primary evaluator.

Within fifteen (15) school days of an educator receiving an overall rating of needs improvement, the designated supervising evaluator shall meet with the educator to develop the Directed Growth Plan. The educator may request that a union representative attend this meeting and any subsequent meetings relating to the development, implementation, or monitoring of a Directed Growth Plan.

c. Plan Length

The parties agree that a reasonable amount of time shall be provided to permit the educator to implement the plan and demonstrate proficiency. The primary evaluator, in consultation with the supervising evaluator, the educator, and a union representative, if requested by the educator, shall determine the plan length.

d. Plan Components

The Directed Growth Plan shall be completed using the Educator Plan Form in Appendix C-1. Each plan shall include, at a minimum, the following components:

- The assigned primary evaluator and supervising evaluator, if any.
- The start and end dates of the plan.
- The area(s) targeted for improvement. The supervising evaluator shall delineate the specific standards and indicators the educator has not fully met on the appropriate performance rubric, drawing on evidence supplied in previous evaluations.
- The performance goals to be met, which shall directly relate to the standard(s) and indicator(s) in which improvement is needed.

- The recommended actions and activities for improvement. The supervising evaluator shall prescribe the actions the educator needs to take to meet the performance goals.
- The supports and modes of assistance available to the educator from the district, school, and/or individuals. These may include workshops, courses, trainings, materials, instructional coaches, peer assistants, and any other supports the district or school may provide to assist the educator in improving his/her performance in the targeted areas. The supervising evaluator shall provide the educator with guidance and assistance in accessing the resources and professional development outlined in the Directed Growth Plan.
- The anticipated number of announced and unannounced observations that will take place during the plan period.
- The anticipated timeline for collecting evidence and monitoring progress toward goals, including at a minimum a mid-cycle Formative Assessment report on the relevant standard(s) and indicator(s).
- The delivery date of the Summative Evaluation report.

e. Signatures and Delivery

The Primary Evaluator must approve the Directed Growth Plan and both the primary and supervising evaluators must sign it and deliver it to the educator at least fifteen (15) school days before the start date of the plan.

The Educator shall sign his/her Directed Growth Plan within five (5) school days of receipt and may include a written response using the Educator Response Form in Appendix C-1. The educator's signature shall denote receipt of the plan, not agreement with its contents. A copy of the signed plan shall remain with the educator.

f. Appeal Process

If an educator disagrees with any element of the approved Directed Growth Plan, the educator may submit comments of that nature using the Educator Response Form to the supervisor of the primary evaluator, copying the Union President if desired. 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.

g. Changes During Plan Period

A rating on a particular standard may be changed through a formative assessment at any time during the plan period.

The parties agree that, barring a pattern of performance of an egregious nature or other just cause, no educator with PTS on a Directed Growth Plan shall be dismissed during the prescribed plan period, or have his/her overall rating changed until the summative assessment, if applicable.

4. Improvement Plans for PTS Educators

a. Overview

An educator with PTS who receives an overall rating of unsatisfactory, from his/her primary evaluator, shall be on an Improvement Plan.

b. Assignment of Supervising Evaluator and First Conference

The primary evaluator may designate a supervising evaluator to oversee the development and implementation of an Improvement Plan. The primary evaluator may be the supervising evaluator.

Within fifteen (15) school days of an educator receiving an overall rating of unsatisfactory, the designated supervising evaluator shall meet with the educator to discuss and assist in the development of the Improvement Plan. The educator may request that a union representative attend this meeting and any subsequent meetings relating to the development, implementation, or monitoring of an Improvement Plan.

c. Plan Length

The parties agree that a reasonable amount of time, and in no event less than thirty (30) school days, shall be provided to permit the educator to implement the plan and demonstrate improvement. The primary evaluator, in consultation with the supervising evaluator, the educator, and a union representative, if requested by the educator, shall determine the plan length.

d. Plan Components

The Improvement Plan shall be completed using the Educator Plan Form in Appendix C-1. Each plan shall include, at a minimum, the following components:

- The assigned primary evaluator and supervising evaluator, if any.
- The start and end dates of the plan.
- The area(s) targeted for improvement. The supervising evaluator shall delineate the specific standards and indicators on the appropriate performance rubric that the educator has not met, drawing on evidence supplied in previous evaluations.

- The performance goals to be met, which shall directly relate to the standard(s) and indicator(s) in which improvement is needed.
- The recommended actions and activities for improvement. The supervising evaluator shall prescribe the actions the educator needs to take to meet the performance goals.
- The supports and modes of assistance available to the educator from the district, school, and/or individuals. These may include workshops, courses, trainings, materials, instructional coaches, peer assistants, and any other supports the district or school may provide to assist the educator in improving his/her performance in the targeted areas. The supervising evaluator shall provide the educator with guidance and assistance in accessing the resources and professional development outlined in the Improvement Plan.
- The anticipated number of announced and unannounced observations that will take place during the plan period.
- The anticipated timeline for collecting evidence and monitoring progress toward goals, including at a minimum a mid-cycle Formative Assessment report on the relevant standard(s) and indicator(s).
- The delivery date of the Summative Evaluation report.

e. Signatures and Delivery

The primary evaluator must approve the plan and both the primary evaluator and the supervising evaluator must sign it and deliver it to the educator at least fifteen (15) school days before the start date of the plan.

The educator shall sign his/her Improvement Plan within five (5) school days of receipt and may include a written response using the Educator Response Form in Appendix C-1. The educator's signature shall denote receipt of the plan, not agreement with its contents. A copy of the signed plan shall remain with the educator.

f. Appeal Process

If an educator disagrees with any element of the approved Improvement Plan, the educator may submit comments of that nature using the Educator Response Form to the supervisor of the primary evaluator, copying the Union President, if desired. The notified parties may consult each other on the matter. Following any consultation, the supervisor of the primary evaluator may discuss the matter with the primary evaluator, who may be asked to revise elements of the Improvement Plan.

g. Changes During Plan Period

The parties agree that, barring a pattern of performance of an egregious nature or other just cause, no educator with PTS on an Improvement Plan shall be dismissed during the prescribed plan period.

A rating on a particular standard and/or an overall rating may be upgraded to needs improvement or higher through a formative assessment at any time during the plan period.

h. Decision on the Educator's Status at the Conclusion of the Improvement Plan:

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

- If the evaluator determines that the educator has improved his/her practice to the level of proficiency, the educator will be placed on a Self-Directed Growth Plan.
- If the evaluator determines that the educator is making substantial progress toward proficiency, the evaluator shall place the educator on a Directed Growth Plan.
- If the evaluator determines that the educator is not making substantial progress toward proficiency, the evaluator may recommend to the Superintendent that the educator be dismissed.
- If the evaluator determines that the educator's practice remains at the level of unsatisfactory, the evaluator shall recommend to the Superintendent that the educator be dismissed.

H. Evaluation Cycle: Goal Finalization and Educator Plan Development

1. Conferences

By October 15, the primary evaluator shall schedule and conduct a final goal-setting and plan-development conference with all educators under his/her supervision.

