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This collective agreement is published by the
SCHOOL COMMITTEE
TOWN OF RANDOLPH

AND THE

RANDOLPH EDUCATION ASSOCIATION
RANDOLPH, MASSACHUSETTS

(September 2020 - August 2023)

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FOREWORD

The School Committee is a public body established under and with the powers provided by the Statutes of the Commonwealth of Massachusetts, and nothing in this Agreement shall be deemed to derogate from, or impair, any power, right or duty conferred upon the Committee by statute or rule or regulations of any agency of the Commonwealth except as specifically provided by Chapter 150E M.G.L.

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

AGREEMENT

This AGREEMENT, entered into this 1st day of September 2020, between the School Committee of the Town of Randolph, Massachusetts, hereinafter referred to as the "Committee," and the Randolph Education Association, affiliated with the Norfolk County Teachers Association, Massachusetts Teachers Association and with the National Education Association hereinafter referred to as the "Association."

PREAMBLE

It has been the intention of the parties by the consummation of this agreement to continue their harmonious relations, to promote mutual cooperation and understanding, to formulate rules and to define and resolve the proper interest of the teachers in their rights of compensation and conditions under which they perform their duties, all with a goal of improving the educational system of the Town of Randolph.

The parties acknowledge that the Committee has complete authority over policies and administration of the schools which it exercises under law and that this vehicle of collective bargaining will provide the teachers the opportunity to bargain collectively on matters of wages, hours, and other conditions of employment as well as an opportunity to bring their knowledge and experience to bear on matters of professional concern together with that of the Committee, with a goal of assisting in solving the growing problems inherent in the advancement of education.

ARTICLE I RECOGNITION

SECTION 1. Subject to the provisions of Chapter 150E M.G.L. and any applicable amendments or provisions of State or Federal law now or hereafter in effect and in recognition of the fact that a majority of the employees in the Unit A described below, in an election conducted by the Massachusetts Labor Relations Commission in case MCR-108 on February 13, 1967, have designated the Randolph Education Association as their bargaining representative on all matters cognizable as mandatory subjects for bargaining, the Committee recognizes the Association as exclusive bargaining representative of all employees in the following unit:

All teachers including permanent substitute teachers, guidance counselors, school psychologists, social workers, school adjustment counselors, occupational therapists, Speech/Language Pathologists in the elementary, middle school and high schools, library/media specialists, nurses, Physical Therapist, English Language Learner Liaison*, Academic Coaches, Student Development Specialist, STEM Instructor, Reading Interventionist, Board Certified Behavior Analysis (“BCBA”), and including those persons whose duties are primarily those of a teacher regardless of classification,

but excluding

the Superintendent of Schools, Assistant Superintendent of Schools and all Principals, Assistants or Assistants to the Principals, Directors, Assistant Directors and Supervisors, per diem substitutes, casual teachers, Homeless Liaison and all other employees of the Randolph School Department. It is also understood that head teachers, department chairpersons and elementary assistant principals are excluded while performing in such a capacity.

* The job qualifications for the position of English Language Learner Liaison will require, at a minimum, DESE licensure as an English Language Learner (“ELL”).

SECTION 2. Nothing contained in this Agreement shall be construed to prevent any teacher or group of teachers not acting on behalf of any employee organization or representing anyone but themselves from at any time discussing any problems with any of their supervisors, the Committee, or other representatives of the Committee, nor shall any action taken by said supervisors, Committee, or its representatives as a result of such discussion be the subject of a grievance otherwise legally contested by said Association unless such action is in specific and direct contravention of express language in a specific provision of this Agreement. The Association will be notified and have a right to attend any such session before the Superintendent or Committee.

SECTION 3. This Agreement incorporates the entire understanding of the parties on all issues, which were or could have been the subject of negotiations. During the term of the Agreement neither party shall be required to negotiate with respect to any such matter whether or not covered by the Agreement and whether or not within the knowledge or contemplation of either or both of the parties at the time they negotiated or signed this Agreement.

SECTION 4. The parties are agreed that the relations between them shall be governed by the terms of the Agreement only. No change or modifications of this Agreement shall be binding on either the Association or the Committee unless reduced to writing as executed by the respective duly authorized representatives.

**ARTICLE II
ACADEMIC FREEDOM**

SECTION 1. The private and personal life of a teacher is not within the appropriate concern or attention of the Committee, except as it may be shown to interfere with the teacher's responsibilities to and relationship with students and/or the school system.

SECTION 2. Teachers will be entitled to full rights of citizenship, and no religious or political activities of any teacher (provided such activities do not take place during his working hours) or the lack thereof will be grounds for any discipline or discrimination with respect to the professional employment of such teacher.

SECTION 3. There shall be no discrimination, interference, restraint, or coercion by the Committee, the Association or their respective agents against any teacher because of membership or non-membership in the Association. The services of the Association in the capacity of bargaining agent shall be available to all professional employees in the unit covered by this Agreement who are eligible for membership.

**ARTICLE III
PAYROLL DEDUCTIONS**

SECTION 1. So long as it remains unconstitutional, all provisions of this Article referencing "Agency Fee" shall be null and void.

SECTION 2. The Committee agrees that from and after the receipt of written authorization in the form set below, and prior to any revocation thereof, it will deduct from the salary of the teacher signing such authorization Association dues or Agency Fee as therein authorized and will remit the amount so deducted in accordance with such authorization provided that the Committee shall be under no obligation to make any such deduction as aforesaid after the termination of the term of this Agreement, and provided that the Committee may immediately cease making such deduction as set forth in Section 2 below. The Association shall allow a three (3) week period of time for the Committee to commence payroll deductions following submission for authorization.

SECTION 3. This authorization shall remain in effect until written revocation of this authorization is sent to the Committee, Superintendent and Association, which shall become effective 60 days from receipt of said notification.

SECTION 4. The Committee will incur no liability for loss of monies collected pursuant to this article after depositing same, properly addressed, to the Association in the U.S. Mail (Registered Mail) or after delivering said monies in person to the Treasurer of the Association.

AUTHORIZATION

To: TREASURER, Town of Randolph
Randolph, Massachusetts 02368

I hereby authorize the Treasurer of the Randolph Education Association to bill me annually for the current dues of the Randolph Education Association, the Norfolk County Teachers' Association, the Massachusetts Teachers' Association and the National Education Association or the current Agency Fee.

If for any reason the total current dues or the total current Agency Fee are not paid to the Treasurer of the local Association by December 15th, I hereby agree to have the Treasurer of the Town of Randolph and/or the School Committee of the Town of Randolph deduct from my salary said dues or the said agency fee in six (6) equal amounts, under the provisions of applicable M.G.L.

Any such authorization may be withdrawn by said teacher by giving at least 60 days' notice in writing of such withdrawal to the Town Treasurer, the School Committee and the Treasurer of the local Association.

Date: _____

Signature: _____

SECTION 5. The Committee, in conjunction with the Town Treasurer, will offer direct deposit to its employees.

**ARTICLE IV
PROFESSIONAL CONSULTATIONS**

SECTION 1. In recognition of the professional standing of teachers and the fact that teachers' ideas and opinions systematically and periodically collated and expressed are of significant value in improving the quality of education, as well as in the efficient and economical operation of the Randolph School System; and in recognition of the Association's knowledge of the ideas and opinions of teachers, the procedures set forth below will be followed:

- A. The Committee agrees that not more frequently than once every two months, it or its designated representatives will, upon request of the Association, meet at a reasonable time and place with the Association to consult about any matter of concern or interest to the Association.
- B. The Association agrees that prior to one week before the date scheduled for said consultation, the Association will submit the written agenda of subjects about which it desires to consult at the meetings to the Superintendent.
- C. The parties agree that the consultation will be confined to subjects on the agenda.
- D. No matter may be discussed which involves any item expressly covered by this Agreement or any matter which was a specific proposal.

SECTION 2. The Parties agree to form a Climate and Culture Committee comprised of up to six (6) members appointed by the Superintendent and up to six (6) members appointed by the President of the Association. This Committee shall meet at least three (3) times per school year unless the Parties otherwise agree. There shall be no additional compensation paid to members for participation on this Committee.

SECTION 3. The Parties agree to continue a Curriculum and Professional Development Committee comprised of up to six (6) members appointed by the Superintendent and up to six (6) members appointed by the President of the Association. This Committee shall meet at least three (3) times per school year unless the Parties otherwise agree. There shall be no additional compensation paid to members for participation on this Committee.

1. Responsibility:
 - a. The C.P.D.C. will submit a recommendation to the Superintendent or his/her designee for meaningful PD activities and courses within the District based upon a needs assessment conducted among staff.
 - b. The C.P.D.C. will communicate and disseminate information (including dates, course descriptions, number of C.E.U.'s and/or P.D.P.'s) on the PD offered by the District to all appropriate personnel within sixty (60) calendar days of the start of the school year. Should changes be made by the to the PD offerings during the school year, they will be communicated and disseminated within ten (10) school days of the implementation of the change.
 - c. The C.P.D.C. will consider feedback from offered programs to develop recommendations for future PD offerings.

SECTION 4. The Parties agree to form a Technology Committee comprised of up to six (6) members appointed by the Superintendent and up to six (6) members appointed by the President of the Association. This Committee shall meet at least three (3) times per school year unless the Parties otherwise agree. There shall be no additional compensation paid to members for participation on this Committee.

ARTICLE V RIGHTS OF COMMITTEE

The Committee is a public body established under and with the powers provided by the statutes of the Commonwealth of Massachusetts. As the selected representatives of the citizens of Randolph charged with the responsibility for the quality of education of the Randolph School System, it is acknowledged that the Committee has the final responsibility of establishing the education policies of the Public Schools of Randolph.

Nothing in the Agreement shall be deemed to derogate or impair the powers and responsibilities of the Committee under the statutes of the Commonwealth or the rules and regulations of any

agencies of the Commonwealth. Said rights and powers include, but in no way are construed as limited to, the subjects mentioned in the table of contents of this Agreement.

As to every matter not expressly covered by this Agreement and except as are specifically or directly modified by the express language in a specific provision of this Agreement, the Committee retains exclusively to itself all rights and powers that it has or may hereafter be granted by law, and may exercise the same at its discretion without such exercise being made the subject of a grievance, arbitration proceeding, or unfair practice charge.

ARTICLE VI GRIEVANCES

SECTION 1.

- A. For the purpose of this Agreement a grievance shall be defined as an alleged violation of a provision of this Agreement.
- B. An "aggrieved person" is the person or persons making the claim.
- C. A "party in interest" is the person or persons making the claim and any person who might be required to take action or against whom action might be taken, in order to resolve the claim.
- D. The purpose of this procedure is to secure at the lowest possible administrative level equitable solutions to the problems which may from time to time arise affecting the welfare or working conditions of teachers. Both parties agree that these proceedings will be kept as informal and confidential as may be appropriate at any level of the procedure.
- E. Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each level should be considered as maximum, and every effort should be made to expedite the process. The time limits specified may, however, be extended by mutual agreement and must be reduced to writing.
- F. Should a grievance affect three or more teachers, then it may be considered by the Professional Rights and Responsibilities Committee as a group grievance, and same may be filed as outlined in this paragraph, provided the teachers involved are identified, unless the grievance is common to all the teachers covered by this Agreement. For group grievances relative to a specific building, the grievance shall commence at Level 1. For group grievances involving members across the District, the grievance shall commence at Level 2. The Professional Rights and Responsibilities Committee shall have the right to process said grievances through all levels of the grievance procedure. In the event a grievance is filed on or after June 1 which if left unresolved until the beginning of the following school year could result in irreparable harm to the party in interest, the time limits set forth herein will be reduced so that the grievance procedure may be exhausted prior to the end of the school term or as soon thereafter as is practicable.

SECTION 2. A grievance must be presented within ten (10) school days of the time of the occurrence of the alleged contract violation or within ten (10) days of the time when the aggrieved reasonably should have had knowledge of the alleged violation and must be processed in accordance with the steps, time limits and conditions set forth below in this Article.

Level 1. The Aggrieved or party of interest shall present the grievance in writing to the Principal of his/her building or the appropriate supervisor. The written grievance shall give a specific summary of the facts involved, the provision(s) of this Agreement allegedly violated and the remedy sought. The Principal or supervisor and the aggrieved, and the President of the Association or his/her designee, shall offer dates to schedule a meeting within three (3) school days, and meet within ten (10) school days to discuss the grievance. The Principal or supervisor shall respond in writing within ten (10) school days of the Level 1 meeting. If the grievance is not settled to the satisfaction of the aggrieved employee at this step, or if no written response has been received within twenty (20) school days of filing at Level 1, it may proceed to Level 2.

Level 2. The written grievance will be presented to the Superintendent, within ten (10) school days after receipt of the administrator's written response or within (10) school days of the date by which a Level 1 answer should have been issued in writing, and a copy shall be sent to the President of the Association. The written grievance shall give a specific summary of the facts involved, the provision(s) of this Agreement allegedly violated and the remedy sought. The Superintendent or his/her designee and the aggrieved, and the President of the Association or his/her designee, shall offer dates to schedule a meeting within three (3) school days, and meet within ten (10) school days to discuss the grievance. The Superintendent shall elect whether this discussion shall take place during working hours or not. The Superintendent or his/her designated representative shall give to the aggrieved person and the President of the Association his/her written answer to the grievance within ten (10) school days following the conclusion of the meeting. If the grievance is not satisfactorily settled at this step, or if no written response has been received within twenty (20) school days of filing at Level 2, it may proceed to Level 3.

Level 3. The Level 2 decision must be appealed in writing within ten (10) school days after receipt of the written answer of the Superintendent by the aggrieved to the Committee or within ten (10) school days of the date by which a Level 2 answer should have been issued in writing, and a copy shall be sent to the President of the Association. The Committee or its designated representative and the aggrieved person, counsel and/or authorized representative of the Association shall offer dates to schedule a meeting within five (5) school days, and shall meet to discuss the grievance as promptly as possible, no later than fifteen (15) school days, at a time mutually agreed upon by the Chairman of the Committee and the President of the Association. But, in any event, if any person or persons are to represent the teacher at this meeting, the Committee will be informed in writing prior to three days before the meeting, of the names and titles of such person or persons. The Committee or its designated representatives shall elect whether this discussion shall take place

during working hours or not. The Committee will give its written answer to the grievance within ten (10) school days following the conclusion of the meeting, with a copy sent to the aggrieved person and the President of the Association. If no satisfactory settlement of the grievance is made or if no written response has been issued within twenty-five (25) school days of filing at Level 3, it may proceed to Level 4.

Level 4. The Level 3 decision may be appealed to arbitration by written notice of such intention to appeal within ten (10) school days after the receipt of the written answer under Level 3 or within ten (10) school days from the date by which a Level 3 decision should have been issued in writing. This appeal to arbitration shall be in accordance with the procedure and conditions set forth in Article VII.

SECTION 3. A grievance not initiated within the time specified shall be deemed waived. Failure of the aggrieved person or the Association to appeal a decision within the time limit specified will mean that the grievance shall be considered settled on the basis of the decision last made and shall not be eligible for further appeal.

Failure of the Committee to answer an appeal within the time limit specified shall mean that the appeal may be taken to the next step immediately. The above limitations may be waived by mutual written agreement of the parties.

SECTION 4. No reprisals of any kind will be taken by the Committee or any member of the Administration against any party in interest, any school representative, any member of the Professional Rights and Responsibilities Committee, or any participant in the grievance procedure by reason of such participation.

SECTION 5. Any party in interest may be represented at all stages of the grievance procedure by a person of his/her own choosing from within the bargaining unit or a representative of the Association and/or its affiliates. When an aggrieved person is not represented by the Association, the Association shall have the right to be present and to state its views at all stages of the grievance procedure except at Level 1.

SECTION 6.

- A. The Committee will, upon request, provide the Association with any documents in its possession which will assist the Association in developing intelligent, accurate, informed, and constructive programs on behalf of the teachers and their students. The Committee minutes, with the exception of those of Executive Session, are available for the perusal of the Professional Rights and Responsibilities Committee of the Association at the administrative offices. Material which is used by the Committee in the preparation of negotiations and/or grievances shall not be subject to this provision.
- B. All documents, communications and records used in the processing of a grievance will be filed separately from the personnel file of the aggrieved person and shall be made available on request to the aggrieved person and the Association.

**ARTICLE VII
ARBITRATION**

SECTION 1. In the event either party elects to submit a grievance to arbitration, the arbitrator shall be selected according to and shall be governed by the following procedure:

The arbitrator is to be mutually selected by the Committee and the Association. If the Committee and the Association cannot agree within seven school days after written notice of intention to arbitrate has been received by either party, then the party demanding arbitration shall within five school days, thereafter upon written request to the other, request the American Arbitration Association (“AAA”) to provide a panel of arbitrators, said arbitrator then to be selected under the provisions of the Voluntary Labor Arbitration Rules.

SECTION 2. Each party shall bear the expense of its representatives, participants and witnesses and for the preparation and representation of its own case. The fees and expenses (if any) of the Arbitrator and the AAA shall be shared equally by the parties, provided that the obligation of the Committee to pay shall be limited to the obligation which the Committee can legally undertake in that connection. In no event shall any present or future member of the Committee have any personal obligation for any payment under any provision of this Agreement.

SECTION 3. The Arbitrator shall be bound by the procedure set forth in the Voluntary Labor Arbitration Rules as now in effect or hereafter established by the AAA. He/she shall arrive at his/her decision solely upon the facts, evidence and contentions as presented by the parties through the arbitration proceedings. The Arbitrator shall have no power to add to, subtract from, or modify any of the terms of this Agreement and in reaching his/her decision shall interpret this Agreement in accordance with the commonly accepted meaning of the words used herein and the principle that there are no restrictions intended upon the rights and authority of the Committee other than those expressly set forth herein. Subject to the foregoing, the decision of the arbitrator shall be final and binding upon the parties.

SECTION 4. Notwithstanding anything to the contrary, no dispute or controversy shall be the subject for arbitration unless it involves a grievance as specifically defined in Article VI, Section 1 (a).

SECTION 5. Sections 1 through 4 above are subject to Massachusetts General Laws, Chapter 150E, Section 1-16.

**ARTICLE VIII
STRIKES-PUBLIC PRESSURES**

During the term of the Agreement or any extension or renewal hereof, the Association or its agents shall not cause, sponsor, or assist and no professional employee covered by this Agreement shall cause or participate in any strike, work stoppage, consorted absences or other illegal activities directed against the Randolph School System. If the Association disclaims such activities publicly and in writing to the Committee and advises the individuals concerned that the activity is illegal and in violation of contract and instructs them to cease such activity, it shall not be liable in any way thereof.

ARTICLE IX
RELIEF FROM NON-TEACHING DUTIES

SECTION 1. The Committee and the Association acknowledge that a teacher's prime responsibility is to teach, and that his/her energies should, to the extent possible, be utilized to this end.

SECTION 2. Teachers will not be required to perform the following duties:

- A. Health services such as administering eye or ear examinations and measuring pupils.
- B. Delivering books to classrooms.
- C. Collecting money from students other than milk, insurance, and pictures. Teachers may be required to collect money for educational purposes and tabulate or account for such money.

SECTION 3. Recognizing that there are added responsibilities at the elementary and middle school levels in the loading and unloading of buses of children, before and after school duties will be reimbursed as follows:

Teachers may volunteer to assume duty at the rate of \$1687 annually for 180 days of duty. At the middle school level, 2 teachers will be paid for this responsibility in the A.M. and 2 teachers will be paid in the P.M. At the elementary level a specified number in accord with the following will be paid: 450-600 students - 4 teachers A.M., 4 teachers P.M.; 300-450 students, 2 teachers A.M., 2 teachers P.M.; under 300 students - 1 teacher A.M., 1 teacher P.M.

Should the administration deem that at any particular school or level more teachers are necessary than the numbers referenced above, then the duties will be offered to Unit A members at the same rate. Appointments will be determined by seniority. Assignment openings will be posted by August 1. Interested members must apply by the first teacher work day of the school year. By the conclusion of the first teacher work day, the principal will announce the assignments made under this section.

If no teachers volunteer in the case of an absence of a volunteer teacher, teachers may be assigned on a rotating basis. Payment for such assignment will be on a pro - rata basis. Floaters and/or itinerant* specialists who do not wish to participate shall be excluded.

*Floater and/or itinerant teacher: anyone who is assigned to more than one building or a person who does not have a permanent work station in the building under consideration.

**ARTICLE X
TEACHER EMPLOYMENT AND REEMPLOYMENT**

SECTION 1. Credit not to exceed three years for military experience and not to exceed two years for Peace Corps, Vista work and/or Federal and State sponsored teacher programs will be given.

SECTION 2. Teachers with previous teaching experience in the Randolph Public Schools System, including those on approved leaves of absence, will upon returning to the system receive full credit on the salary schedule for all outside work up to the maximum set forth in Section 1 above. Teachers who have not been engaged in teaching on a full-time basis will upon returning to the system be restored to that next position on the salary schedule above that at which they left, except that teachers who have been out for a period of ten (10) years or more will be required to take two (2) graduate courses per year for the first three (3) years upon return. If the teacher has received an advanced degree or taken six (6) courses during the three-year period prior to return, he/she will not be required to meet this qualification. A teacher may be given credit toward this six-course requirement by the application of any course taken during the three (3) years preceding his/her return.

SECTION 3. The Committee will not hire any teacher who is not certified in one of the states of these United States. The only exception to the above will be in the area of approved teacher exchange programs that may be initiated.

**ARTICLE XI
ASSIGNMENTS, REASSIGNMENTS, VACANCIES, AND TRANSFERS**

SECTION 1. Definitions

- A. Assignment – appointment to a position within the bargaining unit by virtue of a new hire, reassignment or transfer.
- B. Reassignment – voluntary or involuntary change of assignment within a building.
- C. Vacancy – an opening in a bargaining unit position after a Principal has had the opportunity to make reassignment decisions.
- D. Transfer – Voluntary or involuntary change of assignment between buildings.

SECTION 2. Assignments

- A. In making assignments, the following criteria will be considered, in no particular order: quality of previous instruction, seniority, experience with the subject or grade level, professional attainments, majors and minors of study, history of recent transfers, the teacher's preference and the best interest of the school and District.
- B. In order to assure that pupils are taught by teachers working within their areas of competence, teachers will not be assigned, except temporarily or for good cause, outside the scope of their teaching certificates and/or their major fields of study.

- C. Teacher assignments will be made without regard to race, creed, age, color, religion, maternity, sex, marital status and any other categories required by State and Federal laws.
- D. Although the Committee and the Association recognize that some reassignment of teachers within a building and some transfer of teachers from one school to another is unavoidable, they also recognize that frequent transfer of teachers is disruptive of the educational process and interferes with optimum teacher performance.
- E. In arranging schedules for teachers who are assigned to more than one school, an effort will be made to limit the amount of inter-school travel. Such teachers will be notified of any changes in their schedules as soon as practicable. Teachers assigned to more than one school in one school day will receive reimbursement for any interschool driving. The rate to be paid will equal the approved federal tax deduction. Any changes in the federal tax deduction will be in effect the following July 1st. No itemized statement of less than \$5.00 total will be processed at one time.
- F. Teachers will be notified in writing of any change of their program for the coming year, including the schools to which they will be assigned, the grades and/or subjects that they will teach and any special or unusual classes that they will have before June 10, if possible.
- G. It is recognized that the final decision relative to assignments rests with the Principal, subject to the approval of the Superintendent.
- H. Teachers who are involuntarily transferred to a different school building will receive two (2) days (6.5 hours/day) paid at the workshop rate for packing and unpacking their classroom. Teachers who are involuntarily reassigned within the same school building will receive one (1) day (6.5 hours) pay at the workshop rate for packing and unpacking their classroom. This pay is for hours worked outside the contractual work day/year and verified in writing by the Building administrator.

SECTION 3. Reassignments

- A. The reassignment of teachers within a building will be subject to the following:
 - i. prior to making any decision relative to the reassignment of teachers, the building Principal will invite teachers within the building to advise him/her of their interest in a reassignment using the Reassignment Preference Form developed by the Parties;
 - ii. the Principal will then advise the affected teachers, individually, of the anticipated reassignment and seek input from those teachers;
 - iii. the Principal will then make his/her decision regarding reassignments and notify affected teachers with an explanation of the reasons for the decision;

- iv. the Principal will then announce the staff reassignments.
- B. To the extent possible, changes in grade assignment in the elementary schools and in subject assignment in the secondary schools will be voluntary.

SECTION 4. Vacancies and Transfers

- A. Whenever any vacancy in a full-time or part-time professional position within this contract occurs, after reassignments are made, and when the Principal/Superintendent determines to fill such vacancy, it will be adequately publicized by the District by means of a posting on the Randolph Public School intranet and internet sites as far in advance as possible, but no less than ten (10) calendar days, with a notice sent to all teachers by Randolph Public Schools e-mail. The immediate posting of all vacancies and newly created positions shall be the sole responsibility of the Superintendent or his/her designee. The qualifications for the positions, its duties and the rate of compensation will be clearly set forth for a particular position and will not be changed when such future vacancies occur unless the Association has been notified in advance of such changes and the reasons therefore. No vacancy will be filled, except on a temporary basis, within the posting period. Under normal circumstances, a position will not be filled on a temporary basis for longer than 90 days.
- B. All internal qualified teachers who have filed an application for a posted vacancy within the posting period will be interviewed for such positions. In filling such vacancies, consideration will be given to qualified teachers already employed by the District and the criteria set forth at Section 2A will be considered. Appointments will be made not later than 60 calendar days after the notice is posted in the schools or the giving of notification to the Association.
- C. Each internal teacher applicant not selected will be notified in writing within 14 calendar days after the position has been filled. Upon request, a teacher will receive an explanation from the Superintendent or his/her designee.
- D. Teachers being involuntarily transferred from one building to another will be transferred only to a comparable position and only after a meeting between the teacher involved, an Association representative, and the Superintendent or his/her designee at which time the teacher will be notified of the reasons for the transfer.

**ARTICLE XII
SUMMER, EVENING AND FEDERAL PROGRAMS**

SECTION 1.

- A. All educational positions when available under summer, evening or Federal programs, and subject to Section 2 of this Article, will be filled on a year to year basis first by any qualified Unit member determined to best meet the needs and objectives of the program.

- B. Said positions will be publicized by the Superintendent or his/her designee on the District Intranet, with email notification to all staff. Teachers who have applied for such positions will be notified of the action taken regarding their application at least seven (7) calendar days prior to the project start date, if possible.
- C. In filling such positions, the Superintendent and the Committee will give consideration to a teacher's licensure, major and/or minor field of study, quality of teaching performance, attendance record and length of service in the Randolph School System, and no candidate will be automatically reappointed without a review. Decisions of the Superintendent concerning filling said positions shall not be subject to the grievance procedure as herein provided.