The final goal-setting and plan-development conferences may occur in groups.

During the conferences, evaluators and educators shall consider finalizing goals for grade-level, subject-area, or department teams, or for other groups of educators who share responsibility for student learning and results.

Educators rated needs improvement or unsatisfactory may participate in group conferences for final goal-setting and plan development; however, they shall also meet individually with their primary evaluators to finalize professional practice goal(s) that address specific standard(s) and indicator(s) identified for improvement.

2. Drafting of Educator Plans

During or as soon as possible after the final goal setting conference, the primary evaluator and educator shall draft an educator plan using the appropriately designated form in Appendix C-1:

The Directed Growth Plan designation shall be used for educators on Directed Growth Plans.

The Improvement Plan designation shall be used for educators on Improvement Plans.

The Educator Plan designation shall be used for all other educators.

The Educator Plan Form shall, at minimum, specify the following:

- The assigned primary evaluator and supervising evaluator, if any.
- The start and end dates of the plan.
- The educator's student learning and professional practice goals.
- The actions the educator will take to attain his/her goals.
- The supports, resources, and professional development available from the school district.
- The anticipated delivery date of the Formative Assessment or Formative Evaluation report.
- The anticipated delivery date of the Summative Evaluation report.

3. Approval and Delivery of Educator Plans

The primary evaluator must approve and sign and the supervising evaluator (if any) must sign the educator plan and deliver it to the educator no later than November 1 for plans beginning at the start of the school year.

Additionally, all final educator plans shall be delivered to the educator at least five (5) school days before the start date of any educator plan.

The educator shall sign his/her educator plan within five (5) school days of receipt and may include a written response using the Educator Response Form in Appendix C-1. The educator's signature shall denote receipt of the plan not agreement with its contents. A copy of the signed plan shall remain with the educator.

4. Appeal Process

If an educator disagrees with any element of the approved educator plan, the educator may submit comments of that nature using the Educator Response Form to the primary evaluator and/or supervisor of the primary evaluator, copying the Union President if he/she wishes. The notified parties may consult each other on the matter. Following any consultation, the primary evaluator and/or the supervisor of the primary evaluator may discuss the matter with the supervising evaluator, who may be asked to work with the educator to revise the goals and contents of the educator plan.

I. Evaluation Cycle: Record of Evaluation and Evidence Collection

1. Record of Evaluation

The parties agree that an effective evaluation process requires meaningful, ongoing, two-way communication.

To facilitate this process, the parties agree that each educator shall have a record of evaluation maintained as part of his/her personnel file, pursuant to Article VI.

All evaluation documents shall remain confidential as personnel records of each member of the bargaining unit.

Each educator's record of evaluation shall consist of three parts: 1) all forms and documents used or contained in the evaluation process; 2) evaluator-supplied evidence; and 3) educator-supplied evidence.

Standard forms shall include all relevant forms in Appendix C-1. The other components are described below.

2. Role of the Record of Evaluation in Evaluation Reports

Formative or summative evaluation reports shall rely on evidence previously entered into the record of evaluation according to the protocols below.

3. Evaluator-Supplied Evidence

Record of Evidence Form

Any evaluator who collects evidence shall maintain a Record of Evidence Form for each educator under his/her supervision using the Evaluator Record of Evidence Form in Appendix C-1. The form shall be used to document and preserve evidence that may be relied upon to determine ratings against standards and/or to assess progress toward goals.

A Record of Evidence Form entry may include attachments. Any time an evaluator makes an entry into the Record of Evidence Form, the educator will receive a copy of the Record of Evidence Form entry and any relevant attachments.

Evidence Collection and Record keeping Protocols

Evaluators shall collect and record evidence from classroom observations and other sources of evidence allowed under state regulations according to the following protocols:

Classroom observations

Classroom observations may be announced or unannounced and of any duration.

A. Educators without PTS:

1. In the first year of practice or first year assigned to a school, the educator shall have at least one (1) announced observation and at least four (4) unannounced observations.

2. In their second and third years of practice or second and third years as a non-PTS educator in the school, the educator shall have at least one (1) announced and at least three (3) unannounced observations.
- B. Educators with PTS:
1. The educator whose overall rating is proficient or exemplary must have at least one (1) unannounced observation during the evaluation cycle.
 2. The educator whose overall rating is needs improvement must be observed according to the Directed Growth Plan during the period of the plan which must include at least two (2) unannounced observations.
 3. The educator whose overall rating is unsatisfactory must be observed according to the Improvement Plan which must include both unannounced and announced observations. The number and frequency of the observations shall be determined by the evaluator, but in no case, for improvement plans of one (1) year, shall there be fewer than one (1) announced and four (4) unannounced observations. For improvement plans of six (6) months or fewer there must be no fewer than one (1) announced and two (2) unannounced observations.
- C. Observation Process
- The evaluator's first observation of the educator without professional status should take place by November 15. Observations required by the educator plan should be completed by May 15. 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.
1. Unannounced Observations
 - a. Unannounced observations may be in the form of partial or full-period classroom visitations, instructional rounds, walkthroughs, learning walks, or any other means deemed useful by the evaluator.
 - b. In case of an observation that raises questions or concerns, the evaluator shall request an in-person conference with the educator within five (5) school days of the observation.
 - c. The educator will be provided with at least brief written feedback from the evaluator within five to seven (5 to 7) school days of the observation. The written feedback shall be delivered to the educator in person, electronically, placed in the educator's school mailbox in a sealed envelope or, in the event that, after good faith efforts, other options are unsuccessful or unavailable, mailed to the educator's home.
 - d. Any observation or series of observations resulting in one (1) or more standards judged to be unsatisfactory or needs improvement for the first time must be followed by at least one (1) observation of at least thirty (30) minutes in duration within thirty (30) school days.
 2. Announced Observations

All non-PTS educators in their first year in the school, PTS educators on improvement plans and other educators at the discretion of the evaluator shall have at least one (1) announced observation.

 - a. The evaluator shall select the date and time of the lesson or activity to be observed and discuss with the educator any specific goal(s) for the observation.
 - b. Within five (5) school days of the scheduled observation, upon request of either the evaluator or educator, the evaluator and educator shall meet for a pre-observation conference. In lieu of a meeting, the educator may inform the evaluator in writing of the nature of the lesson, the student population served, and any other information that will assist the evaluator to assess performance.
 1. The educator shall provide the evaluator with a completed copy of the Pre-Observation Data Sheet.
 2. The educator will be notified as soon as possible if the evaluator will not be able to attend the scheduled observation. The observation will be rescheduled with the educator as soon as reasonably practical.
 - c. Within five (5) school days of the observation, the evaluator and educator shall meet for a post-observation conference. This timeframe may be extended due to unavailability on the part of either the evaluator or the educator, but shall be rescheduled within twenty-four (24) hours if possible.
 - d. The evaluator shall provide the educator with written feedback within five to seven (5-7) school days of the post-observation conference. For any standard where the educator's practice was found to be unsatisfactory or needs improvement, the feedback must:
 1. Describe the basis for the evaluator's judgment.
 2. Describe actions the educator should take to improve his/her performance.
 3. Identify support and/or resources the district will provide the educator for use in his/her improvement.
 4. State that the educator is responsible for addressing the need for improvement.

Other sources of evidence

The evaluator may record sources of evidence other than classroom observations on the Evaluator Record of Evidence with the appropriate feedback accompanying each entry. Such entries may be put into the Record of Evidence at any time, provided that the evaluator holds a meeting with the educator to share and discuss an entry which raises questions or concerns before it is formally entered into the log, thus giving the educator an opportunity to address the evidence and dispel the concerns.

Additionally, following an Evaluator Record of Evidence entry made by an evaluator, the educator may use the Educator Response Form in Appendix C-1 to submit comments and/or additional information he/she believes relevant to the evaluator's understanding of the evidence. Any comments or information added by the educator shall become part of the educator's record of evaluation, and the evaluator who collected and documented the evidence shall acknowledge receipt with his/her signature.

4. Educator-Supplied Evidence

Every educator shall have the right to compile and present any evidence or information that relates to his/her performance against the standards and/or progress toward plan goals.

The educator may share any or all compiled evidence/information with his/her evaluator(s) at any point in the evaluation cycle, in which case said contents will be entered into the educator's record of evaluation using the Educator Collection of Evidence Form. The primary evaluator shall acknowledge receipt of said contents with his/her signature.

J. Evaluation Cycle: Formative Assessment/Evaluation

1. Overview

The formative assessment takes stock of the educator's performance against the standards and/or progress toward plan goals throughout the evaluation cycle but typically takes places mid-cycle when the supervising evaluator completes a Formative Assessment report.

For an educator on a two (2)-year Self-Directed Growth Plan, the Formative Evaluation report occurs at the end of year one.

2. Timelines

a. Formative Assessments

For educators on one (1)-year or shorter plans, the supervising evaluator shall complete at least one (1) Formative Assessment report during the evaluation cycle. For one-year plans that begin at the start of the school year, he/she shall complete a report and deliver it to the educator no later than February 15.

Either party may request and shall receive a personal conference which, shall occur before the supervising evaluator completes the Formative Assessment report and delivers it to the educator.

b. Formative Evaluations

For educators on two (2)-year Self-Directed Growth plans that begin at the start of the school year the supervising evaluator shall complete a Formative Evaluation report and deliver it to the educator between May 15 and June 1. On or before May 1, either party may request and shall receive an in-person conference which shall occur before the evaluator completes the Formative Evaluation report and delivers it to the educator.

c. Completion and Delivery of Formative Assessment/Evaluation Report

In assessing progress toward goals, the primary evaluator shall consider evidence of the efforts, actions, and perseverance demonstrated by the educator. In the case of team goals, the evaluator shall consider evidence of the contributions made by each individual to the team.

When writing a Formative Assessment/Evaluation report, the primary evaluator need not recommend performance ratings on each standard or overall but instead may assess solely on progress toward goals. If he/she makes no ratings recommendations, the previous summative ratings shall remain in effect.

The primary evaluator must review and approve any recommended change in a rating, either on a particular standard or overall, must be reviewed and approved by the primary evaluator, provided that:

- Reports that give an overall rating of needs improvement or unsatisfactory must rely on evidence previously entered into the record of evaluation.
- No educator previously rated proficient or exemplary overall may have his/her overall rating lowered through a formative assessment/evaluation unless the following process has occurred:

The supervising or primary evaluator must first have noted at least three (3) classroom observations in the record of evaluation during the evaluation cycle that have raised concerns and for which the evaluator has provided appropriate feedback. The observations must be fifteen (15) minutes in length and must include at least two (2) different classes (e.g. different content, grade level, students and/or time of day) over a period of at least fifteen (15) school days.

The primary and supervising evaluators shall sign and date each formative assessment/evaluation and deliver it to the educator. The educator shall sign the report within five (5) school days of receipt and may include a written response using the Educator Response Form. The educator's signature shall denote receipt of the report, not agreement with its contents. A copy of the signed report shall remain with the educator.

3. Post-Report Conferences

a. Educators Rated Unsatisfactory or Needs Improvement Overall

Any educator so rated may request a conference with the primary evaluator and/or the supervising evaluator to discuss the formative assessment/evaluation report, and the conference shall take place within five (5) school days of the request. The educator may request that a union representative attend the conference.

b. Educators Rated Proficient or Exemplary Overall

Any educator so rated, may request a post-report conference. If requested, the conference shall occur within ten (10) school days of the request.

K. Evaluation Cycle: Summative Evaluation

1. Overview

For all educators, the evaluation cycle concludes with a Summative Evaluation report.

2. Timeline

For educators on one (1) or two (2)-year educator plans that begin at the start of the school year, the primary evaluator shall complete a Summative Evaluation report and deliver it to the educator between May 15 and June 10. Either party may request and receive an in-person conference which, if requested, shall occur before the evaluator completes the Summative Evaluation report and delivers to the educator.

For educators on Directed Growth or Improvement Plans, the plan shall state the intended delivery date of the Summative Evaluation report. Either party may request an in-person conference, which, if requested, shall occur before the primary evaluator completes the Summative Evaluation report and delivers it to the educator.

3. Completing and Delivering the Report

The supervising evaluator shall draft the Summative Evaluation report using the Summative Evaluation Report Form in Appendix C-1.

The supervising evaluator shall recommend to the primary evaluator a rating on progress toward student learning goals; a rating on progress toward professional practice goals; a rating on each of the four standards; and an overall rating. The supervising evaluator shall provide a rationale and evidence for each recommendation.

In assessing progress toward goals, the supervising evaluator shall consider evidence of the efforts, actions, and perseverance demonstrated by the educator. In the case of team goals, the evaluator shall consider evidence of the contributions made by the individual to the team.

The primary evaluator shall review the draft report and recommended ratings. The primary evaluator may amend the draft report and recommended ratings, citing evidence to support the change(s).

The primary evaluator shall then approve the final Summative Evaluation report and ratings, provided that:

- Reports that give an overall rating of needs improvement or unsatisfactory must rely on evidence entered into the Record of Evidence that the primary or supervising evaluator has already discussed in person with the educator at a conference to which the educator may invite a union representative if he/she wishes to do so.
- No educator previously rated proficient or exemplary overall may have his/her overall rating lowered through a formative assessment/evaluation unless the following process has occurred:

The supervising or primary evaluator must first have noted at least three (3) classroom observations in the record of evaluation during the evaluation cycle that have raised concerns and for which the evaluator has provided appropriate feedback. The observations must be at least fifteen (15) minutes in length and must include at least two (2) different classes (e.g. different content, grade level, students and/or time of day) over a period of at least fifteen (15) school days.

The primary and supervising evaluators shall sign the final Summative Evaluation report and deliver it to the educator. The educator shall sign the report within five (5) school days of receipt and may include a written response using the Educator Response Form. The educator's signature shall denote receipt of the report, not agreement with its contents. A copy of the signed report shall remain with the educator.