SECTION 2. Nothing herein shall be construed to prohibit or preclude the participation by the Committee in any Federal Program. Should any provisions be considered by any Federal Authority to be a bar to said participation, then the Committee and Association agree that to the extent that this Article is a bar to said participation, it shall be deemed null and void and of no force or effect.

ARTICLE XIII TEACHER EVALUATION

SECTION 1. All observation of the work performance of a teacher will be conducted openly and with a full knowledge of the teacher. Teachers will be given a copy of any evaluation report prepared by their superiors consistent with the timelines set forth in the evaluation process guidelines and will have the right to discuss such report with their superiors.

SECTION 2.

- A. Teachers have the right, upon request, to review the contents of their personnel file within 24 hours or during the next school day following the request. A teacher will be entitled to have a representative of the Association accompany him/her during such review.
- B. No material derogatory to a teacher's conduct, service, character or personality will be placed in his/her personnel file unless the teacher has had an opportunity to review such materials by affixing his/her signature to the copy to be filed with the express understanding that such signature in no way indicated agreement with the contents thereof. The teacher will also have the right to submit a written answer to such material and his/her answer shall be reviewed by the Superintendent and attached to the file copy.

SECTION 3. The Association recognizes the authority and responsibility of the principal and/or the properly authorized program administrator for disciplining or reprimanding a teacher for delinquency of professional performance. However, all such discipline or reprimands shall be made in private. Whenever a teacher is to be disciplined or reprimanded, he/she will be entitled to have a representative of the Association and, in such cases, the administration may also be entitled to a witness. It is understood that such entitlement to representation does not apply in cases where teachers routinely meet to discuss evaluation reports with their supervisor or when discipline and reprimands are not at issue.

SECTION 4. Whenever the Superintendent establishes a committee to work on teacher evaluation, it shall include teacher representation with full voting rights. After the Superintendent establishes the membership of the committee, the Association will select and notify the Superintendent of its representatives.

SECTION 5. No teacher will be disciplined, reprimanded, reduced in rank or compensation without just cause. In addition, no teachers with professional status will be deprived of any professional advantage without just cause.

SECTION 6. Any serious complaints of substance regarding a teacher made to any member of the administration by any parent, student or other person will be promptly called to the attention of the teacher.

SECTION 7. General Law 71, Section 42, as applies.

SECTION 8. All staff members covered by this agreement will be evaluated in accordance with Randolph Educator Evaluation Process, Rubrics and Forms, attached to this Agreement at Appendix VI.

ARTICLE XIV CLASS SIZE

SECTION 1. The Committee and the Association will strive to maintain an optimum average of not more than 25 pupils per teacher (in academic, business and vocational classes) exclusive of study halls, lectures, and music; and a ratio of no more than 40 to 1 for physical education.

SECTION 2. It is expressly recognized that the Committee must make the final decision on subjects covered by the Article, and any disagreements as to the methods of implementing these goals will not be subject of the grievance or arbitration procedures of this Contract.

SECTION 3. A joint committee of the Association and administration will be established to study existing practices of inclusion. Results and recommendations of the committee will be presented to the Committee and shared with the school community.

ARTICLE XV USE OF SCHOOL FACILITIES

SECTION 1.

A. The Association may have the right to use school buildings without cost (except the cost incurred for custodial services). The principal of the building in question will be notified in advance of the time and place of all such meetings, such use must have approval of the Superintendent or his/her designee and the regular procedure of application for use in school buildings must be followed.

Small group meetings may be held prior to 5:00 P.M. simply by notifying the Administrative Office that such a meeting is to be held.

SECTION 2. There will be one bulletin board in each school building which will be placed in the faculty lounge, for the purpose of displaying notices, circulars and other approved Association material. All such postings shall be submitted to the Superintendent except notices of social events to be conducted after regular school hours. Any such notices shall be limited to presenting factual data.

SECTION 3. Member mailboxes may be used for distribution of approved Association materials. Any such notices shall be limited to presenting factual data.

SECTION 4. Representatives or agents of the REA, MTA, NCTA, NEA, who are not members in the unit described in Article I, may have reasonable access to the school property during normal school hours for the proper conduct of business related only to the Randolph School System. This privilege shall not be abused. Advance notification will be given to the Superintendent before entering school property. In no instance may such visits interfere with the orderly operation of classes or the performance of teaching duties.

ARTICLE XVI MEMBER FACILITIES

SECTION 1. Whenever a new school building or major renovation of a school building is proposed, the Association will form a committee of Unit A members to suggest ideas and/or to make recommendations to better utilize the facility. These recommendations are to be submitted to the Superintendent of Schools who will forward same to the Committee.

SECTION 2. The Committee will provide, upon request, a secure area in each school building for the storage of a member's personal effects. The responsibility for such personal effects shall rest exclusively with the member, and the Committee shall in no way be responsible for any damage, loss or theft of such articles nor shall the Committee be expected to provide any security for the area at any time.

SECTION 3. Staff members are advised to read Committee policies regarding Environmental Safety. These can be found in the Randolph School Committee's Policy Manual, at Policy EB, which is in the school office or the REA office and can also be found on the School Committee section of the District website.

SECTION 4. Each teacher working directly with students shall have access to a desk, a file cabinet, a computer and space for working with students.

ARTICLE XVI-A HEALTH AND SAFETY

Both Parties to this Agreement shall cooperate in the enforcement of safety rules and regulations, and compliance with federal and state laws governing employee work environments. Complaints

with respect to unsafe or unhealthy working conditions shall be brought immediately to the attention of the employee's building principal and the Human Resources Director.

ARTICLE XVII PROTECTION

SECTION 1. Members will immediately report all cases of assault suffered by them in connection with their employment to the principal and Superintendent or his/her designee, in writing.

SECTION 2. This report will be forwarded to the Committee which will comply with any reasonable request from the teacher for information in its possession relating to the incident or the persons involved, and will act in appropriate ways as liaison between the member, the police and the courts. The teacher must be willing to file assault charges in such cases.

SECTION 3. If criminal or civil proceedings are brought against a member alleging that he/she committed an assault in connection with his/her employment, the committee will furnish legal counsel within the limits of the law to defend him/her in such proceedings if he/she requests such assistance. If a teacher desires to bring criminal or civil proceedings in connection with an alleged assault suffered by him/her, such member may request the Committee to furnish legal counsel within the limits of the law to represent him/her in such proceedings. If the Committee does not provide such counsel and the member prevails in the proceedings, the Committee will reimburse the member for reasonable counsel fees incurred by him/her.

SECTION 4. The Committee agrees to provide indemnification for employees covered by this Agreement if required by Chapter 258 of the General Laws of the Commonwealth of Massachusetts.

ARTICLE XVIII PERSONAL INJURY BENEFITS

SECTION 1. Whenever a member is absent from school as a result of a personal injury caused by an accident or assault occurring in the course of his/her employment, the member is required to submit one copy of the Mass. Industrial Accident form (S.F.I.) within 30 hours of the time of the accident to the Human Resources Office. These forms are available in the Principal's office in every school. These forms may also be downloaded from the District's intranet and submitted by email. In the event that the member's injury is of such a nature as to prevent him/her from complying with the physical submission requirements set forth above, the member may contact the Human Resources Offices by telephone within 30 hours of the time of the accident and then submit the Accident form as soon thereafter as reasonably possible.

If the above procedure is followed, and the members become eligible for Workers' Compensation, then the following benefits will be given:

- A. The Committee will pay the difference between the Workers' Compensation check (60% of the current salary) and 100% of the member's salary for the first year the member is collecting Workers' Compensation.

- B. The Committee will pay the difference between the Workers' Compensation check (60% of the current salary) and 80% of the member's salary for the second year the member is collecting Workers' Compensation.
- C. During the third year and at any time thereafter for the duration of the absence, the member will receive only the Workers' Compensation check (60% of current salary).
- D. During the time on Workers' Compensation, no part shall be charged to sick leave. The length of time on Workers' Compensation may be determined by a medical examination by a personal physician and one school doctor, consistent with Workers' Compensation.

SECTION 2. The Committee will reimburse members for any clothing or other personal property damaged or destroyed as a result of an accident or an assault in the course of his/her employment and clearly the result of the specific act of a student. The Committee will procure for members any special clothing that is required in the performance of member duties.

SECTION 3. The Committee will make available to the members an insurance plan to cover injuries incurred during the performance of their teaching assignments. Such a plan will be made available to the members at their own expense.

SECTION 4. Staff members are advised to read Committee policies regarding Personal Safety which can be found in the Randolph School Committee's Policy Manual, at Policy GBGB, which is in the school office or the Association office and can also be found on the School Committee section of the District website.

ARTICLE XIX SALARIES

SECTION 1A.i The salary schedule of each member in the Randolph School System shall be determined pursuant to the following section of the Article. On and after the effective dates indicated, no member employed under this Agreement shall be paid a salary less than that provided in Schedule A, or any subsequent amendments thereto.

SECTION 1A.ii The Parties agree to establish a joint study committee comprised of representatives from the Committee and the Association to develop a new salary schedule for implementation in September 2023. The Joint Study Committee will convene for its first meeting in October 2021. The Joint Study Committee will report out its joint recommendations for a new salary schedule to the bargaining teams as part of their negotiations for a successor collective bargaining agreement to be effective September 1, 2023.

SECTION 1B. Members shall receive their pay in 26 equal payments (once every two weeks) over the period of one year, September to August.

Further, for those members who have not elected to utilize direct deposit, when the school business office is closed due to a holiday or inclement weather, their paychecks will be sent via interoffice delivery to their assigned building the following work day.

SECTION 2. Members with twenty (20) years teaching experience, the last ten (10) of which have been consecutive in the Randolph School System, will be entitled to a salary increase over and above the applicable step in the then existing salary schedule. If the member retires before reaching maximum retirement benefits, the member shall receive the following:

4 years or more	\$7,500
3 years	\$6,000
2 years	\$4,500
1 year	\$2,100
0 years	\$ 500

Members shall elect one of the following methods of payment of such amounts:

1. In equal payments during each pay period of the member's final three (3) years of service or:
2. In equal payments during each pay period of the member's final year of service.

In order to receive such adjustments in salary schedule, the member must notify the Superintendent, in writing, of the intention to retire by October 1st prior to the actual school year of retirement (e.g., a member intending to retire in June of 1994 must notify the Superintendent by October of 1992).

In the event the teacher elected to receive such adjustments over a three year period, such notification must be rendered to the Superintendent by October 1st prior to the first year of payment (e.g., a member who intends to retire in June, 1996 must notify the Superintendent by October 1, 1992). In cases of emergency or when extenuating circumstances are present, exception may be made in this section by the Superintendent. Prior to February 1st of the member's last work year, the member must submit satisfactory evidence to the Superintendent that notice of retirement has been given to the Massachusetts Teachers' Retirement Fund. Failure to submit such evidence will result in the deduction of the extra amount from the member's remaining checks.

If the method of funding the member retirement system changes, the Committee agrees to honor this section during the life of this agreement but will review this section in light of the changes.

SECTION 3. Compensation for advanced degrees may become effective on September 1 and/or February 1 of each year. Notification of intent to advance to another column must be given by December 1 of the year prior to the year in which said change is to take place. Data substantiating eligibility must be submitted in the form of official transcripts and must be received by August 20 for a start of the school year change and/or January 15 for a February 1 change. If data substantiating eligibility will not be available by August 20 or January 15, the individual must make prior satisfactory arrangements with the central office to ensure payment for the advanced degree.

SECTION 4.

- A. Salary increases of any kind are not automatic. They are granted only when there has been a continuation of a high standard of teaching or a demonstration of improvement in efficiency in service. The Superintendent reserves the right to withhold increments from a member doing unsatisfactory work. Any question of whether the Superintendent has just cause to withhold or deny a salary increment or adjustment may be presented through the grievance procedure.
- B. To be awarded salary status for any advanced degree and/or for courses beyond a degree, such as B+15, the courses must be approved in advance by the Superintendent or his/her designee. All such courses will be approved in advance by the Superintendent or his/her designee provided such courses are directly related to the field of member's specialization and certification and/or be a new program of specialization in education/field, which a member intends to develop, and/or courses. Courses for credit for a B+15, M+15, M+30, M+45, M+60, CAGS and CAGS+15 must be earned after the date of the receipt of the appropriate degrees. Example: Courses for a M+15 must be earned after receipt of the Master's degree to qualify. Persons placed on steps prior to September 1, 1975 will not lose any degree status.
- C. Special programs of concentration involving 30 hours beyond a Master's degree may be approved by the Superintendent or his/her designee.
- D. A grade of "B" or better must be obtained for increase purposes. If a course is a pass/fail course, a grade of "pass" will satisfy the requirements of this section. These courses, as well as others taken in line with school requirements, must be taken only at accredited colleges and universities or must be NCTA/PCTA courses.
- E. In-service courses sponsored by the Committee and the Association may, on occasion, be offered for increment credit.
- F. A member may receive credit for a planned trip. In order to receive credit for the trip, a member must receive prior approval of the Superintendent. Subsequent to the trip, the applicant must submit a written report to the Superintendent, describing the trip and indicating the value to him/her as a teacher. To receive credit, the trip must be of at least four weeks' duration.
- G. Travel shall mean a trip undertaken for the express purpose of studying and observing certain localities and their people. It shall exclude travel incidental to a business transaction or other errands performed for a personal, business or professional reason. It shall also exclude travel incidental to a visit to a friend, relative or a resort. A member may receive credit under this section once.

SECTION 5. The Committee shall fix the initial salary rate of each member on entering employment, giving consideration to previous experience and special skills subject to provisions of Article X.

SECTION 6. Members who leave before the end of the school year will have their salaries figured by first computing the member's per diem rate of pay. This is done by dividing the member's yearly salary by the number of workdays for the year. (e.g. \$16,022 divided by 182 equals \$88.03).

- A. Multiply the per diem rate by X, which is the number of days, actually worked plus all approved absences. Also included are the day before school opens and the days after school closes. This will establish the member's total entitlement.
- B. The final check will be the difference between the amount of the entitlement and the amount paid to that date.
- C. A member employed for one-half a year but less than a full year will receive the regular increment. By half a year is meant one-half of the workdays. A member employed for less than one-half a year or less than one-half of the workdays will not receive any regular increment.

SECTION 7. Members who are within the system will not be granted individual additional step increases except for services, degree requirements, or for additional duties.

SECTION 8. All members will be given their salary contract or salary notification for the succeeding school year by August 1, provided that the Collective Bargaining Agreement is signed by June 1. In the event that the Collective Bargaining Agreement is not signed by June 1, the contracts or letters will be issued within 45 days of the signing.

SECTION 9. Longevity will be paid annually to staff members with the following years of service in Randolph by November 1. Members hired prior to September 1, 2005 with prior experience in Randolph as support personnel shall have that experience counted toward the total years of creditable service.

After 15 years of service	\$400
After 20 years of service	\$750
After 24 years of service	\$1,500
After 29 years of service	\$3,000
After 32 years of service	\$3,600

Employees will receive their longevity payments by November 1st. However, employees who are laid off from their positions as a result of a reduction in force or who leave employment after completing the school year and those employees who notify the Superintendent's Office of their intent to retire at the end of the school year, will receive their longevity payment on or before July 15th of the next fiscal year (i.e. intent to retire on 6/30/11, longevity payment by 7/15/11).

SECTION 10. The Committee will reimburse teachers for tuition and fees for courses up to a combined total of \$50,000.

- A. Members will be eligible for a maximum reimbursement of \$750.00 per course and \$1,500.00 per contract year.

- B. Applications must be submitted to the Superintendent prior to September 30th for the fall semester, prior to January 15th for the spring semester and prior to June 1st for the summer semester.
- C. There will be \$16,000 available for the summer semester, \$17,000 for the fall semester and \$17,000 for the spring semester. Any monies not used in the summer semester will be rolled over to the fall semester and from the fall semester to the spring semester. Any monies not used in the spring semester will be used to reimburse members, if any, who applied for reimbursement earlier in the year and were denied for lack of funds and successfully completed said course(s).
- D. Reimbursement shall be provided upon successful completion of the course as evidenced by a grade of 'B' or better. All expenses must be submitted within the fiscal year the course is taken. If reimbursement precedes the submission of course documentation, the member must submit the appropriate documentation within six (6) months. Failure to do so will result in the collection of the reimbursement from the member's pay. For purposes of this section, a grade report shall be sufficient.
- E. The Committee shall make available to the Association by January 31 and June 1 a list of reimbursement applicants and amounts encumbered.

SECTION 11. In June 2012, the Massachusetts Department of Elementary and Secondary Education ("DESE") promulgated updated educator license regulations, 306 CMR 7.00, to implement its new initiative to better educate students who are English Language Learners ("ELLs") called Rethinking Equity and Teaching for English Language Learners ("RETELL").

- A. The Committee will reimburse teachers for tuition and fees for RETELL associated coursework under Article XIX, Section 10; provided the member has satisfied the provisions of said Section. Members who have taken the course prior to the ratification of the 2014-2017 Collective Bargaining Agreement shall have forty-five (45) days after the date of ratification of the 2014-2017 Agreement to apply for such reimbursement.
- B. Graduate credits earned from an accredited institution of higher education for RETELL associated coursework will be accepted to demonstrate eligibility for salary advancement under Article XIX, Section 3, provided the member has complied with the requirements set forth in Article XIX, Section 3 and Article XIX, Section 4B and D. The pre-approval requirements of Article XIX, Section 4B will be waived for those members who have taken the course prior to the ratification of the 2014-2017 Collective Bargaining Agreement provided they notify the Superintendent or his/her designee within forty-five (45) days after the date of ratification of the 2014-2017 Agreement of their intent to use such credits for salary advancement.
- C. If DESE requires the District to provide names of educators who are eligible and available to take any of the RETELL course, the District will, when possible, provide at least two (2) calendar weeks' notice to teachers whose names it is considering submitting. Teachers will then have the opportunity to explain why her/his names should not be submitted.

- D. Following the end of Randolph's 3-year Cohort, if an educator is required to obtain SEI Endorsement because the District assigned an ELL to his/her class, then the Committee will reimburse teachers for tuition and fees for RETELL associated coursework and college credit under Article XIX, Section 10; provided the member has satisfied the provisions of said Section.

ARTICLE XX
TEACHING HOURS AND TEACHING LOAD

SECTION 1. A sub-committee of the Association and the Committee (composed of two members each) will be established to plan and to recommend a three-year school calendar. The sub-committee will solicit input from the community, parents, students and clergy, for example. The sub-committee will meet in October of each year to plan the 3rd year of the 3-year calendar and submit it to the Committee by December 1. The Committee retains the final approval of any calendar submitted. All calendars are subject to the guidelines of this Agreement. The work year of the teachers covered by this Agreement may begin no earlier than the Monday preceding Labor Day and will terminate no later than June 30. In no event will it be longer than 182 days, exclusive of section 1e below.

New personnel will be required to attend a 1-day orientation session prior to the staff's first day, for which no compensation shall be paid. The Association will be invited to give input and attend this orientation. Two (2) hours of the aforementioned one (1) day orientation will be provided to the Association for its own orientation meeting with members. The Superintendent shall have the option to add up to six (6) additional days of professional development for new hires, to be paid at the workshop rate. Working days will include all days when pupils are required by the Committee to be in attendance, and days at the beginning or end of the school year or other days, including professional development days, on which the teacher's attendance is also required.

- A. All early release days will be scheduled, if possible, parallel with the school arrival schedule (i.e. first in; first out, etc.)
- B. All teachers will report the day prior to the opening of school and attend one designated all day in-service program during the year, not to exceed 6 1/2 hours. The Superintendent shall have the option to add one additional all day in-service program prior to the start of the school year, provided notice of such is provided by June 30 of the prior school year. Teachers will be paid at their per diem rate for attending this additional in-service day.
- C. The parties agree that the current practice in effect as of March 2008 regarding new teachers attending meetings for mentoring will continue for the life of this Agreement. The parties further agree that this Agreement may be reopened by mutual agreement for the limited purpose of discussing mentoring for teaching personnel new to the District. Effective September 1, 2015, new teachers in the District are required to have 50 mentor hours beyond the induction year and mentors are compensated at the rate set forth at Appendix II - Extra-Duty and Extra-Curricular Assignment.
- D. An additional early release day will take place on the last scheduled day of classes.

- E. One full day of approximately 6 1/2 hours in-service for teachers will be scheduled during the school year.
- F. The Committee may schedule three (3) additional days as follows:
 - 1. One (1) system-wide workshop day of six (6) hours at standard workshop rate, within the scheduled work year.
 - 2. One (1) professional development day for selected staff at per diem rate:
 - a. Selected staff will be given 60-day notification for the professional development day.
 - b. In no case will the professional development day for selected staff be scheduled earlier than one week before school begins or after June 30 except by mutual agreement of the Superintendent and the Association.
 - c. Non-selected staff will not be required to be present and will not be remunerated.
 - 3. One (1) instructional day will be paid at per diem rate
- G. The Committee may schedule up to six (6) half days for professional development. In such case the instructional day will be increased proportionally up to five (5) minutes.
- H. The Committee may schedule selected staff to participate in no more than two (2) additional professional development days in a three-year cycle at per diem rate as follows:
 - 1. Selected staff will be notified no later than October 1 of the previous calendar year for the professional development day.
 - 2. In no case will the professional development day for selected staff be scheduled before the last week in August or after June 30 except by mutual agreement of the Superintendent and the Association.
- I. In the event of specialized professional training
 - 1. The Committee will share with the Association in advance of any professional training the requirements of the training as established by the District or the individual trainer. The Committee agrees further that it will demonstrate to the Association in advance of the training, that the requirements of the training can be accomplished within the contractual work day.
 - 2. The Committee will share with the Association in advance of the training any different requirements for those taking it for credit and for those only attending the District's training, as established by the District or the individual trainer.

SECTION 2.

- A. The elapsed time schedule for secondary teachers shall be 7 hours.
- B. The elapsed time schedule for elementary teachers shall be 6 hours 45 minutes Monday through Friday.
- C. Time spent on paid supervisory duties, before or after school, is not considered part of the seven (7) hour day in the secondary schools, or part of the 6 hour 45 minute day in the elementary schools.
- D. All meetings shall commence within fifteen (15) minutes of the close of the student day. If travel time between buildings is required, meetings shall commence within twenty-five (25) minutes of the close of the student day.
- E. Teachers shall be provided with a schedule of building, curriculum and district meetings at the beginning of each school year. Principals will provide teachers with notice of all other meetings as soon as possible after they are scheduled. Every effort will be made to give teachers as much advance notice as possible. It is understood that such notice cannot be provided in cases of emergency.
- F. The schedule may be adjusted as the Superintendent deems necessary in light of current conditions and after notification to and discussion with the Association.
- G. The workday of personnel who are not assigned to a full-time regular classroom will be governed by the hours indicated above.
- H. Secondary teachers will add five (5) minutes, duty free, before and ten (10) minutes, duty free, after the seven (7) hour elapsed day. Elementary teachers will add five (5) minutes, duty free, before and ten (10) minutes, duty free, after the six (6) hour forty-five (45) minute elapsed day.
- I. The work day for school psychologists and social workers shall consist of eight (8) hours, including a thirty (30) minute duty-free lunch and two fifteen (15) minute duty-free breaks. Such employees shall receive a 1.05 salary ratio with work schedules arranged by mutual agreement between the employee and his/her immediate supervisor.
- J. Building Sign In/Sign Out
 - 1. Members shall sign in to their building upon arrival to the school building and shall sign out and back in during the course of the school scheduled day, but not sign out at the end of the day.
 - 2. Sign in/sign out may be on a sign in sheet that will be placed in an area of the building, designated and published by the principal, that is accessible to all when the building is open and which may be moved to the main office when it is open when published by the Principal.

3. Alternatively, employees shall be able to sign in/sign out by email to an address designated and published by the Principal.

SECTION 3. Teachers may be required to remain after the end of the regular work day, except for Friday, the first Monday of the month (REA Representative Council Meetings), or the day before a holiday, to attend the following staff meetings (Section 3a. and 3b. must total no more than 15 hours per year in secondary schools. Section 3c, d, e, f must total no more than 15 hours in elementary schools).

- A. Secondary building meetings called by the school principal will be no longer than one hour in duration beyond the elapsed day.
- B. Secondary curriculum meetings, departmental meetings or other meetings, exclusive of in-service credit courses will be no longer than 1 hour and 45 minutes in duration. There will be an exception to the above when an evaluation of the system is conducted and in addition to any specific projects agreed upon by the Association and the Committee.
- C. Elementary building meetings called by the school principal will be no longer than 45 minutes in duration beyond the school day.
- D. Elementary curriculum meetings, will be no longer than 1 hour and 45 minutes in duration beyond the school day.
- E. Elementary grade level meetings will be no longer than 45 minutes in duration beyond the school day.
- F. On early release days, the additional time beyond the elementary school day (6 hrs. 45 mins.) will count towards the total number of hours per year.
- G. There will be an exception to the above when an evaluation of the system is conducted and in addition to any specific projects agreed upon by the Association and the Committee.
- H. There should be no more than 2 scheduled meetings per week. Effective September 1, 2015, except in extenuating circumstances, no more than one (1) meeting will be scheduled in a day. The term meeting as used in this section shall reference meetings set forth in this Section 3, paragraphs A-F and I.
- I. At the Elementary level, two (2) days per year shall be dedicated to parent-teacher conferences by scheduling on each day an early release day and an evening meeting dedicated to parent-teacher conferences, which will not continue past 7:30 p.m. At the High School level, one (1) of these days will be used for parent-teacher conferences and the other day for a student learning showcase. At the Middle School level, one (1) of these days will be used for parent-teacher conferences and the second day may be used for a student learning showcase, instead of a second day of parent-teacher conferences, at the discretion of the Middle School Principal. If the Principal elects to hold a student learning showcase instead of a second parent-teacher conference, the theme of the Middle School student showcase will be determined by the Principal and the teachers will determine the

content for their classes. Teachers shall not be expected to create new content for the student showcase.

Teachers will schedule parent meetings starting thirty (30) minutes after the student release time until the end of the regular student release time. Teachers will schedule any remaining parent-teacher conferences between 5:00 and 7:30 p.m. Student learning showcases at the High and/or Middle Schools shall be scheduled from 5:00 to 7:30 p.m. In addition, teachers may be required to attend not more than one (1) evening meeting, which shall be no longer than two (2) hours in duration and will not continue past 7:30 p.m.

Attendance at all other evening meetings will be at the option of the individual teacher, or by mutual agreement of the Association and the Committee.