4. Post-Report Conferences

Any educator regardless of his/her rating may request a conference with the supervising evaluator and/or primary evaluator to discuss the Summative Evaluation report, and the conference shall take place within ten (10) days but no later than the educator's last school day of the school year. The educator may request that a union representative attend the conference.

L. Timeline

Activity:	Completed By:
Superintendent, principal or designee meets with evaluators and educators to explain evaluation process	September 15
Evaluator meets with first-year educators to assist in self-assessment and goal setting process Educator submits self-assessment and proposed goals	October 15
Evaluator meets with educators in teams or individually to establish educator plans (Educator Plan may be established at Summative Evaluation Report meeting in prior school year)	October 15
Evaluator completes educator plans	November 1
Evaluator should complete first observation of each educator on a one (1) year plan.	November 15
Educator submits evidence on parent outreach, professional growth, progress on goals (and other standards, if desired) *or four (4) weeks before Formative Assessment Report date established by evaluator	January 5*
Evaluator should complete mid-cycle Formative Assessment Reports for educators on one (1) year educator plans	February 1
Evaluator holds formative assessment meetings if requested by either evaluator or educator	February 15
Educator submits evidence on parent outreach, professional growth, progress on goals (and other standards, if desired) *or four (4) weeks prior to Summative Evaluation Report date established by evaluator	April 20*
Evaluator completes Summative Evaluation Report	May 15
Evaluator meets with educators whose overall summative evaluation ratings are needs improvement or unsatisfactory	Within ten (10) school days of May 15
Evaluator meets with educators whose ratings are proficient or exemplary at request of evaluator or educator	June 10 or educator's last work day
Educator signs Summative Evaluation Report and adds response, if any, within five (5) school days of receipt	June 10 or at least five (5) school days before the last educator work day

A) Educators with PTS on Two (2) Year Plans

Activity:	Completed By:
Evaluator completes unannounced observations(s)	Any time during the two (2)-year evaluation cycle
Evaluator completes Formative Evaluation Report	June 1 of Year 1
Evaluator conducts Formative Evaluation Meeting, if any	June 1 of Year 1
Evaluator completes Summative Evaluation Report	May 15 of Year 2
Evaluator conducts Summative Evaluation Meeting, if any	June 10 of Year 2 or at least five (5) school days before the last educator work day
Evaluator and educator sign Summative Evaluation Report	June 15 of Year 2 or at least five (5) school days before the last educator work day

B) Educators on Plans of Less than One (1) Year

The timeline for educators on plans of less than one (1) year will be established in the educator plan.

M. General Provisions

The parties agree to establish a joint union-management evaluation team which shall review the evaluation processes and procedures annually through the first three (3) years of implementation and recommend adjustments to the parties.

The Union President shall appoint the union team members. The Superintendent shall appoint the management team members. The parties agree to reopen the Collective Bargaining Agreement for the limited purpose of negotiating over such recommended adjustments and future DESE regulations and/or requirements.

Appendix C-1

Forms for Educator Evaluation

Overview of Forms

The forms included in this Appendix are suggested templates, provided as tools to support educators and evaluators as they implement the new educator evaluation framework. For all of these forms, additional pages may be attached as needed.

- **Educator Tracking Sheet.** This form is intended to be used to track the completion of each step throughout the educator's evaluation process. It will be completed by the educator in conjunction with his/her primary (and possibly supervising) evaluator.
- **Self-Assessment Form.** This form is intended to be used in support of Step 1: Self-Assessment, the educator's initial step of the cycle. The form can be used by individuals or teams; however, each individual will need to submit a self-assessment. Evaluators sign the form to indicate receipt. The form includes sections for the educator to complete an analysis of student learning, growth, and achievement and an assessment of practice against performance standards. Submission of this form will be noted and initialed on the **Educator Tracking Sheet**.
- **Goal Setting Form.** This form is intended to be used in support of Step 1: Self-Assessment **and** Step 2: Goal Setting and Plan Development. Individuals and teams may use this form to propose goals (a minimum of one (1) student learning goal and one (1) professional practice goal). The form should initially be submitted with the Self-Assessment Form with the box "Proposed Goals" checked. If the goals are approved as written, the evaluator will check the box "Final Goals" and include a copy of the form with the **Educator Plan Form**. If the goals undergo further refinement, edits may be made to the original, or the form may be rewritten. If the form is redone, the new form should have the box "Final Goals" checked and should then be attached to the **Educator Plan Form**. Submission of this form will be noted and initialed on the **Educator Tracking Sheet**.
- **Educator Plan Form.** This form is intended to be used in support of Step 2: Goal Setting and Plan Development. It will either be completed by the educator for a *Self-Directed Growth Plan*, by the educator and the evaluator together for a *Directed Growth Plan* and a *Developing Educator Plan*, and by the evaluator for an *Improvement Plan*. Completion and/or submission of this form will be noted and initialed on the **Educator Tracking Sheet**.
- **Evaluator Record of Evidence Form.** This form is intended to be used by the evaluator in gathering evidence of an educator's practice during Step 3: Implementation of the Plan. It will be completed by the evaluator and may be reviewed by the educator at any time.
- **Educator Collection of Evidence Form.** This form is intended to be used to support the educator in collecting evidence of his/her practice. It will be completed by the educator and shared with the evaluator prior to Formative Assessment/Evaluation and Summative Evaluation.
- **Formative Assessment Report Form.** This form is intended to be used in support of an educator's formative assessment (Step 4) at the mid-point of the evaluation cycle, at minimum; it can be used multiple times as Formative Assessment can be ongoing. It will be completed by the evaluator. Evaluators are not required to assess both progress toward goals and performance on Standards; they will check off whether they are evaluating "Progress toward Attaining Goals," "Performance on each Standard," or both. Evaluators will provide a brief narrative of progress that includes feedback. Educators sign off to indicate that they have received a copy of the report and may use the **Educator Response Form** to provide a written response. Completion of this form will be noted and initialed on the **Educator Tracking Sheet**.
- **Formative Evaluation Report Form.** This form is intended to be used in support of an educator's formative evaluation at the end of year one of a two-year *Self-Directed Growth Plan*. It will be completed by the evaluator. Evaluators are not required to assess both progress toward goals and performance on Standards; they will check off whether they are evaluating "Progress toward Attaining Goals," "Performance on each Standard," or both. Evaluators will provide a brief narrative of progress that includes feedback for improvement. At the point of Formative Evaluation, the overall rating is assumed to be the same as the prior summative evaluation unless evidence demonstrates a significant change in performance leading to a change in Overall Rating and, possibly, Educator Plan. If there is a change in rating, evaluators must provide comments on each of the four Standards briefly describing *why* the rating has changed, the *evidence* that led to a change in rating, and offering *feedback* (evaluators are encouraged to provide comments even if there is no change to ensure that educators have a clear sense of their progress and performance and receive feedback). Educators sign off to indicate that they have

received a copy of the report and may use the **Educator Response Form** to provide a written response. Completion of this form will be noted and initialed on the **Educator Tracking Sheet**.