- J. For purposes of helping student with their school work, the following sessions will be provided:
- (a) At the Secondary level (High and Middle Schools) - An aggregate of two (2) thirty (30) minute before and/or after school extra help sessions per week;
 - (b) At the Elementary Level:
 - i. For the 2020-2021 and 2021-2022 School Years – One (1) fifteen (15) minute before or after school extra help session per week.
 - ii. Effective with the 2022-2023 School Year - An aggregate of two (2) fifteen (15) minute before and/or after school extra help sessions per week.

These sessions shall be no more than thirty (30) minutes in duration at the secondary level and no more than fifteen (15) minutes in duration at the elementary level.

Scheduling and content of extra help sessions will be determined by the teacher.

Secondary teachers shall weekly post the schedule of such periods in their classrooms and shall provide same for the building principal.

- K. Guidance counselors may be required to work three (3) additional evenings per school year. In compensation for such additional evening work, such counselors shall receive compensatory time off at the rate of one and one-half (1 1/2) times the hours worked. The scheduling of such evening work shall be by mutual agreement between the counselor and his/her immediate supervisor.
- L. Any teacher or guidance counselor who works beyond the regular school year will do so on a voluntary basis.
- M. The Committee will provide a certificate for professional development points (PDPs) for hours which a staff member attends. Any staff member who participates in district-wide

professional development activities will be awarded a certificate of completion for recertification purposes.

- N. Teachers may be required to share information gained through professional development workshops/conferences/trainings, at no additional cost to the District. Time for preparation and presentation will be provided to the teacher required to share information with colleagues.
- O. The Committee will publish a tentative professional development schedule in September of each school year. The Committee will attempt to publish a summer workshop schedule by May 1 of the same year.
- P. Teachers and/or guidance counselors who work during the summer months shall be paid for said work based upon the workshop rate of: \$40.00 per hour worked.
- Q. Guidance counselors at the High School and Middle School level will be required to work nine (9) days more than the teacher work year. These days will be scheduled as follows: (1) the Principal may assign a guidance counselor to any day(s) contiguous to the teacher work year; and (2) the Principal may assign a guidance counselor to any other day(s) during the summer by mutual agreement. Notice of the exact work days scheduled will be provided to the guidance counselor no later than May 1. Guidance counselors shall be compensated at their per diem rate for these nine (9) additional days.
- R. Effective September 1, 2015, special education teachers shall be released of teaching duties for up to four (4) hours for each MCAS Alternative portfolio for which they are responsible. Release time will be pre-approved by the Principal.

SECTION 4. SPECIALIZED ACTIVITIES

- A. In accordance with State regulations and established policy and practices of the Committee, students will be supervised by specialists in specialized activities: for example, physical education, music and art.
- B.
 - 1. Elementary grade level teachers, including special education and ESL teachers, in grades K-5 shall be guaranteed five (5) preparation periods per week during the student day. The preparation periods will be 40 minutes in duration and may be provided through the use of specialist offerings or through such other manner as determined by the Committee. Teachers will return to the classroom five minutes before the end of the period to ensure an orderly transfer of the class. The aforementioned preparation time is based on a five day school week. If there is no school on a given day, the preparation period scheduled for that day is lost. Effective September 1, 2015, when possible, as determined by the Principal, one preparation period will be scheduled during each student day.
 - 2. Elementary grade level teachers in grades K-5 shall have five (5) common planning time periods (CPT) per week during the student day, three (3) of which will be led at the direction of the administration and two (2) of which will be teacher led. The

administration will be kept informed of the plans for the teacher-led CPT periods. The aforementioned CPT is based on a five day school week. If there is no school on a given day, the CPT scheduled for that day is lost.

3. Elementary specialist teachers in grades K-5 will have five (5) preparation periods per week, but will not be provided with CPT time. The aforementioned preparation time is based on a five day school week. If there is no school on a given day, the CPT scheduled for that day is lost.
 4. Specialists at the elementary level are defined as: Social Studies, Science, Music, Art, Physical Education, and Library Staff.
 5. Elementary grade level teachers, including special education and ESL teachers, will not be assigned to more than an average of 250 teaching minutes per day. Elementary specialists will not be assigned to more than an average of 280 minutes per day. Specialists will be paid at the workshop rate for excess teaching minutes.
 6. The following shall not be considered “teaching minutes”: passing time; transition time; lunch time; recess time; breakfast; homeroom; time spent dismissing students, including but not limited to packing up and transitions to bus or pick-up.
- C. Occupational therapists, physical therapists, and speech language pathologists shall receive five (5) preparation periods per week. At the elementary level only, guidance counselors and social workers who teach “Success” shall receive one (1) preparation per week.
- D.
1. Teachers at the Pre-K level shall receive three thirty (30) minute preparation periods per week during the student day. These preparation periods may be provided through the use of specialist offerings or through such other manner as determined by the Committee. The aforementioned preparation time is based on a five day school week. If there is no school on a given day, the preparation scheduled for that day is lost.
 2. A joint study committee comprised of two members designated by the Superintendent and two members designated by the Association President will be formed to study the working conditions, including preparation periods in Section 4.D.1. above, for members assigned to the Pre-K program and make recommendations to the bargaining teams for negotiation for implementation effective September 1, 2022.
- E. There will be a 15-minute recess period each day in the elementary schools. An individual member may be assigned a maximum of two (2) recess duties per week, excluding the additional 15-minute recess period for Kindergarten and Grade 1 and 2 classes referred to in Article XX, Section 4 as referenced herein. There will be a minimum of two (2) staff members on recess duty.

Effective September 1, 2015, there will be an additional 15-minute recess period each day for Kindergarten classes (with no additional duty-free period for Kindergarten teachers).

Effective September 2020, there will be an additional 15- minute recess period each day for grades 1 and 2 (with no additional duty-free period for the 1st and 2nd grade teachers).

- F. There will be no change in the number of courses taught by High School staff during the duration of the agreement, unless the Parties have agreed otherwise. This Collective Bargaining Agreement may be reopened for the purpose of negotiating language necessitated by a change in the High School schedule. The following will apply to secondary staff:
1. Secondary will not be assigned to more than an average of 250 teaching minutes per day.
 2. Secondary will receive a minimum of one (1) preparation period per day and five (5) Common Planning Time periods per week, based on a five day school week, three (3) of which will be led at the direction of the administration and two (2) of which will be teacher led. The administration will be kept informed of the plans for the teacher-led CPT periods. If there is no school on a given day, the preparation period and CPT scheduled for that day is lost.
 3. Additional duties will be limited to the following:
 - a. Homeroom duty
 - b. Curriculum revision and development individually or collectively.
 - c. Monitoring of a directed student study - responsibilities for directed study are as follows:
 - 1) maintaining student attendance records
 - 2) supervising and directing students to utilize time for academic study, student tutorial teams, library research, and other academic preparation
 - d. Corridor patrol - checking student passes and lavatories
 - e. Library monitor - assisting in student management in the media center
 - f. Common team planning
 - g. Other duties may be substituted on a voluntary basis.
 4. Guidance counselors at the secondary level will carry a ratio of approximately 400 students per counselor.
- G. Secondary school teachers will not be required to teach more than two (2) subjects nor more than a total of three (3) teaching preparations within said subjects at any one time except on a voluntary basis.
- H. All teachers will be accorded a 30-minute duty free lunch period, during which time they may leave the grounds, provided they sign out when leaving the building and sign in upon return to the building.

- I. In providing cafeteria coverage the Committee shall:
 - 1. seek teacher volunteers
 - 2. secure non-teaching personnel
 - 3. whenever a teacher performs cafeteria duty, the compensation shall be at the rate of \$3,643, on the basis of one hour of cafeteria coverage. One (1) hour shall be defined as between 50 and 65 minutes for purposes of this section. Any portion of time less or more than the defined year and hour will be paid on a pro-rata basis.
- J. Nurses will not receive a prep period.
- K. Exception to the provisions of any section of this Article may be made only if the Superintendent or his/her designee determines that it is necessary to do so in the best interests of the educational process. The Association will be notified of each instance in which the Superintendent so determines.
- L. Lesson Plans
 - 1. Objectives. Teachers shall post:
 - A. Mastery Objectives, which include what the students are expected to demonstrate. While not posted, lesson plans shall include Mastery Objectives for level group work and centers as well, if they are different from the main selection Mastery Objectives.
 - B. Language Objectives, when there is an ELL student in the class, they are required by the State or Federal governments, and the teacher has been trained in developing such objectives.
 - 2. Educators shall have written lesson plans, which shall include in no specific form:
 - A. Objectives (as above)
 - B. The activities that may be used
 - C. Formative assessment
 - D. Homework that is likely to be assigned.
 - 3. Educators will provide substitute lesson plans for use by substitute teachers.
 - 4. Lesson plans will be in a location in the classroom designated by the Principal and agreed upon by the Educator.
 - 5. Plans shall be created in collaboration with specialists when appropriate.

6. Administrators may request to see an Educator's lesson plans. If requested ahead of the lesson, the administrator shall provide feedback in a timely manner.
7. In the event an Administrator has evidence based concerns regarding an Educator's lesson planning, he or she may request and/or work with the Educator regarding lesson plan content.
8. Nothing herein is intended to change the role of lesson plans as evidence that may be considered as part of the Educator Evaluation system and a determination of whether the Educator has met the Standards and Indicators of Effective Teaching Practice.

M. Professional Responsibilities/Student Grades and Attendance

1. Teachers will upload student attendance to the student information system on a daily basis consistent with the process established by building administration.
2. On a timely basis, teachers at the secondary level will upload student grades, as well as updates of assignments, to the electronic grading/student information system.

**ARTICLE XXI
INSURANCE AND ANNUITIES**

SECTION 1. The Town of Randolph Municipal Employees Group Insurance Plan with all subsequent amendments shall be considered part of this Agreement.

SECTION 2. The Town of Randolph Municipal Employees Basic Medical Expense Plan with all subsequent amendments shall be considered part of this Agreement.

SECTION 3. The Town of Randolph Municipal Employees Extraordinary Medical Expense Plan with all subsequent amendments shall be considered part of the Agreement.

SECTION 4. The Committee agrees to make necessary payroll deductions for the participation in such plans.

SECTION 5. The Committee accepts the tax sheltered annuity plan established pursuant to U.S. Public Law 87-370.

SECTION 6. The Committee agrees to implement a flexible benefits plan under I.R.S., C. Section 125 allowing the employee portion of health insurance premium to be deducted on a pre-tax basis.

ARTICLE XXII
SICK LEAVE

SECTION 1. For the 2020-2021 contract year, teachers will earn sick leave at the rate of twelve (12) days per year, calculated on the basis of 1.2 days per month, to be used for purposes of the teacher's own illness, period of disability or injury. Effective September 1, 2021, teachers will earn sick leave at the rate of fifteen (15) days per year, calculated on the basis of 1.5 days per month, to be used for the purposes of the teacher's own illness, period of disability or injury. The above sick days shall be credited to the teacher's sick leave accumulation at the beginning of the school year and shall be available for use once credited. However, in the event that a teacher leaves the District for any reason, voluntarily or involuntarily, the District shall have the right to recover from the teacher the monetary value of any sick leave days utilized but not earned as of the date of separation from employment with the District. Such right may be exercised by way of withholding from the teacher's final paycheck or in such other manner as is necessary. It is expressly understood that in the event of the retirement of a teacher, such days awarded but not yet earned shall not be eligible for buyback as provided elsewhere in the contract. In addition, when the retirement of a teacher is anticipated based upon that teacher's notification to the district, the award of sick leave in advance shall be limited to the pro-rated share of the twelve 12 days in the 2020-2021 contract year and the fifteen (15) days thereafter, based upon the anticipated retirement date.

SECTION 2. Unused sick leave will accumulate from year to year without limitation as of the beginning of any school year.

SECTION 3. Absences for periods in excess of five (5) days' duration will be paid only on submission of a doctor's certificate to the Superintendent, if requested. The Superintendent may require a conference in cases of suspected abuse of sick leave (e.g. established pattern of use, before/after weekends, and vacations). Such incidents will be treated as individual disciplinary cases by the Superintendent.

SECTION 4. Extension beyond stated sick leave shall be given in exceptional circumstances at the discretion of the Superintendent, with no charge back for substitute teachers.

SECTION 5. After ten (10) years of service any teacher who resigns, retires, or is reduced in force, shall be entitled to compensation for any unused sick leave at the rate of 25% to a maximum of \$5,000. The per diem salary will be based upon the teacher's last year's per diem rate. Payment will not be made while a teacher is on the recall list. Sick leave buyback shall not be available to those terminated for cause.

SECTION 6. Except on reinstatement after an approved leave of absence, no sick leave credit for prior employment will be allowed to any teacher rehired after a termination of service.

SECTION 7. For the 2014-2015 contract year, one (1) day when emergency illness or injury in the immediate family requires a teacher to make arrangements for necessary medical and nursing care or any other reason approved by the Superintendent, may be treated as sick leave. In addition, a maximum of five (5) days per school year for critical illness (when death is imminent) in the

immediate family requiring the bedside presence of the teacher will be allowed and be credited to his/her sick leave.

Effective September 1, 2015 the prior two sentences shall be ineffective and a member may use up to five (5) days of accrued sick time each year for the illness or injury of an immediate family member.

It is not the intention of this section to allow the teacher to serve as a nurse, companion or any other type of nursing or caring assistant.

SECTION 8. A sick bank will be maintained by the Committee and administered by the Association based upon the rules approved by the Committee and the Association. Teachers may donate one day during the life of this contract. However, if the sick bank falls below 100 days, a second day may be donated. In order to maintain membership in the bank, a teacher must donate a day at each reopener. Any new teachers will be allowed to join the bank after 90 days of employment. It is not to be used for purposes of paternity, maternity or child rearing. The maximum number of days a teacher may use from the sick bank annually can be found in the Sick Bank Guidelines (see Appendix V).

SECTION 9. If a staff member has no more than two (2) absences in a given year, exclusive of personal, bereavement, or approved Association or professional leave, said person will be granted one (1) additional personal day to be used during the following year or cumulative up to three (3) for a second year. (It is possible for a staff member to begin the school year with four (4) personal days. For example: 1 unused day/saved plus 1 day for good attendance plus 2 days for the new school year = 4 days).

ARTICLE XXIII BEREAVEMENT LEAVE

In case of death in the teacher's immediate family, the teacher will be allowed up to five (5) consecutive work days as needed with pay, commencing from the day of death. These days shall not be extended by intervening vacation or summer periods. The terms "immediate family" will mean the teacher's spouse, child, father, mother, sister or brother, or another person living in the immediate household of the teacher at the time of his/her death or at the commencement of final illness or accident. In case of death of the teacher's grandparents, father-in-law, mother-in-law, sister-in-law, brother-in-law or grandparents of his or her spouse, the teacher will be allowed the days off needed, with pay, up to and including the day of the funeral or memorial service, but not to exceed a total of three (3) days. One (1) day's leave, with pay, will be granted in the case of death of other relatives to attend the funeral or memorial service. A staff member may use one (1) sick day for the loss of a friend. If more time is needed, the staff member may use his/her personal days.

These provisions shall be administered by the Superintendent in the light of their purpose, which is to provide opportunity when needed, to enable an employee to attend a funeral or memorial service or to attend to family and personal needs arising as a result of a death.

**ARTICLE XXIV
TEMPORARY LEAVES OF ABSENCE**

SECTION 1.

A. Personal Days

1. Two (2) day's leave of absence for personal, legal, business, household or family matters, which require absence during school hours, will be granted. Application for such a leave will be made to the Principal at least 72 hours before taking such leave (except in the case of emergencies) and the applicant for such leave will not be required to state the reason for taking such leave other than it is under this section, except when personal leave is requested on a day that MCAS is being administered in a building. In such case, personal days may be denied at the discretion of the principal. A member may save one (1) unused day of personal leave for use in a succeeding year.
2. The Committee agrees to allow up to a maximum of fifteen (15) days before a holiday and fifteen (15) days after a holiday for use by teachers for the purpose of extending a holiday on a first come first serve basis. A teacher may use one day before OR one day after a vacation. Requests must be made no less than ten (10) days prior to the leave day requested.
3. In case of emergency or extenuating circumstances, more days may be granted for personal, legal business, household or family matters at the discretion of the Superintendent or his/her designee. Such additional leave will not be unreasonably denied. The building principal is responsible for forwarding the request form to the office of the Superintendent or his/her designee (see Appendix IV).

B. No more than one (1) day for the purpose of visiting other schools or attending meetings or conferences of an educational nature may be granted.

The Committee will pay the reasonable expenses, including fees, meals, lodgings and/or transportation incurred by teachers who attend workshops, seminars, conferences or other professional improvement sessions at the request and/or with the advance approval of the Superintendent.

C. Up to eleven (11) days of paid release time will be granted during the contractual work day for the President of the Association and Executive Vice President of the Association. The employer shall also provide paid release time of up to one (1) work day to up to nine (9) representatives of the Association, but not more than two (2) from any one building unless approved by the Superintendent or his/her designee, for the sole purpose of attending the MTA Annual Meeting of Delegates in May of each year. In no event will the total release time granted in aggregate to the individuals identified in this section exceed twenty (20) work days.

- D. Reasonable time necessary for appearances in any legal proceeding connected with the teacher's employment will be granted, except when such legal action is taken by said teacher against the Committee or the Administration.
- E. A maximum of ten (10) days per school year for persons called into temporary active duty of any unit of the U.S. Reserves or the State National Guard, provided such obligation cannot be fulfilled on days when school is not in session, will be granted. Teachers will be paid the difference between their regular pay and the pay which they receive from the State or Federal Government.

SECTION 2. Leaves taken pursuant to Section 1 above will be in addition to any sick leave to which the teacher is entitled. No teacher will be required to arrange for his/her own substitute.

SECTION 3. In the event a reply is not received by the teacher by the close of school on the day proceeding the day requested, upon request of the teacher, the principal will call the Superintendent for the decision.

SECTION 4. Applications for leaves pursuant to Section 1 above shall be made to the Superintendent or his/her assistant in writing at least 72 hours in advance of taking such leave (except in case of emergencies).

SECTION 5. Two (2) personal leaves of absence shall be granted and two (2) educational leaves of absence may be granted, without pay for one (1) year, after three (3) years of service in the Randolph Public Schools. If a teacher receives such a leave, the teacher will not be eligible for a second leave until five (5) years have elapsed from the return date of the first leave. All leaves must be applied for by May 1 of the previous year, except that if more than two (2) persons apply in either area, persons who have never received a leave under this Article shall be given absolute preference over a person who has previously received a leave under this Article. A person who accepts a leave must notify the Superintendent regarding his/her intent to return by May 15 of the year of the leave. If such notice is not received, the person will be deemed to have resigned. The Superintendent will notify persons who will be granted a leave by June 15. If extenuating circumstances arise, the Superintendent may grant additional leaves.

SECTION 6. In response to recent legislation concerning jury duty, the Committee and the Association agree to the following procedure:

A teacher who serves on jury duty will be paid full salary by the Committee less per diem salary paid to the teacher from the Commonwealth of Massachusetts for jury duty on school work days.

ARTICLE XXV SABBATICAL LEAVE

Sabbatical leave will be available after seven (7) years of service in the Randolph Public Schools for advanced study as approved by the Superintendent and is subject to availability of funding. Requests must be received by the Superintendent in writing not later than December 1 of the calendar year proceeding the school year in which the leave is sought.

Successful applicants will receive one-half (1/2) of the salary to which they have been entitled provided that amount, when coupled with any scholarship, grant or aid, shall not exceed the salary to which they would have been entitled.

Not more than two (2) teachers (if more than two (2) qualified persons apply) may take advantage of this in any one (1) school year.

Before beginning a sabbatical leave, a teacher shall agree in writing to return to active service in the Randolph Schools for a period of at least two (2) school years following the expiration of the sabbatical leave period. A teacher who does not fulfill this agreement shall repay to the Town of Randolph, within a three (3) year calendar period, the amount of salary received during the sabbatical leave, provided, however, that the teacher shall be released from such payment if his/her failure to serve the two (2) years is due to his/her illness, disability, death, or if he/she is discharged from his/her service by the Superintendent.

A teacher returning from sabbatical leave shall be placed in a comparable position and on the step of the salary schedule he/she would have attained had he/she remained in the school system, and shall be eligible for all rights and benefits while on leave. No teacher may be granted a second sabbatical leave unless he/she has completed seven (7) years since his/her last leave in the Randolph School System.

ARTICLE XXVI EXCHANGE PROGRAMS

Exchange programs will be available after three (3) years of service in the Randolph Public Schools if approved by the Superintendent. The dates for application shall be from September 1 to December 1 of the calendar year preceding the school year in which leave is sought. Not more than two (2) teachers may take advantage of this in any school year. If more than two (2) teachers apply for an exchange program, the Superintendent's decision will be based upon length of service in Randolph and previous use of this Article. The salary of the teacher coming to Randolph will be based upon the appropriate step of the salary schedule, but in no event will be higher than the salary of the teacher leaving. The teacher coming to Randolph will be accorded all professional rights outlined in this Agreement.

Upon returning from said exchange program, teachers shall be placed in their position and on the appropriate step of the salary schedule and shall be eligible for all rights and benefits previously accrued, including but not limited to all unused sick leave and increments, if earned.

ARTICLE XXVII PARENTAL AND CHILD REARING

SECTION 1.

- A. Parental leave shall be granted to teachers for purposes of the birth, adoption or placement of a child under the age of 18. Teachers must give thirty (30) days' notice in writing as to the anticipated date the parental leave is to start, except in emergency situations.

- B. For teachers giving birth, a physician's statement verifying the pregnancy and permitting the teacher to continue employment must be submitted with the request. Said teacher may return to work when she and her family physician state that she is physically able to do so.
- C. A teacher may return to work in accordance with the following schedule:
 - 1. At the end of the teacher's Family and Medical Leave Act (FMLA) leave or Massachusetts Maternity Leave Act (MMLA) leave.
 - 2. Beyond the FMLA or MMLA leave, any teacher who leaves during the school year must return the following September or the second September following the leave. Notice of intent to return must be filed by April 1. In the event the teacher leaves between April 1 and the close of school, notice of intent must be filed upon application for such leave.
 - 3. Beyond the FMLA or MMLA leave, any teacher who takes leave due to the birth or placement of a child occurring during the summer months may either return following expiration of FMLA or MMLA leave or the following September. Summer months are defined as the period between the last work day of one school year until the first day of the following school year. Notice of intent to return must be filed upon application for such leave.

SECTION 2.

- A. The teacher assignment, upon returning to employment, will be determined by the Superintendent, taking into consideration former grade placement, and/or the particular department at the time of initial employment.
- B. The teacher shall be eligible for all rights and benefits previously accrued, including all unused sick leave, and increments, if earned. The salary of the reinstated teacher shall be determined based upon the conditions stated in Articles X and XXI.

ARTICLE XXVIII SUBSTITUTE TEACHERS

SECTION 1. Substitute teachers: Positions which will be vacant for at least one semester will, to the extent possible, be filled by personnel who have met the state certification requirements. If a certified substitute teacher is not available, such vacancy will be filled by qualified non-certified personnel. Basic salary for such substitutes shall be the minimum for his/her level of professional preparation. The Superintendent may, however, at his/her discretion, place a substitute in a higher salary level.

It is understood that the Association does not have the right to bargain for substitute teachers.

SECTION 2. It is the policy of the Randolph Public Schools to engage paid substitutes to fill all temporary absences which occur because of illness or other causes. When such absences occur and no substitutes are available, or when it is necessary for a teacher to be absent from his/her

duties for a short period of time, regular teachers, on a voluntary basis, may substitute for the absent teacher during their non-teaching time. If no volunteers are available, the principal shall assign a regular qualified teacher to fill the temporary vacancy. Such service will be at the following rates per period covered:

Effective September 1, 2019 - \$30.00.

Elementary classroom teachers who fill in for specialists, (art, music, physical education) will be reimbursed at the same rate.

In the event that a substitute cannot be arranged for a teacher and a class is divided among other classroom teachers, those teachers shall be compensated by dividing the per diem cost of a substitute teacher.

ARTICLE XXIX REDUCTION IN FORCE

SECTION 1. In the event it becomes necessary to reduce the number of employees included in the bargaining unit defined in Article 1, employees shall be laid off in the inverse order of their seniority. For purposes of this section, seniority shall be defined as follows:

- A. For those members employed as teachers prior to the 2015-2016 school year, seniority shall be based on the date of initial employment. In cases involving teachers who have identical seniority, preference for retention or recall shall be given to the teacher who has the highest level of training. In cases where the teachers have identical levels of training, preference for retention or recall will be by random selection.
- B. For those members hired as teachers for the 2015-2016 school year and thereafter, seniority shall be based on the date the member commences work for the District. In cases involving teachers who have identical seniority, preference for retention or recall shall be given to the teacher who has the highest level of training. In cases where the teachers have identical levels of training, preference for retention or recall will be given based upon the earliest contract signing date and in cases where the contract signing date is identical, by random selection.
- C. For those teachers who experience a break in employment due to resignation, seniority will be based on the date of rehire and the definition in effect as of that date.

SECTION 2. When a reduction in the number of teachers in a school is necessary, volunteers will be considered first, if volunteers qualify for the positions.

SECTION 3. The Superintendent's office, in conjunction with the Committee, shall compile the final Reduction in Force list and any other documentation needed to determine the staffing patterns for the following year.

SECTION 4. A teacher with professional teacher status whose position is eliminated shall either:

- A. Be transferred to an open position within the recognition clause for which he/she is qualified; or
- B. Replace an employee with less seniority anywhere within the school system in an area in which the laid-off employee is currently certified under M.G.L. c. 71, s. 38G and at least as qualified for the position as the junior teacher holding the position.

For purposes of this Article, the criteria for determining a qualified teacher under this provision shall include, as the primary factors:

- indicators of job performance, defined as formative and summative overall ratings resulting from comprehensive evaluations conducted pursuant to the Randolph Educator Evaluation Process over the past five (5) school years;
- the best interests of the students in the school or district, which shall be considered equal unless written discipline has been issued to a teacher for conduct that jeopardized the safety and/or instruction of students in the course of their professional duties, or negatively impacted the reputation of the District; and
- certification and experience as follows:
 - Secondary: Secondary certification in subject area with a minimum of 30 hours in the subject field.
 - Elementary: Elementary certification with a minimum of 24 hours in elementary education.
 - Special education: Special education certification in the appropriate teaching area with a minimum of 24 hours in special education. School psychologists, social worker, occupational therapist: Appropriate certification or license, a minimum of 24 hours in the field and one (1) year experience within the respective field.

In the event of a tie, seniority shall be the determining factor with the least senior teacher in the targeted discipline being laid off.

When the Superintendent determines that the best interest of students supersedes the job performance and seniority of teachers, the Superintendent shall inform the Association President of her/his decision and explain such decision. The Superintendent shall then meet with the teacher to be laid off to explain the decision with the Association president. A teacher's placement on the salary schedule shall not be a factor in the consideration of the best interests of students.

SECTION 5. Teachers who are affected by reduction in staff must be notified in writing no later than May 15 of the school year proceeding the year in which the reduction will take effect. Said notice shall include the reasons for the layoff.

SECTION 6. Professional Status Teachers who have been laid off shall be entitled to recall rights for a period of three (3) years from the effective date of the respective layoff. By recall, it is meant

that the Committee will fill all regular full year teaching vacancies first with qualified persons on the recall list in the inverse order of their layoff. A teacher will be removed from the recall list if he/she refuses to accept a full time position for which he/she is qualified.

While members of the bargaining unit continue on the recall list, the Committee agrees to use this list in the inverse order of the respective layoff unless there is no qualified teacher on the list, or until all qualified teachers decline an offer to fill the vacancy.

During the recall period, teachers shall be notified by personal electronic mail (e-mail) to their last address of record and be given preference for positions as they develop in the inverse order of their layoff. If the teacher does not respond within seven (7) days, the employer shall contact said teacher by most recent phone number on file. If the teacher does not respond within fourteen (14) days, the teacher will be removed from the recall list.

All benefits to which a teacher was entitled at the time of layoff shall be restored in full upon re-employment within the recall period. During the recall period, teachers who have been laid off shall be given priority on the substitute list if they so desire, and will be given absolute preference in filling any approved leaves of absence for which the teacher is qualified in the inverse order of their respective layoff and may refuse to accept these positions without losing their rights to remain on the recall list.

SECTION 7. Laid off employees may continue group health and life insurance coverage during the recall period as provided by the Town to members of the bargaining unit by reimbursing the Town for premium costs. Failure to forward premium payments to the Town or refusal to return to employment upon recall will terminate this option. The provisions of this section are subject to the approval of the Town Treasurer and/or the appropriate authority.

SECTION 8. The School Committee shall prepare and submit twenty (20) copies of a seniority list to the Association by January 1 of each school year. This seniority list shall include the seniority date and any previously approved areas of qualification. By January 15 all requests for additional areas of qualification must be submitted to the Superintendent of Schools on the approved form entitled REDUCTION IN FORCE - REPLACING ANOTHER EMPLOYEE with all appropriate documentation to include copies of transcripts and certification. The Superintendent will review the submitted documents and will respond to the teacher in writing of his determination of the teacher's qualifications by February 1. Challenges to the seniority list or the action of the Superintendent concerning teacher qualifications must be made in writing by February 8 except that a teacher shall have a minimum of 5 days in order to properly develop a challenge. These challenges shall be sent to the President of the Association. Any unresolved challenges will be submitted to a tripartite panel by March 1. Said panel will consist of one member appointed by the Association, one (1) member appointed by the Superintendent, and one member agreed upon by both parties. The individual shall be informed of the date and time of the meeting and granted an opportunity to present his/her case. The decision of this panel shall be final and binding for all parties and is not subject to the grievance or arbitration articles of the Agreement. The original list plus any approved changes shall constitute the final seniority list for the purposes of this Article and shall be available within seven (7) days of the receipt of the final decision of the tripartite panel. Any costs related to the tripartite panel shall be borne equally by

the Association and the Committee. All time lines are to be considered as a formality and must be honored. Failure to do so will result in the disqualification of the claim for that school year.

SECTION 9. Teachers on any approved leave are subject to this reduction in force agreement under the same terms as a teacher in service. The reduction in force clause supersedes rights of return granted under a leave clause.

SECTION 10. During the period of time a teacher is on the recall list he/she may request temporary removal from the list for reasons of illness by submitting a letter to the Superintendent with a doctor's note verifying the illness. The teacher may return to the list by submitting a letter to the Superintendent with a doctor's note verifying his/her physical ability to return to employment. The original time on the recall list will not be extended because of this section.

ARTICLE XXX AGENCY FEE

So long as it remains unconstitutional, all provisions of this Article referencing "Agency Fee" shall be null and void.

Any teacher who is not a member of the Association in good standing or who does not make application for membership in the Association within thirty (30) days from the date of commencement of teaching duties shall, as a condition of continued employment, pay as an Agency Fee to the Association an amount equal to ninety (90%) percent of the current dues of the Randolph Education Association, the Massachusetts Teachers Association and the National Education Association, provided, however, that the teacher may authorize payroll deduction for such Agency Fee in accordance with Article III of this Agreement.

In the event that a teacher does not pay said Agency Fee directly to the Association or authorize payment through payroll deductions, the Committee shall immediately cause the termination of employment of such teacher, pursuant to Chapter 71, S42 of the Massachusetts General Laws. The parties expressly recognize that the failure of any teacher to comply with the provisions of the Article is just and reasonable cause for discharge from employment.

ARTICLE XXXI DURATION-NEGOTIATIONS PROCEDURES

SECTION 1. This Agreement shall be effective as of September 1, 2020 and shall continue in full force and effect until August 31, 2023.

SECTION 2. The Parties agree that this Contract shall be reopened and that they will meet and negotiate in good faith over changes resulting from DESE or NEASC reviews.

SECTION 3. The parties agree that not later than October 1, 2022 they will enter into negotiations for a successor Agreement to become effective as of September 1, 2023.

SECTION 4. Such negotiations for a successor Agreement may include any matters covered by this Agreement and any other matters, which the parties mutually agree to be negotiable, or which by law are held to be negotiable. If negotiations have reached an impasse, the procedures described in Chapter 150E will be followed.

SECTION 5. During such negotiations, the Committee and the Association will present relevant data, exchange points of view, and make proposals and counter-proposals. As of the time it is made available to the Committee, the Committee will provide the Association with a complete proposed budget for the next fiscal year.

SECTION 6. The Committee will make available to the Association for inspection, all pertinent records of the school system. Either party may, if it so desires, utilize the services of outside consultants and may call upon professional and lay representatives to assist in the negotiations.

SECTION 7. If negotiation meetings between the Committee and the Association are scheduled during a school day, the representatives of the Association will be relieved from all regular duties without loss of pay as necessary, in order to permit their participation in such meetings.

SECTION 8. Expenses for the printing of the contract will be shared by both the Committee and the Association.

SECTION 9. Copies of this Agreement will be distributed to all present and future professional staff members.

SECTION 10. The Association and the Committee agree to share the cost to have the contract rewritten and printed.

ARTICLE XXXII GENERAL

SECTION 1. The Committee will, upon request, provide the Association with any documents available to the public which will assist the Association in developing intelligent, accurate, informed and constructive programs on behalf of the teachers and their students, together with any other available information which may be necessary for the Association to process grievances under this Agreement.

SECTION 2. The Association will be provided with copies of approved minutes of official Committee meetings. A copy of the official agenda of the meeting and any attached documents will be given to the Association prior to said meeting, exclusive of any and all material for an executive session.

SECTION 3. This Agreement constitutes Committee policy for the terms of said Agreement, and the Committee and the Association will carry out, to the extent possible, the commitments contained herein and give them full force and effect as Committee policy. The Committee will amend its administrative regulations and take such other actions as may be necessary in order to give full force and effect to the provisions of this Agreement.

SECTION 4. If any article or section of this Agreement or any riders thereto should be held invalid by operation of law or by any tribunal or competent jurisdiction, or if the compliance with or enforcement of any article or section should be restrained by such tribunal pending a final determination as to its validity, the remainder of this Agreement and of any rider thereto, or the application of such article or section to persons or circumstances other than those as to which it has been held invalid or as to which compliance with, or enforcement of, has been restrained, shall not be affected thereby.

In the event that any article or section is held invalid or enforcement of or compliance with which has been restrained, as set forth above, the parties affected thereby shall enter into the immediate collective bargaining negotiations upon the request of either party for the purpose of arriving at a mutually satisfactory replacement for such article or section during the period of the invalidity or restraint.

SECTION 5. The Randolph Public Schools shall only award PDP's which are authorized and allowed by applicable state regulations and statutes.

SECTION 6. The Parties agree to form a joint subcommittee, comprised of an equal number of representatives of the Committee and of the Association, to review all side letters of agreement existing between the Parties, and to make recommendations to the bargaining teams as to their continuing applicability and incorporation into the body of the Parties' Collective Bargaining Agreement. The subcommittee's recommendations will be brought back to the bargaining teams and this Contract will be reopened for the limited purpose of negotiating over any recommended changes resulting from the subcommittee's review.

SECTION 7. Not later than ten (10) calendar days after a prospective employee covered by the terms of this Agreement accepts an offer of employment, the Superintendent or his/her designee will provide the Association President or his/her designee with the following information in spreadsheet file format: (i) name; (ii) job; (iii) title; (iv) worksite location; (v) home address; (vi) work telephone number; (vii) home and personal cellular telephone numbers on file with the public employer; (viii) date of hire; (ix) work email address; and (x) personal email address on file with the public employer. The Superintendent or his her designee will also notify the Association President or designee of departures from the District within ten (10) calendar days of separation.

IN WITNESS THEREOF, the parties hereto set their hand and seal by their duly authorized representatives on this 27th day of August, 2021.

RANDOLPH SCHOOL COMMITTEE

RANDOLPH EDUCATION ASSOCIATION

By: Andrew Hip
Its Chair

By: Edward Kaminsky
Its President

APPENDIX I

APPENDIX I - UNIT A SALARY SCHEDULE

2020-2021 Salary Scale 1.00% (New Top step at Day 91*)											
	B	B+15	B+30	M	M+15	M+30	M+45	M+60	CAGS	CAGS15	DR
1	53,205	54,796	55,582	56,368	57,953	59,540	60,312	61,026	62,248	62,554	65,508
2	55,610	57,370	58,162	58,955	60,535	62,119	62,889	63,656	65,163	65,120	68,304
3	58,159	59,981	60,780	61,486	63,159	64,742	65,515	66,286	67,350	67,684	70,990
4	60,821	62,586	63,668	64,683	65,782	67,369	68,137	68,902	69,638	70,369	73,404
5	63,570	65,239	66,034	66,894	68,422	70,015	70,786	71,559	72,291	73,024	76,509
6	66,591	68,153	68,613	69,376	70,963	72,519	73,294	74,068	74,801	75,537	79,529
7	71,354	71,546	72,437	72,944	73,987	75,918	76,697	77,478	78,216	78,958	83,015
8	74,398	74,583	75,430	76,308	77,685	79,337	80,116	80,897	81,636	82,378	86,220
9	77,425	78,538	79,689	80,842	82,314	83,816	84,581	85,345	86,068	86,791	89,941
10	79,360	81,757	82,933	84,114	85,616	87,154	87,935	88,716	89,456	90,196	93,415
11		87,416	88,675	89,936	91,542	93,187	94,021	94,857	95,648	96,439	99,881
12		89,601	90,892	92,185	93,831	95,516	96,371	97,229	98,039	98,850	102,378

2020-2021 Melded Salary Scale for Top Step*											
	B	B+15	B+30	M	M+15	M+30	M+45	M+60	CAGS	CAGS15	DR
10	78,392										
12		88,508	89,783	91,061	92,687	94,351	95,196	96,043	96,844	97,644	101,129

*Educators who were at Step 11 on August 31, 2020 will be placed in the New Step 12 on the 91st day of the 2020-2021 school year. For those Educators in Column B, placement will be the new Step 10.

APPENDIX I

2021-2022 Salary Scale 1.00%; Eliminate Step 1											
	B	B+15	B+30	M	M+15	M+30	M+45	M+60	CAGS	CAGS15	DR
1											
2	56,166	57,944	58,743	59,544	61,141	62,740	63,518	64,293	65,815	65,771	68,987
3	58,740	60,581	61,388	62,101	63,791	65,389	66,170	66,949	68,023	68,361	71,700
4	61,429	63,212	64,305	65,330	66,440	68,043	68,818	69,591	70,335	71,072	74,138
5	64,206	65,891	66,694	67,563	69,107	70,715	71,494	72,274	73,014	73,754	77,274
6	67,257	68,834	69,299	70,070	71,672	73,244	74,027	74,809	75,549	76,292	80,325
7	72,068	72,262	73,162	73,674	74,726	76,677	77,464	78,253	78,999	79,747	83,845
8	75,142	75,329	76,184	77,071	78,462	80,130	80,917	81,706	82,453	83,201	87,082
9	78,199	79,323	80,486	81,651	83,137	84,654	85,427	86,198	86,929	87,659	90,840
10	80,154	82,575	83,762	84,955	86,472	88,025	88,814	89,604	90,350	91,098	94,349
11		88,290	89,562	90,836	92,458	94,119	94,961	95,806	96,604	97,403	100,880
12		90,497	91,801	93,107	94,769	96,471	97,335	98,201	99,020	99,838	103,402

2022-2023 Salary Scale 1.25%											
	B	B+15	B+30	M	M+15	M+30	M+45	M+60	CAGS	CAGS15	DR
1											
2	56,868	58,668	59,478	60,289	61,905	63,524	64,312	65,096	66,638	66,593	69,850
3	59,475	61,338	62,155	62,877	64,588	66,207	66,997	67,786	68,874	69,215	72,596
4	62,197	64,002	65,109	66,147	67,271	68,893	69,678	70,461	71,214	71,961	75,065
5	65,009	66,715	67,528	68,408	69,971	71,599	72,387	73,178	73,926	74,676	78,240
6	68,098	69,695	70,166	70,946	72,568	74,160	74,952	75,744	76,493	77,246	81,329
7	72,969	73,165	74,076	74,595	75,660	77,635	78,433	79,231	79,986	80,744	84,893
8	76,081	76,271	77,136	78,034	79,443	81,132	81,929	82,727	83,483	84,241	88,170
9	79,176	80,315	81,492	82,671	84,176	85,712	86,495	87,276	88,015	88,755	91,975
10	81,156	83,607	84,809	86,017	87,553	89,126	89,924	90,724	91,480	92,237	95,528
11		89,393	90,681	91,971	93,614	95,295	96,148	97,003	97,812	98,621	102,141
12		91,628	92,948	94,271	95,954	97,677	98,552	99,428	100,257	101,086	104,694

APPENDIX II - EXTRA DUTY AND EXTRA-CURRICULAR ASSIGNMENTS

- A. The annual stipend for extracurricular positions will be determined based upon the factors set forth below.

Factors for Extracurricular/Coaching Positions

Student Participation

<u>Number of Students</u>	<u>Factor</u>
10 or less	1
11-12	2
21-30	3
31-40	4
41-50	5
51-70	6
71 or more	7

Responsibility

<u>Responsibility</u>	<u>Factor</u>
Set-up/scheduling	1
a.) schedule meets/games/competition with other schools	
b.) activities take place in multiple locations in Randolph and outside	
Community-based requirements (fund raising, location of activity)	1
a.) fund raising is an annual activity	
b.) must represent activity in other locations	
c.) parent meetings are an annual activity	
d.) must attend league/division/area meetings outside of activity hours	
Supervising other coaches/staff	1
a.) other staff report to this position	
b.) this is a lead position	
Care of school property	1
a.) equipment is the responsibility of this position	
b.) equipment must be accounted for and maintained	
c.) school property beyond one area is involved	
Transportation issues	1

- a.) transportation to other schools/locations is a regular part of expectations
- b.) transportation is directly supervised by this position
- c.) students are supervised until all are picked up
- d.) transportation occurs outside of normal school hours/practice time

Time Commitment

<u>Hours</u>	<u>Factor</u>	
0-40	1	
41-80	2	
81-120	3	
121-160	4	
161-200	5	
201-240	6	
241-280	7	
281-320	8	
321-360	9	
361-400	10	
401-440	11	
441-480	12	
481-520	13	(Maximum allowed in calculations)

- B. A total factor will be determined which will then be multiplied by the dollar amounts set forth below (“factor value”) to determine the annual stipend to be paid:

Effective September 1, 2019 \$300/factor

- C. The Committee retains the right to determine which of the positions listed shall be filled annually. In addition, it is the right of the Committee to add any new extra-curricular assignments it deems advisable. Without waiving the Committee’s managerial right to create new positions, the following process will be followed if a new club is to be created or if an existing club is to be adjusted due to changes in projected TIME/RESPONSIBILITY/PARTICIPATION Factors:

- (1) The staff member or administrator will submit an Extracurricular Activity/Club/Sport Proposal Adjustment Form, attached hereto at Appendix II-A.
- (2) The Form will be presented for approval at the building level (sponsoring member and building administrator), at the Superintendent or designee level and from the REA leadership.

- (3) The Parties will draft and execute a Side Letter to this Collective Bargaining Agreement capturing any newly created or adjusted extracurricular positions and the agreed upon stipend, which will be subject to ratification by the School Committee and the REA. New clubs and activities must fit within the available budget year to year.

- D. A list of approved positions and their salaries as of July 1, 2020 is attached hereto at Appendix II-B:

- E. All employees holding extracurricular positions will be subject to annual performance evaluation, using the instrument attached hereto at Appendix II-C.

APPENDIX II-A

RANDOLPH PUBLIC SCHOOLS ACTIVITY/CLUB/SPORT PROPOSAL

Name of activity: _____ **Name of staff requesting a change :** _____

Building : _____ **Date:** _____ **School year:** _____

I. Description of the Activity/Club/Sport (Circle one) and the need for the proposal:

II. Building level/grade level (Sports level = Varsity/JV/Freshmen) served =

III. Describe the factors you see as impacting this activity (See Factors for Extracurricular Positions sheet)

a) Range of hours you intend to actively participate in this activity	
b) Range in the number of students you estimate will participate in this activity	
c) Set-up/Scheduling (Circle one or both) =	A and/or B
d) Community-based requirements (Circle all that apply) =	A B C D
e) Supervising other Coaches/Staff (Circle one) =	Yes or No
f) Care of school property (Circle all that apply) =	A B C
g) Transportation requirements (Circle all that apply) =	A B C D
Time Points = _____ Responsibility points = _____ Participation Points = _____	Total Points =

IV. Cost of the stipend =

Sign off by the Finance Office = _____ **Date =** _____

V. Signatures and approvals required:	
A) Building level sponsoring staff = _____	Date = _____
B) Building level administration = _____	Date = _____
C) REA leadership approval = _____	Date = _____
D) Superintendent or designee approval = _____	Date = _____

Date added to the REA collective bargaining agreement = _____

APPENDIX II-B

ACTIVITY STIPENDS

Position	Time	Responsibility	Participation	Total Points	FY 21 STIPEND
Band Leader	13	5	7	25	7500
Jazz Band Director	2	4	2	8	2400
Jazz Band Director	2	2	3	7	2100
Color Guard Instructor	7	3	2	12	3600
Marching Band Drill Instructor	7	1	7	14	4200
Percussion Instructor	5	1	2	8	2400
Theater Production Director	3	5	2	10	3000
Drama Club Advisor	2	2	2	6	1800
Production Director	3	5	2	10	3000
Show Choir	2	2	2	6	1800
Showcase Director	2	2	3	7	2100
Art Club	2	1	2	5	1500
Art Club	2	1	1	4	1200
Ethnic Club Advisor	1	1	2	4	1200
Ethnic Club Advisor	1	2	3	6	1800
Language Club Advisor	1	1	1	3	900
Computer Club Advisor	1	1	2	4	1200
Debate Club Advisor	1	1	2	4	1200
Environmental Club Advisor	1	1	2	4	1200
Gay Straight Alliance Advisor	1	1	2	4	1200
Math Club Advisor	1	2	1	4	1200
Mock Trial Club Advisor	1	1	2	4	1200
National Honor Society Advisor	2	1	2	5	1500
National Jr. Honor Society Advisor	1	1	2	4	1200
Newspaper Literacy Advisor	2	1	2	5	1500
Literacy Advisor	1	1	2	4	1200

APPENDIX II-B

Position	Time	Responsibility	Participation	Total Points	FY 21 STIPEND
Photography Club Advisor	1	1	1	3	900
Robotics Club Advisor	1	1	1	3	900
Scholarship Advisor	2	2	2	6	1800
School Store Faculty Advisor	2	2	1	5	1500
Yearbook Advisor	2	2	1	5	1500
School Activity Advisor	2	2	1	5	1500
Student Account Advisor	1	2	1	4	1200
Student Council Advisor	2	1	2	5	1500
Freshmen Class advisor	2	1	2	5	1500
Sophomore Class advisor	2	1	2	5	1500
Junior Class advisor	2	2	3	7	2100
Senior Class advisor	2	2	3	7	2100
RHS Yearbook	3	4	3	10	3000
RHS Peer Tutoring	3	0	2	5	1500
RHS Intramural Flag Football	1	2	4	7	2100
RHS Communication Club	3	1	2	6	1800
RCMS Spring Track	2	4	5	11	3300
RHS Winter Guard	2	1	2	5	1500
RHS Peer Leaders	2	3	2	7	2100
RHS Tri-M Music Honor Society	3	5	5	13	3900
RHS Ultimate Frisbee Club	1	1	2	4	1200
RHS Homework Club	2	3	2	7	2100
RHS Online Gaming Club	2	1	2	5	1500
RHS Photography Club	2	3	2	7	2100

APPENDIX II-B

The following Activity Stipends are NOT subject to the Stipend Formula:

	FY 21
Position	STIPEND
Mentor Program Coordinators	3000
Mentor Teachers	1500
Mentor Teachers (Year 2)	400
Bus Duty	1700
Curriculum Coaches	3600
Floor Teachers	6400
Department/Grade Level Chairs	5400
District Department Chairs	6700

APPENDIX II-C

RANDOLPH HIGH SCHOOL EXTRA CURRICULAR ACTIVITY EVALUATION
--

NAME : _____ **Activity :** _____ **SCHOOL YEAR:** _____

DATE : _____

4 – Exceptional, 3 - Satisfactory, 2 - Needs Improvement, 1 - Unsatisfactory

I. LEADERSHIP PERFORMANCE

a) Come to activity prepared with a plan to maximize time, utilizing all opportunities for learning.	
b) Teaches and develops the skills required for the activity using various methods to meet the varied learning styles of the students.	
c) Is prompt and on time for meetings, buses, or performances. Confirms transportation schedule and pick up time with the transportation office.	
d) Demonstrates knowledge of the activity.	
e) Provides time for individual and group instruction. Before or after the activity when necessary.	
f) Utilizes various forms of feedback with the students (positive, positive-corrective, skill specific, instructional, motivational)	
g) Psychologically prepares the student for performances or demonstrations. (Mental Toughness)	
h) Demonstrates enthusiasm in his/her activity.	
i) Represents the school well with appropriate event conduct toward students, parents, officials, workers, opponents and fans (at competitions if those occur).	
j) Gives appropriate demonstration of skills to be learned	
k) Properly trains students for maximum performance.	
l) Reports competition/performances/demonstrations in a timely manner to the school’s leadership	

II. RAPPORT WITH THE STUDENT

a) Is fair with all activity members.	
b) Is approachable by the students. Schedules time to meet to address concerns.	
c) Teaches life skills. Advises students regarding life goals beyond middle & high school.	
d) Develops respect by example in manners, behavior, and language.	
e) Is genuinely concerned with the well- being of the students.	
f) Respects the “line” in a participant student / activity leader relationship.	
g) Discusses individual and activity goals.	
h) Uses discipline appropriately, in a positive manner.	
i) Monitors the students’ academic progress.	
j) Checks the academic eligibility of students throughout the school year.	

III. PROFESSIONAL REQUIREMENTS

a) Submits activity rosters on time.	
b) Properly handles any funds collected by the activity.	
c) Reviews and explains all eligibility, activity and school rules to his/her activity members and enforces all rules.	
d) Certifies all aspects of a potential candidate’s eligibility prior to activity events.	
e) Stays with and supervises his/her students after each activities and events until such time that each and every member has left the school grounds.	
f) Reports incidents on / off school property in a timely manner.	
g) Secures the building after activities and events.	
h) Cares for supplies/equipment and provides an updated inventory and replacement lists.	
i) Notifies the custodial staff and building administration if something gets broken or if a safety issue develops.	
j) Prepares and works with the building administration and the facilities department in scheduling, event changes, activity sessions/locations, and cancellations. Gives advance notice if special arrangements are required.	
k) Effectively collects any equipment at the end of the activity meetings or events.	

APPENDIX II-C

SCHOOL ADMINISTRATION COMMENTS:

ACTIVITY STAFF COMMENTS:

SIGNATURES:

SCHOOL ADMINISTRATION

ACTIVITY STAFF

Evaluation Review Meeting Date

SIGNATURE SIGNIFIES RECEIPT OF THE EVALUATION, NOT AGREEMENT WITH THE CONTENTS. EVALUATIONS WILL BE PART OF THE PERSONNEL FOLDER. STAFF MAY ADD ADDITIONAL INFORMATION FOR THE RECORD.

APPENDIX III - COACHES

ARTICLE I RECOGNITION

SECTION 1. The Committee, subject to the provisions of Chapter 150E and any applicable amendments or provisions of State or Federal law now or hereafter in effect, recognizes the Association as the exclusive bargaining representatives for all coaches in the Randolph Public School System as listed in the coaches' salary schedule on all matters cognizable as mandatory subjects for bargaining.

SECTION 2. Nothing contained in this Appendix shall be construed to prevent any coach or group of coaches not acting on behalf of any employees organization or representing anyone by themselves from at any time discussing any problems with any of their supervisors, Committee or its representatives- as a result of such discussion be the subject of a grievance otherwise legally contested by said Association unless such action is in specific and direct contravention or express language in a specific provision of this Appendix. The Association will be notified and have a right to attend any such session before the Superintendent or Committee.

SECTION 3. This Appendix incorporates the entire understanding of the parties on all issues, which were not or could have been the subject of negotiations. During the term of this contract neither party shall be required to negotiate with respect to any such matter whether or not covered by this Appendix and whether or not within the knowledge or contemplation of either or both of the parties at the time they negotiated or signed this contract.

SECTION 4. The parties are agreed that the relations between them shall be governed by the terms of this Appendix only. No change or modifications of the Appendix shall be binding on either the Association or the Committee unless reduced to writing as executed by the respective duly authorized representatives.

ARTICLE II COACHES' GRIEVANCES

SECTION 1.

- A. For the purpose of this Appendix a grievance shall be defined as: Any complaint by an employee in the unit covered by this appendix that (1) he/she has been subject to a violation, inequitable application or misinterpretation of a specific provision of this Appendix, or (2) he/she has been subjected to an unfair or discriminatory act contrary to established policy and practice.
- B. An "aggrieved person" is the person or persons making the claim.
- C. A "party in interest" is the person or persons making the claim, and any person who might be required to take action or against whom action might be taken, in order to resolve the claim.