- **Summative Evaluation Report Form.** This form is intended to be used for Step 5: Summative Evaluation. This form applies to all Educator Plans. It will be completed by the evaluator. The evaluator must complete all sections, which are: “Attainment of Student Learning Goal(s),” “Attainment of Professional Practice Goal(s),” “Rating on each Standard,” “Overall Performance Rating,” and “Plan Moving Forward.” Evaluators must provide comments on the student learning goal(s), professional practice goal(s), each of the four Standards, and the overall rating briefly describing the level of attainment or performance rating, the *evidence* that led to the level of attainment/rating, and offering *feedback*. Educators sign off to indicate that they have received a copy of the report and may use the **Educator Response Form** to provide a written response. Completion of this form will be noted and initialed on the **Educator Tracking Sheet**.
- **Educator Response Form.** This form is intended to be used in support of the educator, should he/she want to have a formal response to any part of the evaluation process kept on record. It will be completed by the educator; the evaluator will sign to acknowledge receipt. If the form is submitted in response to the Formative Assessment/Evaluation or to the Summative Evaluation, receipt of the response will also be noted and initialed on the **Educator Tracking Sheet**.



Lynn Public Schools

Evaluation Tracking Sheet

Educator—Name/Title: _____

Primary Evaluator—Name/Title: _____

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

School(s): _____

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

Plan Duration: ☐ Two (2) Year ☐ One (1) Year ☐ Less than a year _____

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

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

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

³ The educator's formative evaluation rating at the end of the first year of the two (2) year cycle shall be the same as the previous summative rating unless evidence demonstrates a significant change in performance. In such a case, the rating on the formative evaluation may change. Assigning ratings is optional during Formative Assessment.

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



Educator—Name/Title: _____

Primary Evaluator—Name/Title: _____

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

School(s): _____

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

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

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

Team, if applicable: _____

List Team Members below:

_____	_____
_____	_____
_____	_____



Educator—Name/Title: _____

Part 2: Assessment of Practice Against Performance Standards

Citing your district's performance rubric, briefly summarize areas of strength and high-priority areas for growth. Areas may target specific Standards, Indicators, or Elements, or span multiple Indicators or Elements within or across Standards. The form should be individually submitted by educator, but Part 2 can also be used by teams in preparation for proposing team goals.

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

Team, if applicable: _____

List Team Members below:

_____	_____
_____	_____
_____	_____

Signature of Educator _____ Date _____

Signature of Evaluator _____ Date _____

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

Educator—Name/Title:

Primary Evaluator—Name/Title:

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

School(s): _____

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

A minimum of one (1) student learning goal and one (1) professional practice goal are required. **Team goals must be considered** per [603 CMR 35.06\(3\)\(b\)](#). Attach pages as needed for additional goals or revisions made to proposed goals during the development of the Educator Plan.

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

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

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



Lynn Public Schools

Educator Plan Form

Educator—Name/Title: _____

Primary Evaluator—Name/Title: _____

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

School(s): _____

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

Plan Duration: ☐ Two (2) Year ☐ One (1) Year ☐ Less than a year _____

Start Date: _____ End Date: _____

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

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

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

*Additional detail may be attached if needed



Lynn Public Schools

Evaluator Record of Evidence Form

Educator—Name/Title: _____

Primary Evaluator—Name/Title: _____

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

School(s): _____

Academic Year: _____ Educator Plan and Duration: _____

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

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



Lynn Public Schools

Evaluator Record of Evidence Form

Educator: _____

Evaluator: _____

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

*note if classroom observations are announced or unannounced



Lynn Public Schools

Educator Collection of Evidence Form

Educator—Name/Title: _____

Primary Evaluator—Name/Title: _____

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

School(s): _____

Evidence pertains to (check all that apply)¹:

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

Summary of Evidence

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

Signature of Educator _____ Date _____

Signature of Evaluator _____ Date _____

☐ Attachment(s) included

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



Lynn Public Schools

Formative Assessment Report Form

Educator—Name/Title: _____

Primary Evaluator—Name/Title: _____

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

School(s): _____

Assessing¹:

☐ Progress toward attaining goals

☐ Performance on Standards

☐ Both

Progress Toward Student Learning Goal(s)

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

Progress Toward Professional Practice Goal(s)

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

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



Educator—Name/Title: _____

Performance on Each Standard <i>Describe performance and feedback. Attach additional pages as needed.</i>
I: Curriculum, Planning, & Assessment
II: Teaching All Students
III: Family & Community Engagement
IV: Professional Culture

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

Signature of Supervising Evaluator (if any) _____ Date Completed: _____

Signature of Primary Evaluator _____ Date Completed: _____

Signature of Educator* _____ Date Received: _____



Lynn Public Schools

Formative Evaluation Report Form

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

* For educators on two (2) year Self-Directed Growth Plans at the end of Year One of the cycle

Educator—Name/Title: _____

Primary Evaluator—Name/Title: _____

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

School(s): _____

Assessing¹:

☐ Progress toward attaining goal

☐ Performance on Standards

☐ Both

Progress Toward Student Learning Goal(s)

Attach additional pages as needed.

☐ Did not meet

☐ Some progress

☐ Significant
Progress

☐ Met

☐ Exceeded

Rationale, evidence, and feedback:

Progress Toward Professional Practice Goal(s)

Attach additional pages as needed.

☐ Did not meet

☐ Some progress

☐ Significant
Progress

☐ Met

☐ Exceeded

Rationale, evidence, and feedback:

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



Educator—Name/Title: _____

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

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



Lynn Public Schools

Summative Evaluation Report Form

Educator—Name/Title: _____

Primary Evaluator—Name/Title: _____

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

School(s): _____

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

Progress Toward Student Learning Goal(s)

Attach additional pages as needed.

☐ Did not meet ☐ Some progress ☐ Significant Progress ☐ Met ☐ Exceeded

Rationale, evidence, and feedback:

Progress Toward Professional Practice Goal(s)

Attach additional pages as needed.

☐ Did not meet ☐ Some progress ☐ Significant Progress ☐ Met ☐ Exceeded

Rationale, evidence, and feedback:



Educator—Name/Title: _____

Rating on Each Standard

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

Rationale, evidence, and feedback:

II: Teaching All Students ☐ Unsatisfactory ☐ Needs Improvement ☐ Proficient ☐ Exemplary

Rationale, evidence, and feedback:

III: Family/Community Engagement ☐ Unsatisfactory ☐ Needs Improvement ☐ Proficient ☐ Exemplary

Rationale, evidence, and feedback:

IV: Professional Culture ☐ Unsatisfactory ☐ Needs Improvement ☐ Proficient ☐ Exemplary

Rationale, evidence, and feedback:



Lynn Public Schools

Summative Evaluation Report Form

Educator—Name/Title: _____

Overall Performance Rating

☐ Unsatisfactory ☐ Needs Improvement ☐ Proficient ☐ Exemplary

Rationale, evidence, and feedback:

Plan Moving Forward

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

The educator shall have the opportunity to respond in writing to the summative evaluation as per [603 CMR 35.06\(6\)](#) on the Educator Response Form.