- D. The purpose of this procedure is to secure at the lowest possible administrative level, equitable solutions to the problems, which may from time to time arise affecting the welfare or working conditions of teachers. Both parties agree that these proceedings will be kept as informal and confidential as may be appropriate at any level of the procedure.
- E. Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each level should be considered as maximum, and every effort should be made to expedite the process. The time limits specified may, however, be extended by mutual agreement and must be reduced to writing.
- F. Should a grievance affect three or more coaches, then it may be considered by the Professional Rights and Responsibilities Committee as a group grievance and same may be filed in writing at Level 3, provided the coaches involved are identified, unless the grievance is common to all the coaches covered by this Agreement. The Professional Rights and Responsibilities Committee shall have the right to process said grievances through all levels of the grievance procedure. In the event a grievance is filed on or after June 1, which if left unresolved until the beginning of the following school year, could result in irreparable harm to the party in interest, the time limits set forth herein will be reduced so that the grievance procedure may be exhausted prior to the end of the school term or as soon thereafter as is practicable.

SECTION 2. A grievance must be presented within ten (10) school days of the time of the occurrence of the alleged contract violation, or within ten days of the time when the aggrieved reasonably should have had knowledge of the alleged violation and must be processed in accordance with the steps, time limits and conditions set forth below in this Article.

- Level 1. The Aggrieved or party of interest shall present the grievance in writing to the Principal of his/her building or the appropriate supervisor. The written grievance shall give a specific summary of the facts involved, the provision(s) of this Agreement allegedly violated and the remedy sought. The Principal or supervisor and the aggrieved, and the President of the Association or his/her designee, shall meet within ten school days to discuss the grievance. The Principal or supervisor shall respond in writing within ten school days of the Level 1 meeting. If the grievance is not settled to the satisfaction of the aggrieved employee at this step, it may proceed to Level 2.
- Level 2. The written grievance will be presented to the Superintendent, within ten school days after receipt of the administrator's written response, and a copy shall be sent to the President of the Association. The written grievance shall give a specific summary of the facts involved, the provision(s) of this Agreement allegedly violated and the remedy sought. The Superintendent or his/her designee and the aggrieved, and the President of the Association or his/her designee, shall meet within ten school days to discuss the grievance. The Superintendent shall elect whether this discussion shall take place during working hours or not. The Superintendent or his/her designated representative shall give his/her written answer to the grievance within ten school days following the conclusion of the

meeting to the aggrieved person and the President of the Association. If the grievance is not satisfactorily settled at this step, it may proceed to level 3.

Level 3. The level 2 decision must be appealed in writing within ten school days after receipt of the written answer of the Superintendent by the Aggrieved to the Committee and a copy shall be sent to the President of the Association. The Committee or its designated representative and the aggrieved person, counsel and/or authorized representative of the Association, shall meet to discuss the grievance as promptly as possible, no later than fifteen school days, at a time mutually agreed upon by the Chairman of the Committee and the President of the Association. But, in any event, if any person or persons are to represent the coach at this meeting, the Committee will be informed in writing prior to three days before the meeting, of the names and titles of such person or persons. The Committee or its designated representatives shall elect whether this discussion shall take place during working hours or not. The Committee will give its written answer to the grievance within ten school days following the conclusion of the meeting, with a copy sent to the aggrieved person and the President of the Association. If no satisfactory settlement of the grievance is made, it may proceed to Level 4.

Level 4. The Level 3 decision may be appealed to arbitration by written notice of such intention to appeal within ten school days after the receipt of the written answer under Level 3. This appeal to arbitration shall be in accordance with the procedure and conditions set forth in Article III of this appendix.

SECTION 3. A grievance not initiated within the time specified shall be deemed waived. Failure of the aggrieved person or the Association to appeal a decision within the time limit specified will mean that the grievance shall be considered settled on the basis of the decision last made and shall not be eligible for further appeal.

Failure of the Committee to answer an appeal within the time limit specified shall mean that the appeal may be taken to the next step immediately. The above limitations may be waived by mutual written agreement of the parties.

SECTION 4. No reprisals of any kind will be taken by the Committee or any member of the Administration against any party in interest, any school representative, any member of the Professional Rights and Responsibilities Committee, or any participant in the grievance procedure by reason of such participation.

SECTION 5. Any party in interest may be represented at all stages of the grievance procedure by a person of his/her own choosing from within the bargaining unit or a representative of the Association and/or its affiliates. When an aggrieved person is not represented by the Association, the Association shall have the right to be present and to state its views at all stages of the grievance procedure except at Level 1.

SECTION 6.

- A. The Committee will, upon request, provide the Association with any documents in its possession which will assist the Association in developing intelligent, accurate, informed, and constructive programs on behalf of the teachers and their students. The Committee minutes, with the exception of those of Executive Session, are available for the perusal of the Professional Rights and Responsibilities Committee of the Association at the administrative offices. Material which is used by the Committee in the preparation of negotiations and/or grievances shall not be subject to this provision.
- B. All documents, communications and records used in the processing of a grievance will be filed separately from the personnel file of the aggrieved person and shall be made available on request to the aggrieved person and the Association.

ARTICLE III ARBITRATION

SECTION 1. In the event either party elects to submit a grievance to arbitration, the arbitrator shall be selected according to and shall be governed by the following procedure:

The arbitrator is to be mutually selected by the Committee and the Association. If the Committee and the Association cannot agree within seven (7) school days after written notice of intention to arbitrate has been received by either party, then the party demanding arbitration shall within five school days, thereafter upon written request to the other, request the American Arbitration Association (“AAA”) to provide a panel of arbitrators, said arbitrator then to be selected under the provisions of the Voluntary Labor Arbitration Rules.

SECTION 2. The Arbitrator shall be bound by the procedure set forth in the Voluntary Labor Arbitration Rules as now in effect or hereafter established by the AAA. He/she shall arrive at his/her decision solely upon the facts, evidence and contentions as presented by the parties through the arbitration proceedings. The Arbitrator shall have no power to add to, subtract from, or modify any of the terms of this Agreement and in reaching his/her decision shall interpret this Agreement in accordance with the commonly accepted meaning of the words used herein and the principle that there are no restrictions intended upon the rights and authority of the Committee other than those expressly set forth herein. Subject to the foregoing, the decision of the arbitrator shall be final and binding upon the parties.

SECTION 3. Notwithstanding anything to the contrary, no dispute or controversy shall be the subject for arbitration unless it involves a grievance as specifically defined in Article VI, Section 1 (a).

SECTION 4. Sections 1 through 4 above are subject to Massachusetts General Laws, Chapter 150E, Section 1-16.

**ARTICLE IV
COACHES' CLOTHING**

The Committee will procure for coaches any special clothing required.

**ARTICLE V
COACHING CONFERENCES**

No more than one day for the purpose of visiting other schools or attending meetings or conferences of a coaching nature may be granted. The Committee will pay the reasonable expenses including fees, meals, lodging and/or transportation incurred by coaches who attend workshops, seminars, conferences or other improvement sessions at the request and/or with the advanced approval of the Superintendent.

**ARTICLE VI
COACHING SALARIES**

A. The annual stipend for extracurricular positions will be determined based upon the factors set forth below.

Factors for Extra-Curricular/Coaching Positions

Student Participation

<u>Number of Students</u>	<u>Factor</u>
<u>10 or less</u>	<u>1</u>
<u>11-12</u>	<u>2</u>
<u>21-30</u>	<u>3</u>
<u>31-40</u>	<u>4</u>
<u>41-50</u>	<u>5</u>
<u>51-70</u>	<u>6</u>
<u>71 or more</u>	<u>7</u>

Responsibility

<u>Responsibility</u>	<u>Factor</u>
Set-up/scheduling	1
c.) schedule meets/games/competition with other schools	
d.) activities take place in multiple locations in Randolph and outside	
Community-based requirements (fund raising, location of activity)	1
e.) fund raising is an annual activity	
f.) must represent activity in other locations	
g.) parent meetings as an annual activity	

- h.) must attend league/division/area meetings outside of activity hours
- Supervising other coaches/staff 1
 - c.) other staff report to this position
 - d.) this is a lead position
- Care of school property 1
 - d.) equipment is the responsibility of this position
 - e.) equipment must be accounted for and maintained
 - f.) school property beyond one area is involved
- Transportation issues 1
 - e.) transportation to other schools/locations is a regular part of expectations
 - f.) transportation is directly supervised by this position
 - g.) students are supervised until all are picked up
 - h.) transportation occurs outside of normal school hours/practice time

Time Commitment

<u>Hours</u>	<u>Factor</u>	
0-40	1	
41-80	2	
81-120	3	
121-160	4	
161-200	5	
201-240	6	
241-280	7	
281-320	8	
321-360	9	
361-400	10	
401-440	11	
441-480	12	
481-520	13	(Maximum allowed in calculations)

B. A total factor will be determined which will then be multiplied by the dollar amounts set forth below (“factor value”) to determine the annual stipend to be paid:

Effective September 1, 2019 \$400/factor

C. Any coach who satisfactorily performed coaching duties in FY 17 will continue to be compensated based upon the Coaches Salary Schedule set forth at Appendix III of the 2014-2017 Collective

Bargaining Agreement between the Committee and the REA until the first of the following occurs:
a) the coach ceases to perform that particular coaching duty/sport or b) the new stipend calculated pursuant to the Factors set forth above exceeds the stipend set forth in the 2014-2017 Coaches Salary Schedule.

D. The Committee retains the right to determine which of the positions listed shall be filled annually. In addition, it is the right of the Committee to add any new assignments it deems advisable. Without waiving the Committee's managerial right to create new positions, the following process will be followed if a new sport/coaching opportunity is to be created or if an sport/coaching opportunity is to be adjusted due to changes in projected TIME/RESPONSIBILITY/PARTICIPATION Factors:

- (1) The staff member or administrator will submit an Extracurricular Activity/Club/Sport Proposal Adjustment Form, attached hereto at Appendix III-A.
- (2) The Form will be presented for approval at the building level (sponsoring member and building administrator), at the Superintendent or designee level and from the REA leadership.
- (3) The Parties will draft and execute a Side Letter to this Collective Bargaining Agreement capturing any newly created or adjusted extracurricular positions and the agreed upon stipend, which will be subject to ratification by the School Committee and the REA. New clubs and activities must fit within the available budget year to year.

E. A list of approved positions and their salaries as of July 1, 2020 is attached hereto as Appendix III-B.

ARTICLE VII – COACHES EVALUATION

All employees holding coaching positions will be subject to annual performance evaluation, using the instrument attached hereto at Appendix III-C.

APPENDIX III-A

RANDOLPH PUBLIC SCHOOLS ACTIVITY/CLUB/SPORT PROPOSAL

Name of activity: _____ **Name of staff requesting a change :** _____

Building : _____ **Date:** _____ **School year:** _____

I. Description of the Activity/Club/Sport (Circle one) and the need for the proposal:
--

II. Building level/grade level (Sports level = Varsity/JV/Freshmen) served = _____

III. Describe the factors you see as impacting this activity (See Factors for Extracurricular Positions sheet)

a) Range of hours you intend to actively participate in this activity	
b) Range in the number of students you estimate will participate in this activity	
c) Set-up/Scheduling (Circle one or both) =	A and/or B
d) Community-based requirements (Circle all that apply) =	A B C D
e) Supervising other Coaches/Staff (Circle one) =	Yes or No
f) Care of school property (Circle all that apply) =	A B C
g) Transportation requirements (Circle all that apply) =	A B C D
Time Points = Responsibility points = Participation Points =	Total Points =

IV. Cost of the stipend = _____ **Sign off by the Finance Office =** _____ **Date =** _____

V. Signatures and approvals required:	
A) Building level sponsoring staff =	Date =
B) Building level administration =	Date =
C) REA leadership approval =	Date =
D) Superintendent or designee approval =	Date =

Date added to the REA collective bargaining agreement = _____

APPENDIX III-B

ATHLETIC STIPENDS

Position	Time	Responsibility	Participation	Total Points	FY 21 STIPEND
Baseball Head Coach	3	5	2	10	4000
Baseball Assistant Coach	3	3	2	8	3200
Baseball Freshmen/JV Coach	3	3	2	8	3200
Basketball Head Coach	4	5	2	11	4400
Basketball Assistant Coach	4	3	2	9	3600
Basketball Freshmen/JV Coach	3	3	2	8	3200
Football Head Coach	5	5	4	14	5600
Football Assistant Coach	5	3	4	12	4800
Football Freshmen/JV Coach	4	3	3	10	4000
Hockey Head Coach	4	5	3	12	4800
Hockey Assistant Coach	4	3	3	10	4000
Hockey Freshmen/JV Coach	3	3	2	8	3200
Volleyball Head Coach	4	5	2	11	4400
Volleyball Assistant Coach	4	3	2	9	3600
Volleyball Freshmen/JV Coach					
Softball Head Coach	3	5	2	10	4000
Softball Assistant Coach	3	3	2	8	3200
Softball Freshmen/JV Coach	3	3	2	8	3200
Soccer Head Coach	4	5	3	12	4800
Soccer Assistant Coach	4	3	3	10	4000
Soccer Freshmen/JV Coach					

APPENDIX III-B

					FY 21
Position	Time	Responsibility	Participation	Total Points	STIPEND
Swimming Head Coach	4	5	4	13	5200
Swimming Assistant Coach	2	3	3	8	3200
Wrestling Head Coach	4	5	3	12	4800
Wrestling Assistant Coach	4	3	3	10	4000
Track Head Coach	4	5	3	12	4800
Track Assistant Coach	4	3	3	10	4000
Indoor Track Coach	2	5	3	10	4000
Indoor Track Assistant Coach	2	3	3	8	3200
Tennis Head Coach	4	5	3	12	4800
Tennis Assistant Coach					
Tennis Freshmen/JV Coach					
Cheerleading Coach	3	5	2	10	4000
Cheerleading Assistant Coach	3	3	2	8	3200
Weight Training	4	2	7	13	5200
Gymnastics Coach	3	4	2	9	3600
Golf Coach	3	4	2	9	3600
X-Country Head Coach	3	5	3	11	4400
Middle School Sports Coach	3	2	2	7	2800
Middle School Asst. Sports Coach	2	1	2	5	2000
Middle School Football Coach	3	2	2	7	2800

APPENDIX III-C

RANDOLPH HIGH SCHOOL EXTRA CURRICULAR ACTIVITY EVALUATION

NAME : _____ **Activity :** _____ **SCHOOL YEAR:** _____

DATE : _____

4 – Exceptional, 3 - Satisfactory, 2 - Needs Improvement, 1 - Unsatisfactory

I. LEADERSHIP PERFORMANCE

a) Come to activity prepared with a plan to maximize time, utilizing all opportunities for learning.	
b) Teaches and develops the skills required for the activity using various methods to meet the varied learning styles of the students.	
c) Is prompt and on time for meetings, buses, or performances. Confirms transportation schedule and pick up time with the transportation office.	
d) Demonstrates knowledge of the activity.	
e) Provides time for individual and group instruction. Before or after the activity when necessary.	
f) Utilizes various forms of feedback with the students (positive, positive-corrective, skill specific, instructional, motivational)	
g) Psychologically prepares the student for performances or demonstrations. (Mental Toughness)	
h) Demonstrates enthusiasm in his/her activity.	
i) Represents the school well with appropriate event conduct toward students, parents, officials, workers, opponents and fans (at competitions if those occur).	
j) Gives appropriate demonstration of skills to be learned	
k) Properly trains students for maximum performance.	
l) Reports competition/performances/demonstrations in a timely manner to the school’s leadership	

II. RAPPORT WITH THE STUDENT

a) Is fair with all activity members.	
b) Is approachable by the students. Schedules time to meet to address concerns.	
c) Teaches life skills. Advises students regarding life goals beyond middle & high school.	
d) Develops respect by example in manners, behavior, and language.	
e) Is genuinely concerned with the well- being of the students.	
f) Respects the “line” in a participant student / activity leader relationship.	
g) Discusses individual and activity goals.	
h) Uses discipline appropriately, in a positive manner.	
i) Monitors the students’ academic progress.	
j) Checks the academic eligibility of students throughout the school year.	

III. PROFESSIONAL REQUIREMENTS

a) Submits activity rosters on time.	
b) Properly handles any funds collected by the activity.	
c) Reviews and explains all eligibility, activity and school rules to his/her activity members and enforces all rules.	
d) Certifies all aspects of a potential candidate’s eligibility prior to activity events.	
e) Stays with and supervises his/her students after each activities and events until such time that each and every member has left the school grounds.	
f) Reports incidents on / off school property in a timely manner.	
g) Secures the building after activities and events.	
h) Cares for supplies/equipment and provides an updated inventory and replacement lists.	
i) Notifies the custodial staff and building administration if something gets broken or if a safety issue develops.	
j) Prepares and works with the building administration and the facilities department in scheduling, event changes, activity sessions/locations, and cancellations. Gives advance notice if special arrangements are required.	
k) Effectively collects any equipment at the end of the activity meetings or events.	

APPENDIX III-C

SCHOOL ADMINISTRATION COMMENTS:

ACTIVITY STAFF COMMENTS:

SIGNATURES:

SCHOOL ADMINISTRATION

ACTIVITY STAFF

Evaluation Review Meeting Date

SIGNATURE SIGNIFIES RECEIPT OF THE EVALUATION, NOT AGREEMENT WITH THE CONTENTS. EVALUATIONS WILL BE PART OF THE PERSONNEL FOLDER. STAFF MAY ADD ADDITIONAL INFORMATION FOR THE RECORD.

APPENDIX IV - LEAVE OF ABSENCE FORM

RANDOLPH PUBLIC SCHOOLS
RANDOLPH, MASSACHUSETTS 02368

PERSONAL LEAVE OF ABSENCE

REQUEST FORM

DATE: _____

NAME: _____

SCHOOL: _____

DATE OF LEAVE: _____

I am hereby requesting a temporary leave of absence in accordance with Article XXV, Sub-section 1a. for the following reason:

(check one)

_____ Legal

_____ Business

_____ Household or Family Matters

_____ Personal*

* I understand that personal leaves for the purpose of extending a holiday or vacation will not be granted, except in unusual circumstances and will require the approval of the Superintendent. Therefore, I am providing a brief explanation of such unusual circumstances below:

SIGNATURE OF APPLICANT _____

PRINCIPAL'S SIGNATURE (if applicable) _____
(acknowledgment only)

SUPERVISOR'S SIGNATURE (if applicable) _____
(acknowledgment only)

CENTRAL OFFICE APPROVAL

DATE

APPENDIX V - SICK BANK GUIDELINES

RANDOLPH EDUCATION ASSOCIATION SICK BANK GUIDELINES REVISED AS OF SEPTEMBER 1, 2005

I. Introductory Statement

- A. A "Sick Leave Bank" will be established whereby all members covered by the Agreement who have been granted sick leave by the Superintendent or his/her designee may receive additional paid sick leave upon exhaustion of their own earned and accrued sick leave through prolonged illness.

II. Eligibility of Membership

- A. All Unit A Members are eligible to participate in the "Sick Leave Bank".
- B. New employees are eligible to participate in the "Sick Leave Bank" as soon as a single day of personal sick leave is earned and contributed to the Bank.

III. Funding the Bank

- A. During the enrollment period, an eligible employee acquires the applicant's donation of one day of earned sick leave to the bank.
- B. The application for membership shall specifically authorize the applicant's donation of one day of earned sick leave to the Bank. Said authorization will be signed by the employee before October 15 of the school year in which enrollment is open and will be kept on file by the "Sick Bank" Committee. A copy will be sent to the Superintendent's Office.
- C. Application for membership in the Bank must be made by new employees within ninety (90) days from the time their contract becomes effective.

IV. Administration of the Bank

- A. The "Sick Leave Bank" shall be administered by the Sick Bank Committee.
- B. Effective until the expiration of this Agreement, the Sick Bank Committee shall consist of six (6) members covered by the Unit A contract and one member of Unit D, who will be approved by the REA Representative Council and one (1) member designated by the Committee.
- C. The Sick Bank Committee shall consist of:
 - 1. President of the Association (ex officio)
 - 2. Sick Bank Chairperson

3. One representative from the high school.
4. One representative from the junior high school.
5. One representative from the elementary school.
6. One representatives from the nurses.
7. One representative from Unit D.
8. Committee Designee

V. Duties of the Sick Bank Committee

- A. The Sick Bank Committee shall govern all phases of the Bank.
- B. The Sick Bank Committee is responsible for acting on all requests by members for use of sick bank time to fund an approved leave for reason of prolonged illness. However, the Sick Bank Committee does not have the authority to grant or approve a leave by a member. Such authority rests solely with the Superintendent or his/her designee
- C. The decisions of the Sick Bank Committee may be appealed to the Committee for review or hearing by any participating Bank member directly affected by a given decision and/or any member of the Committee itself.
- D. If mutual agreement has not been reached (Article V Section B) the member has the option to appeal the case to an Appeals Board appointed by the REA Representative Council.

VI. Provisions for Benefit Payment

- A. Before a participating member may receive any benefits, he or she must have exhausted all annual or accumulated sick leave and received authorization for the leave by the Superintendent or his/her designee.
- B. The "Bank" days shall not be granted in most cases for three (3) work days following the last day on which the participating member received annual or accumulated sick leave. These three days may be waived by the Sick Bank Committee when the appropriate paper work has been completed and the illness is considered by the licensed physician to be serious or if the illness is of duration of at least two weeks.
- C. The Sick Bank Committee may approve withdrawal of up to and including twenty (20) days upon initial application of the participating member.
- D. The number of sick days requested from the Bank must be specified at the time of initial request.
- E. The participating member may request an additional number of sick days to cover the period beyond the first twenty (20) days referred to in Section C. Said request

for additional days may be made before the twenty (20) days have expired or after they have expired, in which case they may be applied retroactively.

- F. Sick days are defined as normal work days, excluding holidays, and vacations and other non-working days. Payment will be made on a regular workday basis as sick leave is presently done. Salaries obtained from extracurricular or other such activities will not be included.
- G. Any eligible member who teaches less than a full schedule is entitled to a proportional number of days up to the maximum number that they could draw annually.

For example: A teaching schedule of:

SENIORITY	<u>20%</u>	<u>40%</u>	<u>60%</u>	<u>80%</u>	<u>100%</u>
Enrollment - 1 year	4 days	8 days	12 days	16 days	20 days
2-5 years	8 days	16 days	24 days	32 days	40 days
6-10 years	12 days	24 days	36 days	48 days	60 days
11-20 years	16 days	36 days	54 days	72 days	90 days
Over 20 years	27 days	54 days	81 days	108 days	135 days

- H. In order to expedite benefits, application for benefits must be made to the Sick Bank Committee five (5) calendar days prior to the expiration of the participating member's own sick leave (annual and accumulated), except in cases as determined by the licensed physician. Benefits shall not commence until the participating member's own annual and accumulated sick leave has been exhausted and three (3) additional work days have passed, unless waived according to the guidelines set forth in Article VI B above.
- I. The application for benefits must be accompanied by a certification of illness or disability completed and signed by the licensed physician. The Sick Bank Committee may require additional information beyond a doctor's certificate during the time that days are being used by a participating member. If the additional information is not provided for the Sick Bank Committee, said Committee may vote to stop the withdrawal of the Bank days.
- J. Any misuse or abuse pertaining to the Sick Leave Bank that comes to the attention of the Sick Bank Committee will be reviewed by said Committee. After review, if the Committee deems it necessary the Committee will request repayment for those days, which were the subject of abuse and/or will move to terminate the membership of the teacher in the Sick Bank.
- K. Benefits granted by the Sick Leave Bank under the Sick Leave Bank Guidelines will not extend beyond the participating member's term of authorized leave or employment.

- L. Approval of sick leave days granted requires a majority vote by five (5) members of the Sick Bank Committee.
- M. If the Town is found to be responsible in a Workman's Compensation case, any days used by the participating member will be reimbursed fully to the Sick Leave Bank by the Town.

VII. Termination of Agreement

Any sick leave granted under the provisions of these guidelines shall expire at the end of the applicable year.

VIII. Continuation of Sick Leave Bank

Days left in the Sick Bank at the end of a school year will be carried over and applied to the following school year.

APPENDIX VI

RANDOLPH EDUCATOR EVALUATION PROCESS, FORMS, AND RUBRICS

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Part A – Randolph Educator Evaluation Process

Sections:

- (1) Purpose of Educator Evaluation
- (2) Definitions
- (3) Evidence Used in Evaluation
- (4) Rubric
- (5) Evaluation Cycle: Training
- (6) Evaluation Cycle: Self-Assessment
- (7) Evaluation Cycle: Goal Setting and Educator Plan Development
- (8) Evaluation Cycle : Observation of Practice and Examination of Artifacts – Educators without PTS
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- (10) Observations Frequency Chart
- (11) Observations
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- (13) Evaluation Cycle: Formative Evaluation
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- (15) Educator Plans : General
- (16) Educator Plans: Developing Educator Plan
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- (18) Educator Plans: Directed Growth Plan
- (19) Educator Plans: Improvement Plan
- (20) Timelines
- (21) Career Advancement
- (22) Peer Assistance Review
- (23) Rating Impact on Student Learning Growth
- (24) Using Student feedback in Educator Evaluation
- (25) Using Staff feedback in Educator Evaluation
- (26) Transition from Existing Evaluation System
- (27) General Provisions

Randolph Educator Evaluation Process

1) Purpose of Educator Evaluation

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

2) Definitions

- A) **Artifacts of Professional Practice:** Products of an Educator's work and student work samples that demonstrate the Educator's knowledge and skills with respect to specific performance standards.
- B) **Caseload Educator:** Educators who teach or counsel individual or small groups of students. For example, school nurses, guidance counselors, speech-language pathologists, and some reading specialists and special education teachers.
- C) **Classroom teacher:** Educators who teach preK-12 whole classes, and teachers of special subjects as such as art, music, library, and physical education. May also include special education teachers and reading specialists who teach whole classes.
- D) **Categories of Evidence:** Multiple measures of student learning, growth, and achievement, judgments based on observations and artifacts of professional practice, including unannounced observations of practice of any duration, but not less than 10 minutes; and additional evidence relevant to one or more Standards of Effective Teaching Practice.
- E) **District-determined Measures:** Measures of student learning, growth and achievement related to the Massachusetts Curriculum Frameworks, Massachusetts Vocational Technical Education Frameworks, or other relevant frameworks, that are comparable across grade or subject level district-wide. These measures may include, but shall not be limited to: portfolios approved commercial assessments, district-developed pre and

Randolph Educator Evaluation Process

post unit and course assessments, and capstone projects. This definition may be revised as required by regulations or agreement of the parties upon issuance of ESE guidance.

- F) **Educator(s):** Inclusive term that applies to all classroom teachers and caseload educators, unless otherwise noted.
- G) **Educator Plan:** The growth or improvement actions identified as part of each Educator’s evaluation. The type of plan is determined by the Educator’s career stage, overall performance rating, and the rating of impact on student learning, growth and achievement. There shall be four types of Educator Plans:
 - i) **Developing Educator Plan** shall mean a plan developed by the Educator and the Evaluator for one school year or less for an Educator without Professional Teacher Status (PTS); or, at the discretion of an Evaluator, for an Educator with PTS in a new assignment.
 - ii) **Self-Directed Growth Plan** shall mean a plan developed by the Educator for one or two school years for Educators with PTS who are rated proficient or exemplary.
 - iii) **Directed Growth Plan** shall mean a plan developed by the Educator and the Evaluator of one school year or less for Educators with PTS who are rated needs improvement.
 - iv) **Improvement Plan** shall mean a plan developed by the Evaluator for a realistic time period sufficient to achieve the goals outlines in the Improvement Plan, but at least 90 school days and no more than one school year for Educators with PTS who are rated unsatisfactory with goals specific to improving the Educator’s unsatisfactory performance. In those cases where an Educator is rated unsatisfactory near the close of a school year, the plan may include activities during the summer preceding the next school year, with the agreement of the Educator.
- H) **ESE:** The Massachusetts Department of Elementary and Secondary Education.
- I) **Evaluation:** The ongoing process of defining goals and identifying, gathering, and using information as part of a process to improve professional performance (the “formative evaluation”) and to assess total job effectiveness and make personnel decisions (the “summative evaluation”).
- J) **Evaluator:** Any person designated by a superintendent who has primary or supervisory responsibility for observation and evaluation and who has completed training in the principles of supervision and evaluation and is responsible for judging professional practice. The superintendent is responsible for ensuring that all Evaluators have training in the principles of supervision and evaluation. Each Educator will have one primary Evaluator at any one time responsible for determining performance ratings.
 - i) **Primary Evaluator** shall be the person who determines the Educator’s performance ratings and evaluation.

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- ii) **Supervising Evaluator** shall be the person responsible for developing the Educator Plan, supervising the Educator's progress through formative evaluations, evaluating the Educator's progress toward attaining the Educator Plan goals, and making recommendations about the evaluation ratings to the primary Evaluator at the end of the Educator Plan. The Supervising Evaluator may be the primary Evaluator or his/her designee.
- iii) **Teaching Staff Assigned to More Than One Building:** Each Educator who is assigned to more than one building will be evaluated by the appropriate licensed administrator where the individual is assigned most of the time. The principal of each building in which the Educator serves must review and sign the evaluation. The second principal may add written comments based on the same standards of evaluation outlined in this document. In cases where there is no predominate assignment, the superintendent will determine who the primary evaluator will be.
- iv) **Notification:** The Educator shall be notified in writing of his/her primary Evaluator and supervising Evaluator, if any, at the outset of each new evaluation cycle. The Evaluator(s) may be changed upon notification in writing to the Educator.
- K) **Evaluation Cycle:** A five-component process that all Educators follow consisting of 1) Self-Assessment; 2) Goal-setting Analysis and Educator Plan development; 3) Implementation of the Plan; 4) Formative Evaluation; and 5) Summative Evaluation.
- L) **Experienced Educator:** An educator with Professional Teacher Status (PTS).
- M) **Family:** Includes students' parents, legal guardians, foster parents, or primary caregivers.
- N) **Intentionally Left Blank**
- O) **Formative Evaluation:** An evaluation conducted mid-cycle of an Educator Evaluation Plan which is used to arrive at a rating on progress towards attaining the goals set forth in the Educator Plan, performance on Standards and Indicators of Effective Teaching Practice, or both.
- P) **Goal:** A specific, actionable, and measurable area of improvement as set forth in an Educator's plan. A goal may pertain to any or all of the following: Educator practice in relation to Performance Standards, Educator practice in relation to indicators, or specified improvement in student learning, growth and achievement. Goals may be developed by individual Educators, by the Evaluator, or by teams, departments, or groups of Educators who have the same role. Team goals can be developed by District, grade level or subject area teams. Non-numeric goals may be proposed and, if so, considered.
- Q) **Measurable:** That which can be classified or estimated in relation to a scale, rubric, or standards.

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- R) **Multiple Measures of Student Learning:** Measures must include a combination of classroom, school and district determined measures, student growth percentiles on state assessments, if state assessments are available, and student MEPA gain scores. This definition may be revised as required by regulations or agreement of the parties upon issuance of ESE guidance.
- S) **New Assignment:** A new assignment shall mean a change in subject area, licensure or grade level. A grade level change shall mean a change of 3 or more grades.
- T) **Observation:** A data gathering process that includes notes made during one or more classroom or worksite visits(s) of any duration but not less than 10 minutes; by the Evaluator and may include examination of artifacts of practice including student work. Classroom or worksite observations conducted pursuant to this article must result in feedback to the Educator. Normal supervisory responsibilities of department, building and district administrators will also cause administrators to drop in on classes and other activities in the worksite at various times as deemed necessary by the administrator. Carrying out these supervisory responsibilities, when they do not result in targeted and constructive feedback to the Educator, are not observations as defined in this Article.
- U) **Parties:** The Association and the Committee are the parties to this agreement.
- V) **Performance Rating:** Describes the Educator's performance on each performance standard and overall. There shall be four performance ratings:
- Exemplary: the Educator's performance consistently and significantly exceeds the requirements of a standard or overall. The rating of exemplary on a standard indicates that practice significantly exceeds proficient and could serve as a model of practice on that standard district-wide.
 - Proficient: the Educator's performance fully and consistently meets the requirements of a standard or overall. Proficient practice is understood to be fully satisfactory.
 - Needs Improvement: the Educator's performance on a standard or overall is below the requirements of a standard or overall, but is not considered to be unsatisfactory at this time. Improvement is necessary and expected.
 - Unsatisfactory: the Educator's performance on a standard or overall has not significantly improved following a rating of needs improvement, or the Educator's performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.
- W) **Performance Standards:** Locally developed standards and indicators pursuant to M.G.L. c. 71, § 38 and consistent with, and/or supplemental to 603 CMR 35.00.

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- X) **Professional Teacher Status:** PTS is the status granted to an Educator pursuant to M.G.L. c. 71, § 41.
- Y) **Rating of Educator Impact on Student Learning:** A rating of high, moderate or low based on trends and patterns on state assessments and district-determined measures. The parties will negotiate the process for using state and district-determined measures to arrive at an Educator's rating of impact on student learning, growth and achievement. In doing so, the parties will consider guidance and model contract language from ESE.
- Z) **Rating of Overall Educator Performance:** The Educator's overall performance rating is based on the Evaluator's professional judgment and examination of evidence of the Educator's performance against the four Performance Standards and the Educator's attainment of goals set forth in the Educator Plan, as follows:
 - i) Standard 1: Curriculum, Planning and Assessment
 - ii) Standard 2: Teaching All Students
 - iii) Standard 3: Family and Community Engagement
 - iv) Standard 4: Professional Culture
 - v) Attainment of Professional Practice Goal(s)
 - vi) Attainment of Student Learning Goal(s)
- AA) **Rubric:** A scoring tool that describes characteristics of practice or artifacts at different levels of performance. The rubrics for Standards and Indicators of Effective Teaching Practice are used to rate Educators on Performance Standards, these rubrics consist of:
 - i) Standards: Describes broad categories of professional practice, including those required in 603 CMR 35.03
 - ii) Indicators: Describes aspects of each standard, including those required in 603 CMR 35.03
 - iii) Elements: Defines the individual components under each indicator
 - iv) Descriptors: Describes practice at four levels of performance for each element
- BB) **Summative Evaluation:** An evaluation used to arrive at a rating on each standard, an overall rating, and as a basis to make personnel decisions. The summative evaluation includes the Evaluator's judgments of the Educator's performance against Performance Standards and the Educator's attainment of goals set forth in the Educator's Plan. The summative evaluation rating must be based on evidence from multiple categories of evidence. MCAS growth scores cannot be the sole basis for a summative evaluation rating. 603CMR 35.08(3). To be rated Proficient overall, a teacher shall, at a minimum,

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have been rated proficient on Curriculum, Planning and Assessment and the Teaching All Students standards for Educators. 603CMR 35.03 (1) and 35.03 (2).

- CC) **Superintendent:** The person employed by the school committee pursuant to M.G.L. c. 71 §59 and §59A. The superintendent is responsible for the implementation of 603 CMR 35.00.
- DD) **Teacher:** An Educator employed in a position requiring a certificate or license as described in 603 CMR 7.04(3) (a, b, and d). Teachers may include, for example, classroom teachers, librarians, guidance counselors, or school nurses.
- EE) **Trends in student learning:** At least three years of data from the district-determined measures and state assessments used in determining the Educator’s rating on impact on student learning as high, moderate or low.

3) Evidence Used In Evaluation

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

- A) Multiple measures of student learning, growth, and achievement, which shall include:
 - i) Measures of student progress and/or achievement toward student learning goals set between the Educator and Evaluator for the school year or some other period of time established in the Educator Plan.
 - ii) District Determined Measures as described and used pursuant to Section 23.
- B) Judgments based on observations and artifacts of practice include:
 - i) Unannounced observations of practice of any duration, but not less than 10 minutes.
 - ii) Announced observations
 - iii) Examination of Educator work products.
 - iv) Examination of student work samples.
- C) Other evidence, including but not limited to:
 - i) Evidence compiled and presented by the Educator, including :
 - (a) Evidence of fulfillment of professional responsibilities and growth such as self-assessments, peer collaboration, professional development linked to goals in the Educator plans, contributions to the school community and professional culture;
 - (b) Evidence of active outreach to and engagement with families;
 - ii) Evidence of progress towards professional practice goal(s);
 - iii) Evidence of progress toward student learning outcomes goal(s)

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iv) Student and Staff Feedback – see #23-24, below.

4) **Rubric**

The rubrics are a scoring tool used for the Educator’s self-assessment, the formative evaluation and the summative evaluation. The parties agree that the rubrics attached to this agreement shall be used.

5) **Evaluation Cycle: Training**

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

By September 15th, all Educators shall complete a professional learning activity about self-assessment and goal-setting satisfactory to the superintendent or principal. Any Educator hired after the September 15th, date, and who has not previously completed such an activity, shall complete such a professional learning activity about self-assessment and goal-setting within one month of the date of hire. This learning activity shall occur during the contractual work day. The district through the superintendent shall determine the type and quality of the learning activity based on guidance provided by ESE and input from the Association.

B) At the start of each school year, the superintendent, principal or designee shall conduct a meeting for Educators and Evaluators focused substantially on educator evaluation. The superintendent, principal or designee shall:

- i) Provide an overview of the evaluation process, including goal setting and the educator plans.
- ii) Provide all Educators with directions for obtaining a copy of the forms used by the district. These may be electronically provided when the availability and use of technology permit.
- iii) The faculty meeting may be recorded to facilitate orientation of Educators hired after the beginning of the school year provided that it is announced at the beginning of the meeting.
- iv) Provide District and School goals and priorities, as well as professional development opportunities related to those goals and priorities.

6) **Evaluation Cycle: Self-Assessment**

A) Completing the Self-Assessment

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- i) The evaluation cycle begins with the Educator completing and submitting electronically to the Primary or Supervising Evaluator a self-assessment by November 1st or within four weeks of the start of their employment at the school.
- ii) The self-assessment includes:
 - (a) An analysis of evidence of student learning, growth and achievement for students under the Educator’s responsibility.
 - (b) An assessment of practice against each of the four Performance Standards of effective practice using the district’s rubric.
 - (c) Proposed goals to pursue:
 - (1st) At least one goal directly related to improving the Educator’s own professional practice.
 - (2nd) At least one goal directed related to improving student learning.

B) Proposing the goals

- i) Educators shall consider creating goals for departments, teams, or other groups of Educators who share responsibility for student learning and results. Evaluators may participate in such meetings.
- ii) For Educators in their first year of practice, the Evaluator or his/her designee will meet with each Educator by October 15th (or within four weeks of the Educator’s first day of employment if the Educator begins employment after September 15th) to assist the Educator in completing the self-assessment and drafting the professional practice and student learning goals which must include induction and mentoring activities.
- iii) Unless the Evaluator indicates that an Educator in his/her second or third years of practice should continue to address induction and mentoring goals pursuant to 603 CMR 7.12, the Educator may address shared grade level or subject area team goals.
- iv) For Educators with PTS and ratings of proficient or exemplary, the goals may be team goals. In addition, these Educators may include individual professional practice goals that address enhancing skills that enable the Educator to share proficient practices with colleagues or develop leadership skills.
- v) For Educators with PTS and ratings of needs improvement or unsatisfactory, the professional practice goal(s) must address specific standards and indicators identified for improvement. In addition, the goals may address team goals.

7) Evaluation Cycle: Goal Setting and Development of the Educator Plan

- A) Every Educator has an Educator Plan that includes, but is not limited to, one goal related to the improvement of practice; one goal for the improvement of student learning. The

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

- B) To determine the goals to be included in the Educator Plan, the Evaluator reviews the goals the Educator has proposed in the Self-Assessment, using evidence of Educator performance and impact on student learning, growth and achievement based on the Educator's self-assessment and other sources that Evaluator shares with the Educator. The parties agree to bargain over the impact of this regulatory requirement (see Section 22) after guidance has been issued by ESE.
 - C) Educator Plan Development Meetings shall be conducted as follows:
 - i) Educators in the same school may meet with the Evaluator in teams and/or individually at the end of the previous evaluation cycle or by November 1st of the next academic year to develop their Educator Plan. Educators shall not be expected to meet during the summer hiatus.
 - ii) For those Educators new to the school, the meeting with the Evaluator to establish the Educator Plan must occur by November 1st or within four weeks of the start of their assignment in that school.
 - iii) The Evaluator shall meet individually with Educators with PTS and ratings of needs improvement or unsatisfactory to develop professional practice goal(s) that must address specific standards and indicators identified for improvement, whether they are individual or team goals.
 - iv) For Educators with Professional Teacher Status with ratings of Proficient and Exemplary, the professional practice goal may be a team goal. In addition, these Educators may include professional practice goals that address enhancing skills that enable the Educator to share proficient practices with colleagues or develop leadership skills.
 - D) The Evaluator completes the Educator Plan and provides the Educator electronically with a copy by November 15th. The Educator shall sign the Educator Plan within 5 school days of its receipt and may include a written response which shall be attached to the form. The Educator's signature indicates that the Educator received the plan. The signature does not indicate agreement or disagreement with its contents. The Evaluator retains final authority over the content of the Educator's Plan.
- 8) **Evaluation Cycle: Observation of Practice and Examination of Artifacts – Educators without PTS**
- A) In the first year of practice:

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- i) The Educator shall have at least two announced observations during the school year using the protocol described in section 11B, below.
 - ii) The Educator shall have at least four unannounced observations during the school year.
 - B) In their second and third years of practice:
 - i) The Educator shall have at least two announced observations during the school year.
 - ii) The Educator shall have at least three unannounced observations during the school year.
- 9) **Evaluation Cycle: Observation of Practice and Examination of Artifacts – Educators with PTS**
- A) The Educator whose overall rating is proficient or exemplary must have at least one announced and two unannounced observations during the evaluation cycle.
 - B) The Educator whose overall rating is needs improvement must be observed according to the Directed Growth Plan during the period of the Plan which must include at least two announced and three unannounced observations.
 - C) The Educator whose overall rating is unsatisfactory must be observed according to the Improvement Plan which must include both unannounced and announced observation. The number and frequency of the observations shall be determined by the Evaluator, but in no case, for improvement plans of one year, shall there be fewer than two announced and four unannounced observations. For Improvement Plans of six months or fewer, there must be no fewer than one announced and two unannounced observations.
- 10) **Observations Frequency Chart**

Educators will be observed a **minimum** number of times per Educator Plan cycle as follows:

<u>Educator Plan</u>	<u>Number of Unannounced Observations</u>	<u>Number of Announced Observations</u>
Two-year Self-Directed Plan	2	1
One-year Self-Directed Plan	2	1
Directed Growth Plan	3	2
Improvement Plan	4	2
Developing Educator Plan (Year 1)	2	2
Developing Educator Plan (Years 2 and 3)	2	1

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11) Observations

The Evaluator's first observation of the Educator will take place by December 7. Observations required by the Educator Plan will be completed by May 1st. The Evaluator is not required nor expected to review all the indicators in a rubric during an observation.

A) Unannounced Observations

- i. Unannounced observations may be in the form of partial or full-period classroom visitations, but not less than 10 minutes.
- ii. The Educator will be provided with written feedback from the Evaluator provided electronically using the Observation Report Form within 5 school days of the observation. A post conference shall be held upon the request of either the Evaluator or the Educator.
- iii. Subsequent observations may not take place for five school days after the written feedback or post conference meeting has taken place whichever occurred last.
- iv. Any observation or series of observations resulting in one or more standards judged to be unsatisfactory or needs improvement for the first time must be followed by at least one observation of at least 30 minutes in duration within 20 school days.

B) Announced Observations

- i. Announced observations shall be no less than 30 minutes in duration, announced and conducted according to the following:
 - (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 5 school days of the scheduled observation the Evaluator and Educator shall meet for a pre-observation conference
 - (1st) The Educator shall provide the Evaluator a draft of the lesson, student conference, IEP plan or activity. If the actual plan is different, the Educator will provide the Evaluator with a copy prior to the observation.
 - (2nd) The Educator will be notified as soon as possible if the Evaluator will not be able to attend the scheduled observation. The observation will be rescheduled with the Educator as soon as reasonably practical.

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- (c) Within 5 school days of the observation, the Evaluator and Educator shall meet for a post-observation conference. This timeframe may be extended due to unavailability on the part of either the Evaluator or the Educator, but shall be rescheduled within 24 hours if possible.
 - (d) The Evaluator shall provide the Educator with written feedback provided electronically using the Observation Report Form within 5 school days of the post-observation conference. The feedback must:
 - (1st) Describe the basis for the Evaluator’s judgment.
 - (2nd) Make note of areas of commendation.
 - (3rd) Describe actions the Educator should take to improve his/her performance.
 - (4th) Identify support and/or resources the Educator may use in his/her improvement.
 - (e) Subsequent observations may not take place for five school days after the written feedback or post conference meeting has taken place whichever occurred last.
- C) Walkthroughs, Learning Walks, Instructional Rounds, and other like procedure by any other name (herein called “walkthroughs”) are intended to gauge the overall climate, culture, and instruction within a school, program, or department, and entail walking into multiple classrooms. Observations from walkthroughs summarize the aggregate climate, culture, and instruction, rather than commenting on individual teachers, and are used to talk about observed patterns and trends across classrooms. A walkthrough can be announced or unannounced. There are no limits on the number of walkthroughs that can be conducted.
- 12) **Intentionally Left Blank**
- 13) **Evaluation Cycle: Formative Evaluation**
- A) Educators receive a Formative Evaluation report mid-cycle. The Educator’s performance rating shall be assumed to be the same as the previous summative rating unless evidence demonstrates a significant change in performance in which case the rating on the performance standards may change, and the Evaluator may place the Educator on a different Educator plan, appropriate to the new rating.
 - B) The Formative Evaluation report provides written feedback and ratings to the Educator about his/her progress towards attaining the goals set forth in the Educator Plan, performance on each performance standard and overall, or both.

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- C) Presentation of Evidence - At a meeting held by the date outlined in Section 20, which meeting shall be collaboratively established by the Evaluator and the Educator, the Educator shall provide to the Evaluator evidence of family outreach and engagement, fulfillment of professional responsibility and growth, and progress on attaining professional practice and student learning goals and evidence of the educator's performance against the four Performance Standards. The Educator and Evaluator shall provide evidence at, or prior to, this meeting, either electronically or hard copy, using one of the Record of Evidence Forms or otherwise noting on the evidence which indicator(s) and/or goal(s) the evidence addresses. Educators are not expected to provide evidence for all indicators.
 - D) The Evaluator shall complete the Formative Evaluation report and provide a copy to the Educator. All Formative Evaluation reports must be signed by the Evaluator and delivered electronically or to the Educator's home in the event electronic delivery is unsuccessful or unavailable.
 - E) Upon request of either the Evaluator or the Educator, the Evaluator and the Educator will meet within five school days before and/or after completion of the Formative Evaluation Report and within the timelines outlined at Section 20.
 - F) The Educator may reply electronically to the Formative Evaluation report within 10 school days of receiving the report. This response will be attached to the Formative Evaluation in any and all places in which the Educator's evaluation records are retained.
 - G) The Educator shall sign the Formative Evaluation report within 10 school days of receiving the report. The signature indicates that the Educator received the Formative Evaluation report. The signature does not indicate agreement or disagreement with its contents. The signature only denotes receipt of document.
 - H) As a result of the Formative Evaluation report, the Evaluator may change the activities in the Educator Plan.
 - I) If the rating in the Formative Evaluation report differs from the last summative rating the Educator received, the Evaluator may place the Educator on a different Educator Plan, appropriate to the new rating.
- 14) **Evaluation Cycle: Summative Evaluation**
- A) The evaluation cycle concludes with a summative evaluation report. For Educators on a one or two year Educator Plan, the summative report must be written and provided to the educator by May 25.
 - B) The Evaluator determines a rating on each standard and an overall rating based on the Evaluator's professional judgment, an examination of evidence against the Performance Standards and evidence of the attainment of the Educator Plan goals.

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- C) The professional judgment of the primary evaluator shall determine the overall summative rating that the Educator receives.
- D) For an Educator whose overall performance rating is exemplary or proficient and whose impact on student learning is low, the Evaluator's supervisor shall discuss and review the rating with the Evaluator and the supervisor shall confirm or revise the Educator's rating. In cases where the superintendent serves as the primary evaluator, the superintendent's decision on the rating shall not be subject to review.
- E) The summative evaluation rating must be based on evidence from multiple categories of evidence. MCAS Growth scores shall not be the sole basis for a summative evaluation rating.
- F) To be rated proficient overall, the Educator shall, at a minimum, have been rated proficient on the Curriculum, Planning and Assessment and the Teaching All Students Standards of Effective Teaching Practice.
- G) At a meeting held by the date outlined in Section 20, the Educator will provide to the Evaluator evidence of family outreach and engagement, fulfillment of professional responsibility and growth, and progress on attaining professional practice and student learning goals and performance against the four Performance Standards. The Educator and Evaluator shall provide evidence at, or prior to, this meeting, either electronically or hard copy, using one of the Record of Evidence Forms or otherwise noting on the evidence which indicator(s) and/or goal(s) the evidence addresses. Educators are not expected to provide evidence for all indicators.
- H) The Summative Evaluation report should recognize areas of strength as well as identify recommendations for professional growth.
- I) The Evaluator shall deliver a signed copy of the Summative Evaluation report to the Educator electronically or to the Educator's home in the event electronic delivery is unsuccessful or unavailable, no later than May 25.
- J) The Evaluator shall meet with the Educator rated needs improvement or unsatisfactory to discuss the summative evaluation. The meeting shall occur within the timelines outlined at Section 20.
- K) The Evaluator may meet with the Educator rated proficient or exemplary to discuss the summative evaluation, if either the Educator or the Evaluator requests such a meeting. The meeting shall occur within the timelines outlined at Section 20.
- L) Upon mutual agreement, the Educator and the Evaluator may develop the Self-Directed Growth Plan for the following two years during the meeting on the Summative Evaluation report.

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- M) The Educator shall sign the final Summative Evaluation report within 10 school days of receipt. The signature indicates that the Educator received the Summative Evaluation report. The signature does not indicate agreement or disagreement with its contents.
- N) The Educator shall have the right to respond electronically within 10 school days to the summative evaluation which shall become part of the final Summative Evaluation report. This response will be attached to the Summative Evaluation in any and all places in which the Educator's evaluation records are retained.
- O) A printed copy of the signed final Summative Evaluation report from the electronic file shall be filed in the Educator's personnel file.

15) Educator Plans – General

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

16) Educator Plans: Developing Educator Plan

- A) The Developing Educator Plan is for all Educators without PTS and may be used with Educators with PTS in new assignments.
- B) The Educator shall be evaluated at least annually.

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17) Educator Plans: Self-Directed Growth Plan

- A) A Two-year Self-Directed Growth Plan is for those Educators with PTS who have an overall rating of proficient or exemplary and, after 2013-2014, whose impact on student learning is moderate or high. A formative evaluation report is completed at the end of year 1 and a summative evaluation report at the end of year 2.
- B) A One-year Self-Directed Growth Plan is for those Educators with PTS who have an overall rating of proficient or exemplary and, after 2013-2014, whose impact on student learning is low. In this case, the Evaluator and Educator shall analyze the discrepancy between the summative evaluation rating and the rating for impact on student learning to seek to determine the cause(s) of the discrepancy.

18) Educator Plans: Directed Growth Plan

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

19) Educator Plans: Improvement Plan

- A) An Improvement Plan is for those Educators with PTS whose overall rating is unsatisfactory.
- B) The parties agree that in order to provide students with the best instruction, it may be necessary from time to time to place an Educator whose practice has been rated as unsatisfactory on an Improvement Plan for a realistic time period sufficient to achieve the goals outlined in the Improvement Plan, but no fewer than 90 school days and no more than one school year. In the case of an Educator receiving a rating of unsatisfactory near the close of one school year, the Improvement Plan may include activities that occur during the summer before the next school year begins with the agreement of the Educator.
- C) The Evaluator must complete a Summative Evaluation for the Educator at the end of the period determined by the Evaluator for the Plan.

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- D) An Educator on an Improvement Plan shall be assigned a Supervising Evaluator (see definitions). The Supervising Evaluator is responsible for providing the Educator with guidance and assistance in accessing the resources and professional development outlined in the Improvement Plan. The primary evaluator may be the Supervising Evaluator.
- E) The Improvement Plan shall define the problem(s) of practice identified through the observations and evaluation and detail the improvement goals to be met, the activities the Educator must take to improve, and the assistance to be provided to the Educator by the district.
- F) The Improvement Plan process shall include:
 - i. Within ten school days of notification to the Educator that the Educator is being placed on an Improvement Plan, the Evaluator shall schedule a meeting with the Educator to develop the Improvement Plan. The Evaluator retains the authority to determine the Improvement Plan, which will include the provision of specific assistance to the Educator.
 - ii. Upon the Educator's request a representative of the Association shall attend the meeting.
 - iii. The Association will be informed that an Educator has been placed on an Improvement Plan.
- G) The Improvement Plan shall:
 - i. Define the improvement goals directly related to the performance standard(s), indicator(s), elements, and/or student learning outcomes that must be improved;
 - ii. Describe the activities and work products the Educator must complete as a means of improving performance;
 - iii. Describe the assistance that the district will make available to the Educator;
 - iv. Articulate the measurable outcomes that will be accepted as evidence of improvement;
 - v. Detail the timeline for completion of each component of the Plan, including at a minimum a mid-cycle formative evaluation report of the relevant standard(s) and indicator(s);
 - vi. Identify the individuals assigned to assist the Educator which must include minimally the Supervising Evaluator; and,
 - vii. Include the signatures of the Educator and Supervising Evaluator.