Signature of Supervising Evaluator (if any) _____ Date Completed: _____

Signature of Primary Evaluator _____ Date Completed: _____

Signature of Educator* _____ Date Received: _____

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





LYNN PUBLIC SCHOOLS

IMPROVEMENT PLAN

Name: _____ Author: _____

School: _____ Date: _____

Subject: _____ Grade: _____

Primary Evaluator, if any-Name/Title/Role in evaluation: _____

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

If a teacher did not meet a Performance Standard, an Improvement Plan must be completed. The following plan is based on the evaluation form dated _____

Start Date: _____ End Date: _____

1. Areas targeted for improvement (specific standards and indicators on the appropriate performance rubric that the educator has not met, drawing on evidence supplied in previous evaluations):
2. Performance goals to be met, which shall directly relate to the standard(s) and indicator(s) in which improvement is needed:
3. Recommended actions and activities for improvement (the actions the educator needs to take to meet the performance goals):
4. Supports and modes of assistance available to the educator:
5. The number of announced and unannounced observations that will take place during the plan period.
6. The timeline for collecting evidence and monitoring progress toward goals, including at a minimum a mid-cycle Formative Assessment report on the relevant standard(s) and indicator(s):
7. The date of delivery of the Summative Evaluation report:

Evaluator _____ Date _____

Employee _____ Date _____

Appendix C-2

Guide to Teacher Rubric

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

Structure of the Teacher Rubric

- **Standards:** Standards are the broad categories of knowledge, skills, and performance of effective practice detailed in the regulations. There are four Standards for teachers: Curriculum, Planning, and Assessment; Teaching All Students; Family and Community Engagement; and Professional Culture.
- **Indicators:** Indicators, also detailed in the regulations, describe specific knowledge, skills, and performance for each Standard. For example, there are three (3) Indicators in Standard I of the teacher rubric: Curriculum and Planning; Assessment; and Analysis.
- **Elements:** The elements are more specific descriptions of actions and behaviors related to each Indicator. The elements further break down the Indicators into more specific aspects of educator practice and provide an opportunity for evaluators to offer detailed feedback that serves as a roadmap for improvement.
- **Descriptors:** Performance descriptors are observable and measurable statements of educator actions and behaviors aligned to each element and serve as the basis for identifying the level of teaching or administrative performance in one of four categories: Unsatisfactory, Needs Improvement, Proficient, or Exemplary.

Use of the Teacher Rubric

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

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

Teacher Rubric At-A- Glance

Standard I: Curriculum, Planning, and Assessment	Standard II: Teaching All Students	Standard III: Family and Community Engagement	Standard IV: Professional Culture
<p>A. Curriculum and Planning Indicator</p> <ol style="list-style-type: none"> 1. Subject Matter Knowledge 2. Child and Adolescent Development 3. Rigorous Standards-Based Unit Design 4. Well-Structured Lessons <p>B. Assessment Indicator</p> <ol style="list-style-type: none"> 1. Variety of Assessment Methods 2. Adjustments to Practice <p>C. Analysis Indicator</p> <ol style="list-style-type: none"> 1. Analysis and Conclusions 2. Sharing Conclusions With Colleagues 3. Sharing Conclusions With Students 	<p>A. Instruction Indicator</p> <ol style="list-style-type: none"> 1. Quality of Effort and Work 2. Student Engagement 3. Meeting Diverse Needs <p>B. Learning Environment Indicator</p> <ol style="list-style-type: none"> 1. Safe Learning Environment 2. Collaborative Learning Environment 3. Student Motivation <p>C. Cultural Proficiency Indicator</p> <ol style="list-style-type: none"> 1. Respects Differences 2. Maintains Respectful Environment <p>D. Expectations Indicator</p> <ol style="list-style-type: none"> 1. Clear Expectations 2. High Expectations 3. Access to Knowledge 	<p>A. Engagement Indicator</p> <ol style="list-style-type: none"> 1. Parent/Family Engagement <p>B. Collaboration Indicator</p> <ol style="list-style-type: none"> 1. Learning Expectations 2. Curriculum Support <p>C. Communication Indicator</p> <ol style="list-style-type: none"> 1. Two-Way Communication 2. Culturally Proficient Communication 	<p>A. Reflection Indicator</p> <ol style="list-style-type: none"> 1. Reflective Practice 2. Goal Setting <p>B. Professional Growth Indicator</p> <ol style="list-style-type: none"> 1. Professional Learning and Growth <p>C. Collaboration Indicator</p> <ol style="list-style-type: none"> 1. Professional Collaboration <p>D. Decision-Making Indicator</p> <ol style="list-style-type: none"> 1. Decision-making <p>E. Shared Responsibility Indicator</p> <ol style="list-style-type: none"> 1. Shared Responsibility <p>F. Professional Responsibilities Indicator</p> <ol style="list-style-type: none"> 1. Judgment 2. Reliability and Responsibility

How to reference parts of the rubric:

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

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

Standards and Indicators of Effective Teaching Practice Teacher Rubric

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

Indicator I-A. Curriculum and Planning: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.				
I-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-1. Subject Matter Knowledge	Demonstrates limited knowledge of the subject matter and/or its pedagogy; relies heavily on textbooks or resources for development of the factual content. Rarely engages students in learning experiences focused on complex knowledge or skills in the subject.	Demonstrates factual knowledge of subject matter and the pedagogy it requires by sometimes engaging students in learning experiences around complex knowledge and skills in the subject.	Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and skills in the subject.	Demonstrates expertise in subject matter and the pedagogy it requires by engaging all students in learning experiences that enable them to synthesize complex knowledge and skills in the subject. Is able to model this element.
I-A-2. Child and Adolescent Development	Demonstrates little or no knowledge of developmental levels of students this age or differences in how students learn. Typically develops one learning experience for all students that does not enable most students to meet the intended outcomes.	Demonstrates knowledge of developmental levels of students this age but does not identify developmental levels and ways of learning among the students in the class and/or develops learning experiences that enable some, but not all, students to move toward meeting intended outcomes.	Demonstrates knowledge of the developmental levels of students in the classroom and the different ways these students learn by providing differentiated learning experiences that enable all students to progress toward meeting intended outcomes.	Demonstrates expert knowledge of the developmental levels of the teacher's own students and students in this grade or subject more generally and uses this knowledge to differentiate and expand learning experiences that enable all students to make significant progress toward meeting stated outcomes. Is able to model this element.
I-A-3. Rigorous Standards-Based Unit Design	Plans individual lessons rather than units of instruction, or designs units of instruction that are not aligned with state standards/local curricula, lack measurable outcomes, and/or include tasks that mostly rely on lower level thinking skills.	Designs units of instruction that address some knowledge and skills defined in state standards/local curricula, but some student outcomes are poorly defined and/or tasks rarely require higher-order thinking skills.	Designs units of instruction with measurable outcomes and challenging tasks requiring higher-order thinking skills that enable students to learn the knowledge and skills defined in state standards/local curricula.	Designs integrated units of instruction with measurable, accessible outcomes and challenging tasks requiring higher-order thinking skills that enable students to learn and apply the knowledge and skills defined in state standards/local curricula. Is able to model this element.