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- H) A copy of the signed Plan shall be provided to the Educator. The Educator’s signature indicates that the Educator received the Improvement Plan. The signature does not indicate agreement or disagreement with its contents.
- I) Decision on the Educator’s status at the conclusion of the Improvement Plan.
 - i. All determinations below must be made no later than June 1. One of three decisions must be made at the conclusion of the Improvement Plan:
 - a. If the Evaluator determines that the Educator has improved his/her practice to the level of proficiency, the Educator will be placed on a Self-Directed Growth Plan.
 - b. In those cases where the Educator was placed on an Improvement Plan as a result of his/her Summative rating at the end of his/her Directed Growth Plan, if the Evaluator determines that the Educator is making substantial progress toward proficiency, the Evaluator shall place the Educator on a Directed Growth Plan.
 - c. In those cases where the Educator was placed on an Improvement Plan as a result of his/her Summative rating at the end of his/her Directed Growth Plan, if the Evaluator determines that the Educator is not making substantial progress toward proficiency, the Evaluator shall recommend to the superintendent that the Educator be dismissed.
 - d. If the Evaluator determines that the Educator’s practice remains at the level of unsatisfactory, the Evaluator shall recommend to the superintendent that the Educator be dismissed.

20) Timelines

A) One Year Plans

Activity:	Completed By:
Superintendent, principal or designee meets with new evaluators and new educators to explain evaluation process. (For teachers hired after September 15 principal will meet with them within four weeks to explain and review process)	September 15
Evaluator meets with all educators to review educator evaluation process.	October 15
Educator submits self-assessment and proposed goals	November 1
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)	November 1
Evaluator completes Educator Plans	November 15
Evaluator completes first observation of each Educator	December 7

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Educator provides evidence on parent outreach, professional growth, progress on goals (and other standards, if desired)	2 weeks before Formative Evaluation Report is Due
Evaluator completes mid-cycle Formative Evaluation Reports	February 1
Any new educator hired between November 1 and January 30 will receive their formative assessment no later than March 30	March 30
Evaluator holds Formative Evaluation Meetings. Educator must sign and return formative evaluation by no later than five school days from receipt.	February 15
Educator provides evidence on parent outreach, professional growth, progress on goals (and other standards, if desired)	April 25
Evaluator completes Summative Evaluation Report	May 25
Evaluator meets with Educators whose overall Summative Evaluation ratings are Needs Improvement or Unsatisfactory	Within 10 school days of receipt of Summative Evaluation
Educator signs Summative Evaluation Report and adds response, if any.	Within 10 school days of receipt of Summative Evaluation

B) Educators with PTS on Two-Year Plans

Activity:	Completed By:
Evaluator completes unannounced observation(s)	Any time during the 2-year evaluation cycle
Educator provides evidence on parent outreach, professional growth, progress on goal (and other standards, if desired)	April 1 of Year 1
Evaluator completes Formative Evaluation Report	June 1 of Year 1
Evaluator conducts Formative Evaluation Meeting, if any	June 1 of Year 1
Educator provides evidence on parent outreach, professional growth, progress on goal (and other standards, if desired)	April 1 of Year 2
Evaluator completes Summative Evaluation Report	May 25 of Year 2
Evaluator conducts Summative Evaluation Meeting, if any	May 25 of Year 2
Evaluator and Educator sign Summative Evaluation Report and adds response, if any, within 10 school days of receipt	Within 10 school days of receipt of Summative Evaluation

C) Educators on Plans of Less than One Year

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

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21) Career Advancement

- A) In order to attain Professional Teacher Status, the Educator should achieve ratings of proficient or exemplary on each Performance Standard and overall. A principal considering making an employment decision that would lead to PTS for any Educator who has not been rated proficient or exemplary on each performance standard and overall on the most recent evaluation shall confer with the superintendent by May 1st. The principal's decision is subject to review and approval by the superintendent.
- B) In order to qualify to apply for a teacher leader position, the Educator must have had a Summative Evaluation performance rating of proficient or exemplary for at least the previous two years.
- C) Educators with PTS whose summative performance rating is exemplary and, after 2013-14 whose impact on student learning is rated moderate or high, shall be recognized and rewarded with leadership roles, promotions, additional compensation, public commendation or other acknowledgement as determined by the district through collective bargaining.

22) Peer Assistance Review

The Superintendent shall appoint a Peer Assistant to Educators placed on Improvement Plans. The Peer Assistant shall perform the following tasks, as needed:

- Observe, and provide feedback to, the Educator;
- Provide information and technical assistance to the Educator;
- Model teaching techniques for the Educator;
- Advise the Educator on the Evaluation process; and,
- Generally help the Educator as required to meet the needs and goals specified in the Educator Plan.

The Peer Assistant shall work under the following conditions:

- Appointment by the Evaluator of the specific individual serving as Peer Assistant shall be with input from the Educator and Association;
- The work between the Educator and the Peer Assistant shall be kept confidential; and,
- The Peer Assistant shall be compensated at the rate set forth at Appendix II – Extra-Duty and Extra-Curricular Assignment.

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23) Rating Impact on Student Learning Growth (Student Impact Rating)

A) Basis of the Student Impact Rating

The following student performance measures shall be the basis for determining an educator's impact on student learning, growth, and achievement.

- i) Measures of student progress on classroom assessments that are aligned with the Massachusetts Curriculum Frameworks or other relevant frameworks and are comparable within grades or subjects in a school;
- ii) District-determined measures of student learning related to the Massachusetts Curriculum Frameworks or the Massachusetts Vocational Technical Education Frameworks or other relevant frameworks that are comparable across grades and/or subjects district-wide. These measures may include: portfolios, approved commercial assessments, district-developed pre and post unit and course assessments, and capstone projects.
- iii) MCAS Student Growth Percentile (SGP) or Massachusetts English Proficiency Assessment gain scores, if applicable, in which case at least three years of data is required.
- iv) For Educators whose primary role is not as a classroom teacher, the appropriate measures of the Educator's contribution to student learning, growth, and achievement set by the district. The measures set by the district shall be based on the Educator's role and responsibility.

B) Identifying and Selecting District-Determined Measures

- i) The joint labor-management evaluation team established under Section 27.E ("Team") shall identify and select DDMs by completing the following tasks:
 - (a) Surveying educators and administrators in the district to create and maintain a list of assessments used in the district. The Team shall use the list to identify potential measures that may be adopted or adapted as DDMs. In addition, the Team shall invite cohorts of educators to identify or develop new measures that may be adopted or adapted as DDMs.
 - (b) Recruiting and identifying district educators, including teachers of students with disabilities and English language learners, as well as educator cohorts to review the list of assessments for their specific content areas and to inform the identification and/or development of potential DDMs by making recommendations to the Team.
 - (c) Identifying two or three measures of student learning, growth, or achievement for each educator.
 - (d) Collecting feedback from educators and evaluators regarding the quality (e.g., alignment to curriculum, utility) of the selected DDMs. Where feedback suggests modifications to the selected DDMs or the selection of different DDMs is necessary, the Team may convene a cohort of educators to make recommendations to the Team.
 - (e) Participating in the continuous improvement of the district's DDMs.

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ii) DDM Selection Criteria

- (a) DDMs may consist of direct or indirect measures.
 - (1st) A *direct* measure assesses student growth in a specific content area or domain of social-emotional or behavioral learning over time.
 - (i) For all classroom educators, at least one measure in each year that will be used to determine an educator's ISL Rating must be a *direct* measure.
 - (ii) *Direct* measures include, but are not limited to, criterion-referenced or norm-reference measures such as: formative, interim and unit pre- and post-assessments in specific subjects, assessments of growth based on performances and/or portfolios of student work judged against common scoring rubrics, and mid-year and end-of-course examinations.
 - (2nd) Indirect measures do not measure student growth in a specific content area or domain of social-emotional or behavioral learning but do measure the consequences of that learning. Indirect measures include, but are not limited to, changes in: promotion and graduation rates, attendance and tardiness rates, rigorous course-taking pattern rates, college course matriculation and course remediation rates, discipline referral and other behavior rates, and other measures of student engagement and progress.
- (b) DDMs must be comparable across grade or subject level districtwide.
- (c) DDMs must include consistent, transparent scoring processes that establish clear parameters for what constitutes high, moderate, and low student growth.
- (d) DDMs must be aligned to the Massachusetts Curriculum Frameworks, Massachusetts Vocational Technical Education Frameworks, or other relevant Frameworks.
- (e) DDMs must be piloted for a year before being selected to determine an educators Student Impact Rating. A DDM is deemed "piloted" if it has been previously used with students to measure growth regardless of whether it has been previously selected as a DDM pursuant to the provisions of this Section 23.

Changes in a DDM of less than twenty percent (20%) do not need to be piloted.

While a new DDM is being piloted, previously selected DDMs will continue to be used.

iii) Process for Selecting DDMs

- (a) The Team shall provide a written recommendation to the School Committee and Association which identifies two or three DDMs for each educator (DDM list).
- (b) The Team's recommendation shall be subject to negotiation by the Parties. Agreements reached by the Parties shall be reduced to writing and subject to ratification. In the event of either a failure to reach agreement or to ratify within a

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reasonable period of time, either Party may file a petition for binding interest arbitration under M.G.L. c. 71, §38.

- (c) Educators and evaluators will be informed of the DDMs to be used by the end of the first full week of school.
- C) Determining Educator Impact for Each DDM
- i) The evaluator will meet with the educator annually to conduct a collaborative conversation about the educator's student outcomes on the DDMs administered in the previous year. For each DDM, the evaluator and the educator will exercise their professional judgment in discussing how the outcomes in student assessments are affected by contextual factors including, but not limited to, the learning challenges presented by the students and the learning environment. Based on their discussions, they will each determine whether, in general, the educator's students demonstrated high, moderate or low growth in comparison to the growth criteria for the specific DDM. Based on this conversation, as part of the continuous learning cycle for the educator, the evaluator may recommend that the educator continue using current instructional approaches, materials and/or pacing, or suggest modification or changes to them.
 - ii) Educators shall have an opportunity to review and confirm the roster of students whose scores will be used in the determination of their impact on student growth for each DDM.
 - (a) For full-year or fall semester courses, the DDM results from students who are not enrolled in the grade or course by October 1st or do not remain enrolled through the final date the DDM is administered shall not be used in the determination of an educator's impact on student growth.
 - (b) For spring semester courses, the DDM results from students who are not enrolled in the grade or course by the end of the fourth week of the semester or do not remain enrolled through the final date the DDM is administered shall not be used in the determination of an educator's impact on student growth.
 - (c) DDM results from students who are not present for instruction or education services for at least 90 percent of the allotted instructional or service time shall not be used in the determination of an educator's impact on student growth.
- D) Determining a Student Impact Rating
- i) The evaluator shall use his/her professional judgment to determine whether an educator is having a high, moderate, or low impact on student learning. The evaluator will consider the determinations of student growth that resulted from the annual conversations held pursuant to section C.i above (high, moderate, or low) from the DDMs relative to at least three years of data and will apply professional judgment to those determinations in order to designate the educator's Student Impact Rating. The evaluator's professional judgment shall include, but is not limited to, consideration of the educator's student population and learning environment.
 - (a) A rating of high indicates that the educator's students demonstrated significantly higher than one year's growth relative to academic peers in the grade or subject.

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- (b) A rating of moderate indicates that the educator's students demonstrated one year's growth relative to academic peers in the grade or subject.
- (c) A rating of low indicates that the educator's students demonstrated significantly lower than one year's growth relative to academic peers in the grade or subject.
- ii) The evaluator shall meet with the educator rated low to discuss the Student Impact Rating. The evaluator shall meet with the educator rated moderate or high to discuss the Student Impact Rating, if either the educator or the evaluator requests such a meeting.
- E) Intersection between the Summative Performance Rating and the Student Impact Rating.
 - i) An educator's Summative Performance Rating is a rating of educator practice and remains independent from the educator's Student Impact Rating, which is a rating of impact on student learning, growth, and achievement.
 - ii) Results from DDMs and the Student Impact Rating are used to inform the educator's Self-Assessment, to develop the professional practice goal or the student learning goal and the resulting Educator Plan.
 - iii) Evaluators shall use evidence of educator performance and impact on student learning, growth, and achievement in the goal setting and educator plan development processes, based on the educator's self-assessment and other sources that the evaluator shares with the educator.

F) Reporting of Student Impact Ratings

Nothing contained herein shall limit the District's reporting requirements to the Department of Secondary and Elementary Education.

24) **Using Student feedback in Educator Evaluation**

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

25) **Using Staff feedback in Administrator Evaluation**

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

26) **Intentionally Left Blank**

27) **General Provisions**

- A) Only Educators who are licensed may serve as primary Evaluators of Educators.
- B) Evaluators shall not make negative comments about the Educator's performance, or comments of a negative evaluative nature, in the presence of students, parents or other staff, except in the unusual circumstance where the Evaluator concludes that s/he must

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immediately and directly intervene. Nothing in this paragraph is intended to limit an administrator's ability to investigate a complaint, or secure assistance to support an Educator.

- C) The superintendent shall insure that Evaluators have training in supervision and evaluation, including the regulations and standards and indicators of effective teaching practice promulgated by ESE (35.03), and the evaluation Standards and Procedures established in this Agreement.
- D) Should there be a serious disagreement between the Educator and the Evaluator regarding an overall summative performance rating of unsatisfactory, the Educator may meet with the Evaluator's supervisor to discuss the disagreement. Should the Educator request such a meeting, the Evaluator's supervisor must meet with the Educator. The Evaluator may attend any such meeting at the discretion of the superintendent.
- E) The parties shall maintain the joint labor-management evaluation team which shall meet at least four (4) times a year, unless the team agrees otherwise, to review the evaluation processes and procedures and recommend adjustments to the parties. Each party may assign up to seven (7) members to the team, with decisions made upon mutual agreement of the parties' representative side.
- F) Violations of this Article are subject to the grievance and arbitration provisions.

Overview of Forms

Evaluation 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 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.

Goal Setting Form. This form is intended to be used in support of Step 1: Self-Assessment **and** Step 2: Goal Setting and Plan Development. Individuals and teams may use this form to propose goals (a minimum of one student learning goal and one professional practice goal). The form should initially be submitted with the Self-Assessment Form with the box "Proposed Goals" checked. If the goals are approved as written, the evaluator will check the box "Final Goals" and include a copy of the form with the **Educator Plan Form**. If the goals undergo further refinement, edits may be made to the original, or the form may be rewritten. If the form is redone, the new form should have the box "Final Goals" checked and should then be attached to the **Educator Plan Form**.

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*.

Record of Evidence Form (Single Item). This form is intended to be used to support the educator and evaluator in collecting a single item of evidence of his/her practice, usually used electronically. It will be completed by either the educator or evaluator and shared with the other prior to Formative Evaluation and Summative Evaluation

Record of Evidence Form (Multiple Item Index). This form is intended to be used to support the educator and evaluator in collecting multiple items of evidence of his/her practice, usually used for hard copy evidence. It will be completed by either the educator or evaluator and shared with the other prior to Formative Evaluation and Summative Evaluation

Observation Report. This form is intended to be used to document observations that are used for evaluation of the educator. This form shall include commendations and recommendations relative to the educator's practices with respect to the rubrics and the educator's goals.

Formative Evaluation Report Form. This form is intended to be used in support of an educator's formative evaluation at the mid-cycle of an educator evaluation plan. It will be completed by the evaluator. Evaluators are not required to assess both progress toward goals and performance on Standards; they will check off whether they are evaluating "Progress toward Attaining Goals," "Performance on each Standard," or both. Evaluators will provide a brief narrative of progress that includes feedback for improvement. At the point of Formative Evaluation, the overall rating is assumed to be the same as the prior summative evaluation unless evidence demonstrates a significant change in performance leading to a change in Overall Rating and, possibly, Educator Plan. If there is a change in rating, evaluators must provide comments on each of the four Standards briefly describing *why* the rating has changed, the *evidence* that led to a change in rating, and offering *feedback for improvement* (evaluators are encouraged to provide comments

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even if there is no change to ensure that educators have a clear sense of their progress and performance and receive feedback for improvement). Educators sign off to indicate that they have received a copy of the report and may use the **Educator Response Form** to provide a written response.

Summative Evaluation Report Form. This form is intended to be used for Step 5: Summative Evaluation. This form applies to all Educator Plans. It will be completed by the evaluator. The evaluator must complete all sections, which are: “Attainment of Student Learning Goal(s),” “Attainment of Professional Practice Goal(s),” “Rating on each Standard,” “Overall Performance Rating,” and “Plan Moving Forward.” Evaluators must provide comments on the student learning goal(s), professional practice goal(s), each of the four Standards, and the overall rating briefly describing the level of attainment or performance rating, the *evidence* that led to the level of attainment/rating, and offering *feedback for improvement*. Educators sign off to indicate that they have received a copy of the report and may use the **Educator Response Form** to provide a written response.

Educator Response Form. To be used should the Educator 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.

The joint labor-management team (established at Section 27E of the Randolph Educator Evaluation Process) may change the structure and format of any form, but not the substance.

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Evaluation Tracking Sheet

Educator—Name/Title: _____

Evaluator—Name/Title: _____

School(s): _____

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

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

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

³ 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 Evaluation, and Summative Evaluation in writing.

Self-Assessment Form, page 1 of 2

Educator—Name/Title: _____

Evaluator—Name/Title: _____

School(s): _____

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

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

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

Team, if applicable: _____

List Team Members below:

Self-Assessment Form, page 2 of 2

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.

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Goal Setting Form

Educator—Name/Title: _____

Evaluator—Name/Title: _____

School(s): _____

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

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

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

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.

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Educator Plan Form, page 1 of 2

Educator—Name/Title: _____

Evaluator—Name/Title: _____

School(s): _____

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

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

Start Date: _____ End Date: _____

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

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

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

*Additional detail may be attached if needed.

Educator Plan Form, page 2 of 2

Randolph Public Schools: Educator Evaluation Forms

Educator—Name/Title: _____

Professional Practice Goal(s): Planned Activities <i>Describe actions the educator will take to attain the professional practice goal(s). Activities may apply to individual and/or team. Attach additional pages as needed.</i>			
Action	Supports/Resources from School/District ⁶	Timeline or Frequency	Evidence Expected

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

Signature of Evaluator _____ Date _____

Signature of Educator _____ Date _____

* As the evaluator retains final authority over goals to be included in an educator’s plan (see [603 CMR 35.06\(3\)\(c\)](#)), the signature of the educator indicates that he or she has received the Goal Setting Form with the “Final Goal” box checked, indicating the evaluator’s approval of the goals. The educator’s signature does not necessarily denote agreement with the goals. Regardless of agreement with the final goals, signature indicates recognition that “It is the educator’s responsibility to attain the goals in the plan and to participate in any trainings and professional development provided through the state, district, or other providers in accordance with the Educator Plan.” (see [603 CMR 35.06\(4\)](#))

⁶ Must identify means for Educator to receive feedback for improvement per [603 CMR 35.06\(3\)\(d\)](#)

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Formative Evaluation Report Form, page 1 of 3

* For Mid-Cycle Report on All Educator Evaluation Plans

Educator—Name/Title: _____

Evaluator—Name/Title: _____

School(s): _____

Assessing¹:

Progress toward attaining goals

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 for improvement:

Progress Toward Professional Practice Goal(s)

Attach additional pages as needed.

Did not meet Some progress Significant Progress Met Exceeded

Rationale, evidence, and feedback for improvement:

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.

Randolph Public Schools: Educator Evaluation Forms

Formative Evaluation Report Form, page 2 of 3

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 for improvement:</u> 	
II: Teaching All Students	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary
<u>Rationale, evidence, and feedback for improvement:</u> 	
III: Family/Community Engagement	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary
<u>Rationale, evidence, and feedback for improvement:</u> 	
IV: Professional Culture	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary
<u>Rationale, evidence, and feedback for improvement:</u> 	

Randolph Public Schools: Educator Evaluation Forms

Formative Evaluation Report Form, page 3 of 3

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 required

Overall Performance Rating			
<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
<u>Rationale, evidence, and feedback for improvement:</u>			
Plan Moving Forward			
<input type="checkbox"/> Continue on Current Plan	<input type="checkbox"/> Self-Directed Growth Plan	<input type="checkbox"/> Directed Growth Plan	<input type="checkbox"/> Improvement Plan

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

Signature of Evaluator _____ Date Completed: _____

Signature of Educator* _____ Date Received: _____

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

Randolph Public Schools: Educator Evaluation Forms

Summative Evaluation Report Form, page 1 of 3

Educator—Name/Title: _____

Evaluator—Name/Title: _____

School(s): _____

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

Progress Toward Student Learning Goal(s)

Attach additional pages as needed.

Did not meet Some progress Significant Progress Met Exceeded

Rationale, evidence, and feedback for improvement:

Progress Toward Professional Practice Goal(s)

Attach additional pages as needed.

Did not meet Some progress Significant Progress Met Exceeded

Rationale, evidence, and feedback for improvement:

Randolph Public Schools: Educator Evaluation Forms

Summative Evaluation Report Form, page 2 of 3

Educator—Name/Title: _____

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

Educator Response Form

Educator—Name/Title: _____

Evaluator—Name/Title: _____

School(s): _____

Response to: (check all that apply)

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

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

Signature of Educator _____ Date _____

Signature of Evaluator _____ Date _____

Attachment(s) included

Record of Evidence Form (Single Item)

Educator—Name/Title: _____

School(s): _____

Evidence Provided by: _____ Date Used: _____

Evidence pertains to which Indicators(s) and/or Goals(s)² _____

Notes <i>(Optional) Explain why included, specifics on what the evidence shows, context, etc..</i>

Signature of Educator _____ Date _____

Signature of Evaluator _____ Date _____

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

Randolph Public Schools: Educator Evaluation Forms

Record of Evidence Form (Multiple Item Index)

Educator—Name/Title: _____

School(s): _____

Evidence Provided by _____

Label	Date Used	Indicators(s) and/or Goals³ <i>Indicators(s) and/or goal(s) to which evidence is tied</i>	Notes <i>(Optional) Explain why included, specifics on what the evidence shows, context, etc.</i>
ex. 1	10/16/14	I.A, Student Goal #1	unit plans modification reflect student data at semester mid-point

Signature of Educator _____ Date _____

Signature of Evaluator _____ Date _____

³ Per [603 CMR 35.07\(1\)\(c\)1](#), "Evidence compiled and presented by the educator includ[es]: 1. Evidence of fulfillment of professional responsibilities and growth, such as: self-assessments; peer collaboration; professional development linked to goals and or educator plans; contributions to the school community and professional culture; 2. Evidence of active outreach to and ongoing engagement with families." However, educator collection of evidence is not **limited** to these areas.

Randolph Public Schools: Educator Evaluation Forms

Classroom Observation Feedback Form, page 1 of 2

Observation Report

Teacher Name: _____ Room # _____ Grade _____

Posted Objective: _____

Date: _____ Time In: _____ Time Out: _____

Subject: _____ Observer: _____

Announced: _____ Date of Pre Conference: _____ Date of Post Conference: _____

Unannounced: _____

Observed Teacher Behavior	Observed Student Behavior
Comments/Questions	

Classroom Observation Feedback Form, page 2 of 2

Commendations
Recommendation/Next steps to support student learning

Any Unusual Circumstances to be noted:

Evaluator Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

The signature of the teacher means only that he/she has read the document. The teacher may attach a written statement of his/her own provided he/she does so within ten (10) working days.

Setting SMART Goals⁴

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

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

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

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

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

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

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

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

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

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

⁴ The SMART goal concept was introduced by G.T. Doran, A. Miller and J. Cunningham in *There’s a S.M.A.R.T. way to write management’s goals and objectives*, *Management Review* 70 (11), AMA Forum, pp. 35-36. *What Makes a Goal “SMART”?* also draws from the work of Ed Costa, Superintendent of Schools in Lenox; John D’Auria, Teachers 21; and Mike Gilbert, Northeast Field Director for MASC.

Setting SMART Goals

Key Actions

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

Benchmarks:

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

S = Specific and Strategic

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

M = Measurable

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

A = Action Oriented

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

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

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

T = Timed

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

RANDOLPH PUBLIC SCHOOLS

RANDOLPH EVALUATION SYSTEM

Classroom Teacher Rubric

May 2012

Classroom Teachers 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 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 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

Classroom Teachers Rubric

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.

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

Classroom Teachers Rubric

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

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	Exemplary	Proficient	Needs Improvement	Unsatisfactory
I-A-1. Subject Matter Knowledge	Demonstrates expertise in the subject matter by providing students opportunities that enables them to synthesize complex knowledge and skills.	Demonstrates solid knowledge and understanding of the subject by providing students opportunities to acquire complex knowledge and skills.	Demonstrates basic knowledge and understanding of the subject matter; inconsistently provides students opportunities to acquire complex knowledge and skills.	Demonstrates limited knowledge and understanding of the subject matter needed to provide students opportunities to acquire complex knowledge and skills.

Classroom Teachers Rubric

I-A-2. Child and Adolescent Development	Demonstrates expert knowledge of developmental norms and the developmental levels of the teacher's own students, and uses this knowledge to differentiate and expand learning experiences that enable all students to make significant progress toward meeting stated 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 enables students to progress toward meeting intended outcomes.	Demonstrates basic 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 limited 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.
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I-A. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
I-A-3. Rigorous Standards-Based Unit Design	Plans and prepares 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.	Plans and prepares units of instruction with challenging tasks requiring higher-order thinking skills that enable students to learn the knowledge and skills defined in state standards/local curricula.	Plans and prepares units of instruction with some challenging tasks requiring higher-order thinking skills that enable students to learn the knowledge and skills defined in state standards/local curricula.	Plans and prepares individual lessons rather than units of instruction, or plans and prepares units of instruction that are not aligned with state standards/local curricula.
I-A-4. Well-Structured Lessons	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.	Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, grouping, pacing, sequence, and activities, with available materials, resources, technologies.	Develops lessons with only some elements of appropriate student engagement strategies, grouping, pacing, sequence, and activities, with available materials, resources, technologies.	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.