Standards and Indicators of Effective Teaching Practice Teacher Rubric

I-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-4. Well-Structured Lessons	Develops lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class.	Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, technologies, and grouping.	Develops well-structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student's needs. Is able to model this element.

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

I-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-B-1. Variety of Assessment Methods	Administers only the assessments required by the school and/or measures only point-in-time student achievement.	May administer some informal and/or formal assessments to measure student learning but rarely measures student progress toward achieving state/local standards.	Designs and administers a variety of informal and formal methods and assessments, including common interim assessments, to measure each student's learning, growth, and progress toward achieving state/local standards.	Uses an integrated, comprehensive system of informal and formal assessments, including common interim assessments, to measure student learning, growth, and progress toward achieving state/local standards. Is able to model this element.
I-B-2. Adjustment to Practice	Makes few adjustments to practice based on formal and informal assessments.	May organize and analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings.	Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students.	Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for individuals and groups of students and appropriate modifications of lessons and units. Is able to model this element.

Standards and Indicators of Effective Teaching Practice Teacher Rubric

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

Standards and Indicators of Effective Teaching Practice Teacher Rubric

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

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

Standards and Indicators of Effective Teaching Practice Teacher Rubric

Indicator II-B. Learning Environment: Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.				
II-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-B-1. Safe Learning Environment	Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students' learning.	May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students' learning.	Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and 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 academic risks or challenge themselves to learn.	Creates some learning experiences that guide students to identify needs, ask for support, and challenge themselves to take academic risks.	Consistently creates learning experiences that guide students to identify their strengths, interests, and needs; ask for support when appropriate; take academic risks; and challenge themselves to learn.	Consistently supports students to identify strengths, interests, and needs; ask for support; take risks; challenge themselves; set learning goals; and monitor their own progress. Models these skills for colleagues.

Standards and Indicators of Effective Teaching Practice Teacher Rubric

Indicator II-C. Cultural Proficiency: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.				
II-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-C-1. Respects Differences	Establishes an environment in which students demonstrate limited respect for individual differences.	Establishes an environment in which students generally demonstrate respect for individual differences.	Consistently uses strategies and practices that are likely to enable students to demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Establishes an environment in which students respect and affirm their own and others' differences and are supported to share and explore differences and similarities related to background, identity, language, strengths, and challenges. Is able to model this practice.
II-C-2. Maintains Respectful Environment	Minimizes or ignores conflicts and/or responds in inappropriate ways.	Anticipates and responds appropriately to some conflicts or misunderstandings but ignores and/or minimizes others.	Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities.	Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities in ways that lead students to be able to do the same independently. Is able to model this practice.

Indicator II-D. Expectations: Plans and implements lessons that set clear and high expectations and also make knowledge accessible for all students.				
II-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-D-1. Clear Expectations	Does not make specific academic and behavior expectations clear to students.	May announce and post classroom academic and behavior rules and consequences, but inconsistently or ineffectively enforces them.	Clearly communicates and consistently enforces specific standards for student work, effort, and behavior.	Clearly communicates and consistently enforces specific standards for student work, effort, and behavior so that most students are able to describe them and take ownership of meeting them. Is able to model this element.

Standards and Indicators of Effective Teaching Practice Teacher Rubric

II-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-D-2. High Expectations	Gives up on some students or communicates that some cannot master challenging material.	May tell students that the subject or assignment is challenging and that they need to work hard but does little to counteract student misconceptions about innate ability.	Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.	Effectively models and reinforces ways that students can consistently master challenging material through effective effort. Successfully challenges students' misconceptions about innate ability. Is able to model this element.
II-D-3. Access to Knowledge	Rarely adapts instruction, materials, and assessments to make challenging material accessible to all students.	Occasionally adapts instruction, materials, and assessments to make challenging material accessible to all students.	Consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities.	Individually and with colleagues, consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities. Is able to model this element.

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

Indicator III-A. Engagement: Welcomes and encourages every family to become active participants in the classroom and school community.				
III-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A-1. Parent/Family Engagement	Does not welcome families to become participants in the classroom and school community or actively discourages their participation.	Makes limited attempts to involve families in school and/or classroom activities, meetings, and planning.	Uses a variety of strategies to support every family to participate actively and appropriately in the classroom and school community.	Successfully engages most families and sustains their active and appropriate participation in the classroom and school community. Is able to model this element.

Standards and Indicators of Effective Teaching Practice Teacher Rubric

Indicator III-B. Collaboration with families to create and implement strategies for supporting student learning and development both at home and at school.				
III-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-B-1. Learning Expectations	Does not inform parents about learning or behavior expectations.	Sends home only a list of classroom rules and the learning outline or syllabus for the year.	Consistently provides parents with clear, user-friendly expectations for student learning and behavior.	Successfully conveys to most parents student learning and behavior expectations. Is able to model this element.
III-B-2. Curriculum Support	Rarely, if ever, communicates with parents on ways to support children at home or at school.	Sends home occasional suggestions on how parents can support children at home or at school.	Regularly updates parents on curriculum throughout the year and suggests strategies for supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency.	Successfully prompts most families to use one or more of the strategies suggested for supporting learning at school and home and seeks out evidence of their impact. Is able to model this element.

Indicator III-C. Communication: Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.				
III-C-1. Two-Way Communication	III-C-2. Culturally Proficient Communication			
III-C-1. Two-Way Communication	Rarely communicates with families except through report cards; rarely solicits or responds promptly and carefully to communications from families.	Relies primarily on newsletters and other one-way media and usually responds promptly to communications from families.	Regularly uses two-way communication with families about student performance and learning and responds promptly and carefully to communications from families.	Regularly uses a two-way system that supports frequent, proactive, and personalized communication with families about student performance and learning. Is able to model this element.
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.

Standards and Indicators of Effective Teaching Practice Teacher Rubric

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

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

Indicator IV-B. Professional Growth: Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles.			
IV-B. Elements	Unsatisfactory	Needs Improvement	Proficient
IV-B-1. Professional Learning and Growth	Participates in few, if any, professional development and learning opportunities to improve practice and/or applies little new learning to practice.	Participates only in required professional development 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 professional development and learning opportunities that improve practice and build expertise of self and other educators in instruction and leadership. Is able to model this element.

Standards and Indicators of Effective Teaching Practice Teacher Rubric

Indicator IV-C. Collaboration: Collaborates effectively with colleagues on a wide range of tasks.				
IV-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
	Rarely and/or ineffectively collaborates with colleagues; conversations often lack focus on improving student learning.	Does not consistently collaborate with colleagues in ways that support productive team effort.	Consistently and effectively collaborates with colleagues in such work as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention.	Supports colleagues to collaborate in areas such as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention. Is able to model this element.

Indicator IV-D. Decision-Making: Becomes involved in school-wide decision making, and takes an active role in school improvement planning.				
IV-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-D-1. Decision-Making	Participates in planning and decision making at the school, department, and/or grade level only when asked and rarely contributes relevant ideas or expertise.	May participate in planning and decision making at the school, department, and/or grade level but rarely contributes relevant ideas or expertise.	Consistently contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level.	In planning and decision-making at the school, department, and/or grade level, consistently contributes ideas and expertise that are critical to school improvement efforts. Is able to model this element.

Indicator IV-E. Shared Responsibility: Shares responsibility for the performance of all students within the school				
IV-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-E-1. Shared Responsibility	Rarely reinforces 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.

Standards and Indicators of Effective Teaching Practice Teacher Rubric

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

Appendix C-3

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 five (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 1. Professional Knowledge 2. Child and Adolescent Development 3. Plan Development 4. Well-Structured Lessons	A. Instruction Indicator 1. Quality of Effort and Work 2. Student Engagement 3. Meeting Diverse Needs	A. Engagement Indicator 1. Parent/Family Engagement	A. Reflection Indicator 1. Reflective Practice 2. Goal Setting
B. Assessment Indicator 1. Variety of Assessment Methods 2. Adjustments to Practice	B. Learning Environment Indicator 1. Safe Learning Environment 2. Collaborative Learning Environment 3. Student Motivation	B. Collaboration Indicator 1. Learning Expectations 2. Student Support	B. Professional Growth Indicator 1. Professional Learning and Growth
C. Analysis Indicator 1. Analysis and Conclusions 2. Sharing Conclusions With Colleagues 3. Sharing Conclusions With Students and Families	C. Cultural Proficiency Indicator 1. Respects Differences 2. Maintains Respectful Environment	C. Communication Indicator 1. Two-Way Communication 2. Culturally Proficient Communication	C. Collaboration Indicator 1. Professional Collaboration 2. Consultation
	D. Expectations Indicator 1. Clear Expectations 2. High Expectations 3. Access to Knowledge		D. Decision-Making Indicator 1. Decision-making
			E. Shared Responsibility Indicator 1. Shared Responsibility
			F. Professional Responsibilities Indicator 1. Judgment 2. Reliability and Responsibility

How to reference parts of the rubric:

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

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

Standards and Indicators of Effective Teaching Practice Specialized Instructional Support Personnel (SISP) Rubric

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

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

Standards and Indicators of Effective Teaching Practice Specialized Instructional Support Personnel (SISP) Rubric

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-3 Plan Development ¹⁰	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, 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.

¹⁰ "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.

Standards and Indicators of Effective Teaching Practice Specialized Instructional Support Personnel (SISP) Rubric

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

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.

Standards and Indicators of Effective Teaching Practice Specialized Instructional Support Personnel (SISP) Rubric

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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.

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.

Standards and Indicators of Effective Teaching Practice Specialized Instructional Support Personnel (SISP) Rubric

II-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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.

Indicator II-B. Learning Environment: Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.				
II-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-B-1. Safe Learning Environment	Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students' learning.	May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students' learning.	Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Is able to model this element.	Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Is able to model this element.

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II-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-B-2. Collaborative Learning Environment	Makes little effort to teach interpersonal, group, and communication skills or facilitate student work in groups, or such attempts are ineffective.	Teaches some interpersonal, group, and communication skills and provides some opportunities for students to work in groups.	Develops students' interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers.	Teaches and reinforces interpersonal, group, and communication skills so that students seek out their peers as resources. Is able to model this practice.
II-B-2. Student Motivation	Directs all learning experiences, providing few, if any, opportunities for students to take risks or challenge themselves.	Creates some learning experiences that guide students to identify needs, ask for support, and challenge themselves to take risks.	Consistently creates learning experiences that guide students to identify their strengths, interests, and needs; ask for support when appropriate; take risks; and challenge themselves to succeed.	Consistently supports students to identify their strengths, interests, and needs; ask for support; take risks; challenge themselves; set learning goals; and monitor their own progress. Is able to model this element.

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.

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.

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IV-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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.

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 development and performance and planning appropriate interventions at the classroom or school level.	Facilitates effective collaboration among colleagues through shared planning and/or informal conversation in such work as analyzing student performance and development and planning appropriate, comprehensive interventions at the classroom and school level. Is able to model this element.

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IV-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-C-2. Consultation	Regularly provides inappropriate advice; does not provide advice and expertise to general education teachers or other colleagues unless prompted to do so; and/or fails to offer advice when appropriate.	Provides advice and expertise to support general education teachers and other colleagues to create appropriate and effective academic, behavioral, and social/emotional learning experiences for only some students for whom responsibility is shared, or sometimes provides advice that is inappropriate or poorly customized.	Regularly provides appropriate advice and expertise that is customized to support general education teachers and other colleagues to create appropriate and effective academic, behavioral, and social/emotional learning experiences for students for whom responsibility is shared.	Utilizes a variety of means to regularly provide advice and expertise that is customized to support general education teachers and other colleagues to successfully create appropriate and effective academic, behavioral, and social/emotional learning experiences for students. Is able to model this element.

Indicator IV-D. Decision-Making: Becomes involved in school-wide decision making, and takes an active role in school improvement planning.				
IV-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-D-1. Decision-Making	Participates in planning and decision making at the school, department, and/or grade level only when asked and rarely contributes relevant ideas or expertise.	May participate in planning and decision making at the school, department, and/or grade level but rarely contributes relevant ideas or expertise.	Consistently contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level.	In planning and decision-making at the school, department, and/or grade level, consistently contributes ideas and expertise that are critical to school improvement efforts. Is able to model this element.

Indicator IV-E. Shared Responsibility: Shares responsibility for the performance of all students within the school.				
IV-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-E-1. Shared Responsibility	Rarely reinforces school-wide behavior and learning expectations for all students and/or makes a limited contribution to their learning by rarely sharing responsibility for meeting their needs.	Within and beyond the classroom, inconsistently reinforces school-wide behavior and learning expectations for all students, and/or makes a limited contribution to their learning by inconsistently sharing responsibility for meeting their needs.	Within and beyond the classroom, consistently reinforces school-wide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs.	Individually and with colleagues, develops strategies and actions that contribute to the learning and productive behavior of all students at the school. Is able to model this element.

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

Appendix C-4

SMART Goals

S = Specific and Strategic

M = Measurable

A = Action Oriented

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

T = Timed and Tracked

LYNN SCHOOL COMMITTEE

BARGAINING COMMITTEE:

Judy Flanagan Kennedy, Mayor
Patricia M. Capano
Maria O. Carrasco
Donna M. Coppola
John E. Ford, Jr.
Lorraine Gately
Jared Nicholson
Catherine C. Latham, Superintendent
John C. Mihos, Esquire, Labor Relations Consultant

LYNN TEACHERS UNION, LOCAL 1037 AMERICAN FEDERATION OF TEACHERS, AFL-CIO

BARGAINING COMMITTEE:

Sheila O'Neil, President
Jeremy Shenk, AFT Massachusetts
Aili Cervenka
Cheryl Correnti
Karen Dulong
Brant Duncan
Geoffrey King
Steven Lopez
Jennifer Mack
Paul Mailloux
Colleen McElligott-Liporto
Richard Newton
Beth-Ann Pento
Miriam Rodriguez-Fusco
Erin Zukowski