Classroom Teachers 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	Exemplary	Proficient	Needs Improvement	Unsatisfactory
I-B-1. Variety of Assessment Methods	Utilizes an integrated, comprehensive system of informal and formal assessments to measure student learning, growth, and progress toward achieving state/local standards.	Regularly utilizes a variety of informal and formal methods and assessments to measure each student's learning, growth, and progress toward achieving state/local standards.	May utilize some informal and formal methods and assessments to measure each student's learning, growth, and progress toward achieving state/local standards.	Administers only the assessments required by the school and/or measures only point-in-time student achievement.
I-B-2. Adjustment to Practice	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.	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.	May organize and analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings.	Makes few adjustments to practice based on formal and informal assessments.

Classroom Teachers Rubric

Indicator I-C. Analysis: Analyzes data from assessments, draws conclusions, and shares them appropriately.				
I-C. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
I-C-1. Analysis and Conclusions	Individually and with colleagues, draws actionable conclusions from a thorough analysis of a wide range of assessment data that improve short- and long-term instructional decisions.	Individually and with colleagues, draws conclusions from a thorough analysis of a wide range of assessment data to improve student learning.	Draws conclusions from a limited analysis of student data to inform student grading and promotion decisions.	Does not draw conclusions from student data beyond completing minimal requirements such as grading for report cards.
I-C-2. Sharing Conclusions With Colleagues	Attends established meetings and prepares for regularly sharing with colleagues conclusions and insights about student progress. Seeks and applies feedback from them about practices that will support improved student learning.	Regularly shares conclusions about student progress and seeks feedback about practices that will support improved student learning.	Only occasionally shares conclusions about student progress and seeks feedback about practices that will support improved student learning.	Rarely shares with colleagues conclusions about student progress and/or rarely seeks feedback.
I-C-3. Sharing Conclusions With Students	Establishes constructive, ongoing feedback with students that creates a dialogue about performance, progress, and improvement.	Provides strategic feedback and engages students in constructive conversation that focuses on how students can improve their performance.	Provides some feedback and occasionally engages students in constructive conversation that focuses on how students can improve their performance.	Provides little or no feedback and rarely engages students in constructive conversation that focuses on how students can improve their performance except through report cards.

Classroom Teachers Rubric

Indicator II-A. Instruction: Uses instructional practices that reflect high expectation 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-I. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
II A-1. Quality of Effort and Work	Consistently defines high expectations for quality work and effort and effectively supports students to set high expectations for themselves to persevere and produce high-quality work.	Consistently defines high expectations of student work and behavior, and the perseverance and effort required to produce it. Develops and/or provides exemplars, rubrics and/or models practice.	May define high expectations of student work and behavior, but inconsistent in addressing the perseverance and effort required to produce it. Provides few exemplars and rubrics, and/or models practice inconsistently.	Establishes no or low expectations around quality of work and effort and/or offers few supports for students to produce quality work or effort.
II-A-2. Student Engagement	Consistently uses instructional practices that typically motivate and engage most students both during the lesson and during student-directed work.	Consistently uses instructional practices that motivate and engage most students during the lesson.	Occasionally uses instructional practices that motivate and engage some students during the lesson.	Rarely uses instructional practices that motivate and engage students during the lesson.
II-A-3. Meeting Diverse Needs	Uses a varied repertoire of practices to create opportunities for each student to progress toward state and local standards.	Consistently uses differentiated instruction to accommodate differences in learning styles, needs, interests, and levels of readiness.	Occasionally uses differentiated instruction to accommodate differences in learning styles, needs, interests, and levels of readiness.	Uses limited and/or ineffective practices to accommodate differences in learning styles, needs, interests, and levels of readiness.

Classroom Teachers 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-I. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
II-B-1. Safe Learning Environment	Uses 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.	Uses routines and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are minimized or prevented.	Occasionally uses routines and responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are minimized or prevented.	Rarely uses routines and responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are minimized or prevented.
II-B-2. Collaborative Learning Environment	Teaches and reinforces interpersonal, group, and communication skills so that students seek out their peers as resources.	Consistently teaches students interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers.	Teaches some interpersonal, group, and communication skills and provides some opportunities for students to work in groups.	Makes little effort to teach interpersonal, group, and communication skills or facilitate student work in groups, or such attempts are ineffective
II-B-3. Student Motivation	Consistently supports students to identify strengths, interests, and needs; to ask for support; to take risks; to challenge themselves; to set learning goals; and to monitor their own progress.	Consistently creates learning experiences that guide students to identify their strengths, interests, and needs; to ask for support when appropriate; to take academic risks; and to challenge themselves to learn.	Creates some learning experiences that guide students to identify needs, to ask for support, and to challenge themselves to take academic risks.	Directs all learning experiences, providing few, if any, opportunities for students to take academic risks or challenge themselves to learn.

Classroom Teachers Rubric

Indicator II-C. Cultural Proficiency: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.

I-C. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
II-C-1. Respects Differences	Establishes and maintains 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.	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.	Sometimes uses strategies and practices that enable students to demonstrate respect for individual differences.	Rarely uses strategies and practices that enable students to demonstrate respect for individual differences.
II-C-2. Maintains Respectful Environment	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.	Consistently responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities, capitalizing on teachable moments.	Occasionally responds appropriately to some conflicts or misunderstandings but ignores and/or minimizes others.	Minimizes or ignores conflicts and/or responds in ineffective ways.

Classroom Teachers Rubric

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

II-D. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
II-D-1. Clear Expectations	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.	Clearly communicates and consistently enforces specific standards for student work, effort, and behavior	May announce and post classroom academic and behavior rules and consequences, but inconsistently or ineffectively enforces them.	Does not make specific academic and behavior expectations clear to students.
II-D-2. High Expectations	Effectively models and reinforces ways that students can consistently master challenging material through effective effort. Successfully challenges students' misconceptions about innate ability.	Models and reinforces ways that students can master challenging material through effective effort, and challenges students' perceptions on innate ability.	Occasionally models and reinforces ways that students can master challenging material through effective effort, but does little to challenge students' perceptions on innate ability.	Gives up on some students or communicates that some cannot master challenging material.
II-D-3. Access to Knowledge	Consistently adapts instruction, materials, and assessments, and individualizes to make challenging material accessible to all students.	Consistently 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.	Rarely adapts instruction, materials, and assessments to make challenging material accessible to all students.

Classroom Teachers Rubric

Standard III: Family and Community Engagement. The teacher promotes 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	Exemplary	Proficient	Needs Improvement	Unsatisfactory
III-A-1. Parent/Family Engagement	Successfully engages most families and sustains their participation in supporting the classroom and school community.	Uses a variety of strategies to assist families in supporting the classroom and school community.	Makes limited attempts to assist families in supporting the classroom and school community.	Does not welcome families to become participants in supporting the classroom and school community or actively discourages their participation.

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	Exemplary	Proficient	Needs Improvement	Unsatisfactory
III-B-1. Learning Expectations	Uses a variety of methods to convey student learning and behavior expectations to families.	Consistently provides families with clear, user-friendly expectations for student learning and behavior.	Sends home only a list of classroom rules and the learning outline or syllabus for the year.	Does not inform families about learning or behavior expectations.
III-B-2. Curriculum Support	Regularly updates families on curriculum throughout the year and follows up with families on the use and effectiveness of recommended strategies for supporting learning.	Regularly updates families on curriculum throughout the year and suggests strategies for supporting learning.	Sends home occasional suggestions on how families can support children at home or at school.	Does not communicate with families on ways to support children at home or at school.

Classroom Teachers Rubric

Indicator III-C. Communication: Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.

III-C. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
III-C-1. Two-Way Communication	Establishes and utilizes various methods for frequent proactive and personalized two-way communication that supports families regarding student performance.	Establishes and utilizes two-way communication with families about student performance, and responds promptly and professionally to communications from families.	Relies primarily on one-way media and occasionally responds promptly to communications from families.	Rarely communicates with families except through report cards; rarely solicits or responds promptly and professionally to communications from families.
III-C-2. Culturally Proficient Communication	Always communicates respectfully with families and demonstrates understanding and appreciation of different families' home language, culture, and values.	Communicates respectfully with families and utilizes opportunities to learn about and develop sensitivity to different families' home language, culture, and values.	Makes few attempts to communicate respectfully and with sensitivity to different families' home language, culture, and values.	Makes no attempts to respond to different family cultural norms and/or responds inappropriately or disrespectfully.

Classroom Teachers 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 meeting 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	Exemplary	Proficient	Needs Improvement	Unsatisfactory
IV-A-1. Reflective Practice	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; and uses and shares insights with colleagues to set goals that improve practice and student learning.	Regularly reflects on the effectiveness of lessons, units, and interactions with students, and, uses insights to set goals that improve practice and student learning.	May reflect on the effectiveness of lessons and/or units and interactions with students, but rarely uses insights to set goals that improve practice and student learning.	Does not demonstrate reflection on practice and/or use of insights gained to improve practice and set goals.

Indicator IV B. Professional Growth: Actively pursues professional development and learning opportunities to improve quality of quality of practice or build the expertise and experience to assume different instructional and leadership roles.

IV-B. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
IV-B-1. Professional Learning and Growth	Consistently seeks out professional development and learning opportunities that improve practice and build expertise of self and other educators in instruction and leadership.	Consistently seeks out and applies ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise.	Participates only in required professional development activities and/or inconsistently applies new learning to improve practice.	Participates in few, if any, professional development and learning opportunities to improve practice and/or applies little new learning to practice.

Indicator IV C. Collaboration: Collaborates effectively with colleagues on a wide range of tasks.

Classroom Teachers Rubric

IV-C. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
IV-C-1. Professional Collaboration	Initiates collaboration with colleagues in ways that support student learning.	Consistently collaborates with colleagues in ways that support student learning.	Occasionally collaborates with colleagues during scheduled, administrative-led professional development time in ways that support student learning.	Does not collaborate with colleagues on improving student learning.

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

IV-D. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
IV-D-1. Decision- Making	In planning and decision-making at the school, department, and/or grade level actively contributes relevant ideas and expertise to school improvement efforts.	In planning and decision-making at the school, department, and/or grade level consistently contributes relevant ideas and expertise to school improvement efforts.*	In planning and decision making at the school, department, and/or grade level may participate, but rarely contributes relevant ideas or expertise to school improvement efforts.	Does not participate in planning and decision making at the school, department, and/or grade level or contribute relevant ideas or expertise to school improvement efforts.

*Note: Will be implemented when consistent opportunities and mechanisms are put in place across the district

Classroom Teachers Rubric

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

IV-E. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
IV-E-1. Shared Responsibility	Supports colleagues and shares strategies and actions that reinforce schoolwide behavior and learning expectations for all students.	Consistently reinforces schoolwide behavior and learning expectations for all students.	Inconsistently reinforces schoolwide behavior and learning expectations for all students.	Does not reinforce schoolwide behavior and learning expectations for all students.

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

IV-F. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
IV-F-1. Judgment	Consistently demonstrates sound judgment regarding legal and ethical responsibilities.	Demonstrates sound judgment regarding legal and ethical responsibilities.	Sometimes demonstrates questionable judgment regarding legal and ethical responsibilities.	Demonstrates poor judgment regarding legal and ethical responsibilities.
IV-F-2. Reliability and Responsibility	Consistently fulfills all professional responsibilities to high standards and is always reliable and punctual with routine paperwork, duties, and assignments.	Fulfills professional responsibilities and is consistently reliable and punctual with routine paperwork, duties, and assignments.	Does not consistently fulfill professional responsibilities and/or occasionally misses deadlines for routine paperwork, duties, and assignments.	Rarely fulfills professional responsibilities and/or is frequently late with routine paperwork, duties, and assignments.

RANDOLPH PUBLIC SCHOOLS

Randolph Educator Evaluation

Guidance Counselors

September 2013

Standards and Indicators of Effective Teaching Practice: Guidance Personnel Rubric

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

Standards and Indicators of Effective Teaching Practice: Guidance Personnel Rubric

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

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

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

Standards and Indicators of Effective Teaching Practice: Guidance Personnel Rubric

I-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
1-A-3 Plan Development ⁹	Develops or contributes to the development of plans that are not timely and/or not tailored to the needs of individual students; or, plans do not include appropriate supports or measurable outcomes that would enable students to meet the goals and objectives of the plan.	Develops or contributes to the timely development of plans that respond to some but not all relevant individual student needs, and/or plans that lack sufficient measurable outcomes or supports that enable students to meet all goals and objectives of the plan.	Develops or contributes to the timely development of well-structured plans with measurable outcomes that respond to all relevant individual student needs, and include supports that enable students to meet the goals or objectives of the plan.	Develops or contributes to the timely development of comprehensive, well-structured plans with measurable outcomes that respond to all relevant individual student needs, are coordinated with other plans relevant to those students, and include supports that enable students to meet all goals or objectives of the plan. Is able to model this element.
I-A-4. Well-Structured Lessons	Develops lessons (which may include individual and group activities or sessions) with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping.	Develops lessons (which may include individual and group activities or sessions) with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	Develops well-structured lessons (which may include individual and group activities or sessions) with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.	Develops well-structured and highly engaging lessons (which may include individual and group activities and sessions) with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student's needs. Is able to model this element.

⁹ "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: Guidance Personnel Rubric

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

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

Standards and Indicators of Effective Teaching Practice: Guidance Personnel Rubric

Indicator I-C. Analysis: Analyzes data from assessments, draws conclusions, and shares them appropriately.				
I-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-C-1. Analysis and Conclusions	Does not analyze data and/or draw conclusions from data beyond completing minimal requirements.	Draws conclusions from a limited analysis of data to inform student learning, growth, and development.	Individually and with colleagues, draws appropriate conclusions about programs, plans, and practices from a thorough analysis of a wide range of data to improve student learning, growth, and development.	Individually and with colleagues, draws appropriate, actionable conclusions about programs, plans, and practices from a thorough analysis of a wide range of data that improve short- and long-term planning decisions. Is able to model this element.
I-C-2. Sharing Conclusions With Colleagues	Rarely shares with colleagues conclusions about student progress and/or rarely seeks feedback from them about practices that will support improved student learning and/or development.	Only occasionally shares with colleagues conclusions about student progress and/or seeks feedback from them about practices that will support improved student learning and/or development.	Regularly shares with appropriate colleagues (e.g., classroom teachers, administrators, and professional support personnel) conclusions about student progress and seeks feedback from them about practices that will support improved student learning and/or development.	Establishes and implements a schedule and plan for regularly sharing with all appropriate colleagues (e.g., classroom teachers, administrators, and professional support personnel) conclusions and insights about student progress. Seeks and applies feedback from them about practices that will support improved student learning and/or development. Is able to model this element.
I-C-3. Sharing Conclusions With Students and Families	Provides little or no feedback on student growth or progress except through minimally required reporting or provides inappropriate feedback that does not support students to grow and improve.	Provides some feedback about student growth or progress beyond required reports but rarely shares strategies for students to grow and improve.	Based on assessment results and/or other data, provides descriptive feedback and engages students and families in constructive conversation that focuses on student growth and improvement.	Establishes early, constructive feedback loops with students and families that create a dialogue about student growth, progress, and improvement. Is able to model this element.

Standards and Indicators of Effective Teaching Practice:

Guidance Personnel Rubric

Accompanies 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-D. Systemic Planning and Delivery. Uses data to create a comprehensive school counseling program; develops and delivers a standards-based counseling curriculum; and promotes coherent delivery by fostering schoolwide involvement.

I-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-D-1. Strategic Planning for Systemic Delivery	Makes limited use of data in designing a plan for the delivery of a school counseling program; the plan is not systemic; and/or the plan does not include interventions designed to address inequities and close achievement gaps.	May use some data to design a strategic plan for the systemic delivery of a school counseling program, but some aspects of the plan are not formulated with measurable outcomes or only minimally include interventions designed to address inequities and close achievement gaps.	Using district/school data, designs a measurable, strategic plan for the systemic delivery of a comprehensive school counseling program, including targeted interventions designed to address inequities and close achievement gaps.	Using national, district, and school data, collaborates with relevant staff to design a measurable, strategic plan for the systemic delivery of a comprehensive school counseling program, including targeted interventions designed to address inequities and close achievement gaps. Is able to model this element.
I-D-2. School Counseling Curriculum	Develops a counseling curriculum that is minimally aligned to standards and/or student needs; does not deliver a curriculum that addresses students' academic/technical competencies, career/workplace readiness, and/or the personal/social skills necessary for success.	Develops a standards-based counseling curriculum that aims to support some students to develop academic/technical competencies, career/workplace readiness, and the personal/social skills necessary for success but delivery is inconsistent and/or some students' needs are not addressed.	Develops and delivers a standards-based counseling curriculum that supports all students in developing academic/technical competencies, career/workplace readiness, and the personal/social skills necessary for success in higher education, the workplace, and other post-secondary options.	Develops, delivers, and appropriately adjusts a standards-based counseling curriculum that empowers all students to develop academic/technical competencies, career/workplace readiness, and the personal/social skills necessary for success in higher education, the workplace, and other post-secondary options. Is able to model this element.

Standards and Indicators of Effective Teaching Practice:

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<p>I-D-3. Coherent Delivery</p>	<p>Makes little or no attempt to foster schoolwide involvement in the design, planning and/or advancement of the school counseling program.</p>	<p>Makes limited attempts to foster schoolwide involvement in the design, planning and/or advancement of the school counseling program to ensure coherent delivery through the coordination of school counseling activities with academic curricula, classroom instruction, and services across grade levels.</p>	<p>Fosters schoolwide involvement in the design, planning, and advancement of the school counseling program to ensure coherent delivery through the coordination of school counseling activities with academic curricula, classroom instruction, and services across grade levels.</p>	<p>Leads schoolwide collaboration around the design, planning, advancement, and regular assessment of the school counseling program to ensure coherent delivery through school counseling activities that are coordinated with and inform academic curricula, classroom instruction, and services across grade levels. Is able to model this element.</p>
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Accompanies Standard II: Teaching All Students. Promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and

Standards and Indicators of Effective Teaching Practice: Guidance Personnel Rubric

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

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

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

Standards and Indicators of Effective Teaching Practice: Guidance Personnel Rubric

Indicator II-B. Learning Environment: Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.

II-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-B-1. Safe Learning Environment	Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students' learning.	May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students' learning.	Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.	Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Is able to model this element.
II-B-2. Collaborative Learning Environment	Makes little effort to teach interpersonal, group, and communication skills or facilitate student work in groups, or such attempts are ineffective.	Teaches some interpersonal, group, and communication skills and provides some opportunities for students to work in groups.	Develops students' interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers.	Teaches and reinforces interpersonal, group, and communication skills so that students seek out their peers as resources. Is able to model this practice.
II-B-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.

Standards and Indicators of Effective Teaching Practice: Guidance Personnel Rubric

Indicator II-C. Cultural Proficiency: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.

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

Standards and Indicators of Effective Teaching Practice: Guidance Personnel Rubric

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

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

Standards and Indicators of Effective Teaching Practice: Guidance Personnel Rubric

Accompanies 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-E. Student Services. Helps all students become college and career ready through academic, career, and post-secondary planning and knowledge-building that promotes equity and access; provides responsive services and supports transitions to reduce barriers that impact student achievement.				
II-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-E-1. Academic Advising	Academic planning and advising is only available to few students, support is not customized to meet the needs of all students, and/or advising is not delivered in a timely manner to support students to meet course, grade, graduation, or post-secondary requirements.	Inconsistently contributes to a college and career ready culture within the school by occasionally providing activities or strategies to support students to prepare for, participate in, and succeed in rigorous academic programs; range of supports is limited and/or supports do not meet all students' needs.	Contributes to a college and career ready culture within the school by providing classroom activities, group counseling, or individual sessions that promote equity and access by supporting all students to prepare for, participate in, and succeed in rigorous academic programs.	Facilitates a college and career ready culture within the school by providing a wide-range of effective activities, strategies, and interventions that promote equity and access through customized support for all students to prepare for, participate in, and succeed in rigorous academic programs. Is able to model this element.
II-E -2. Transitions	Rarely contributes to development, coordination and implementation of strategies for grade-to-grade, school-to-school and school-to-post-secondary transitions for students, or contributions are ineffective.	Contributes to development and coordination of strategies for grade-to-grade, school-to-school and/or school-to-post-secondary transitions for some students, but implementation of transition strategies is incomplete.	Contributes to development, coordination and implementation of effective strategies for grade-to-grade, school-to-school and school-to-post-secondary transitions for all students. Assesses the effectiveness of transition planning in positively impacting student achievement.	Leads development, coordination and implementation of effective transitions for all students in collaboration with colleagues, administrators, families, higher education institutes, and/or workforce development specialists. Is able to model this element.

Standards and Indicators of Effective Teaching Practice: Guidance Personnel Rubric

II-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-E-3. Post-Secondary Planning	Provides students with limited or no exposure to post-secondary options; provides minimal feedback on students' post-secondary plans; and/or ineffectively or rarely utilizes career assessment techniques to assist students in identifying career abilities and interests.	Provide some students with exposure to a limited variety of post-secondary options; provides occasional feedback on some students' post-secondary plans; and inconsistently utilizes career assessment techniques to assist students in identifying career abilities and interests.	Provides all students with timely exposure to a wide range of post-secondary options; regularly provides feedback on all students' post-secondary plans; and utilizes various career assessment techniques to assist students in understanding and developing their career abilities and interests.	Creates engaging opportunities that successfully lead all students to consider a wide range of post-secondary options; regularly provides feedback on all students' post-secondary plans; and utilizes various career assessment techniques to assist students in understanding and developing their career abilities and interests. Is able to model this element.
II-E-4. College Planning <i>If applicable</i> ¹⁰	Provides minimal or ineffective assistance in understanding the college and career application and admissions processes; rarely includes information about college costs, financial aid, scholarships and/or internship/apprenticeship processes and opportunities.	Provides some assistance in understanding the college and career application and admissions processes, but may not support all students, and/or the range of information about college costs, financial aid, scholarships and/or internship/apprenticeship processes and opportunities is limited or not provided in a timely fashion.	Provides timely assistance to all students in understanding the college and career application and admissions processes, including information about college costs, financial aid, scholarships, and/or internship/apprenticeship processes and opportunities.	Provides timely and ongoing assistance to all students in navigating and completing the college and career application and admissions processes; supports students in addressing college costs with assistance in applying for financial aid and scholarships, grants, or other funding sources. Proactively connects students with internship/ apprenticeship opportunities. Is able to model this element.

¹⁰ The school counselor and evaluator should discuss whether or not this Element is applicable to the counselor's role at the beginning of the evaluation cycle and decide if it will be included as part of the counselor's evaluation prior to implementing the Educator Plan.

**Standards and Indicators of Effective Teaching Practice:
Guidance Personnel Rubric**

II-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-E-5. Responsive Services	Rarely uses evidence-based counseling theories and techniques or relies on outdated practices to deliver short term counseling interventions to resolve immediate conflicts/problems, intervene in school-specific situations that disrupt learning, and/or respond to crisis events.	Delivers short term counseling interventions to resolve immediate conflicts/problems, intervenes in school-specific situations that disrupt learning, and/or responds to crisis events, but the counseling interventions may not be evidence-based and/or utilized in all situations.	Seeks out and implements evidence-based counseling theories and techniques to deliver short term counseling interventions to resolve immediate conflicts/problems, intervene in school-specific situations that disrupt learning, and respond to crisis events. Assesses the effectiveness of interventions and responses in positively impacting student achievement.	Seeks out, implements, and continuously refines evidence-based counseling theories and techniques to deliver short term counseling interventions, intervene in school-specific situations that disrupt learning, and respond to crisis events. Collaborates with colleagues, administrators, and families in assessing the effectiveness of interventions and responses in positively impacting student achievement. Is able to model this element.

Standards and Indicators of Effective Teaching Practice: Guidance Personnel Rubric

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

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

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

Standards and Indicators of Effective Teaching Practice: Guidance Personnel Rubric

Indicator III-C. Communication: Engages in regular, two-way, and culturally proficient communication with families about student learning, behavior and wellness.

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

Standards and Indicators of Effective Teaching Practice:

Guidance Personnel Rubric

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

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

IV-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A-1. Reflective Practice	Demonstrates limited reflection on practice and/or use of insights gained to improve practice.	May reflect on the effectiveness of instruction, supports, and interactions with students but not with colleagues and/or rarely uses insights gained to improve practice.	Regularly reflects on the effectiveness of instruction, supports, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student outcomes.	Regularly reflects on the effectiveness of instruction, supports, and interactions with students, both individually and with colleagues; and uses and shares with colleagues insights gained to improve practice and student outcomes. Is able to model this element.
IV-A-2. Goal Setting	Participates passively in the goal-setting process and/or proposes goals that are vague or easy to reach.	Proposes one goal that is vague or easy to achieve and/or bases goals on a limited self-assessment and analysis of student data.	Proposes challenging, measurable professional practice, team, and student learning goals that are based on thorough self-assessment and analysis of student data.	Individually and with colleagues builds capacity to propose and monitor challenging, measurable goals based on thorough self-assessment and analysis of student data. Is able to model this element.

Standards and Indicators of Effective Teaching Practice: Guidance Personnel Rubric

Indicator IV-B. Professional Growth: Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles.

IV-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-B-1. Professional Learning and Growth	Participates in few, if any, professional development and learning opportunities to improve practice and/or applies little new learning to practice.	Participates only in required professional development and learning activities and/or inconsistently or inappropriately applies new learning to improve practice.	Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities.	Consistently seeks out professional development and learning opportunities that improve practice and build expertise of self and other educators in instruction, academic support, and leadership. Is able to model this element.

Indicator IV-C. Collaboration: Collaborates effectively with colleagues on a wide range of tasks.

IV-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-C-1. Professional Collaboration	Rarely and/or ineffectively collaborates with colleagues; conversations often lack focus on student performance and/or development.	Does not consistently collaborate with colleagues in ways that support productive team effort.	Consistently and effectively collaborates with colleagues through shared planning and/or informal conversation in such work as: analyzing student performance and development and planning appropriate interventions at the classroom or school level.	Facilitates effective collaboration among colleagues through shared planning and/or informal conversation in such work as analyzing student performance and development and planning appropriate, comprehensive interventions at the classroom and school level. Is able to model this element.
IV-C-2. Consultation	Regularly provides inappropriate advice; does not provide advice and expertise to general education teachers or other colleagues unless prompted to do so; and/or fails to offer advice when appropriate.	Provides advice and expertise to support general education teachers and other colleagues to create appropriate and effective academic, behavioral, and social/emotional learning experiences for only some students for whom responsibility is shared, or sometimes provides advice that is inappropriate or poorly customized.	Regularly provides appropriate advice and expertise that is customized to support general education teachers and other colleagues to create appropriate and effective academic, behavioral, and social/emotional learning experiences for students for whom responsibility is shared.	Utilizes a variety of means to regularly provide advice and expertise that is customized to support general education teachers and other colleagues to successfully create appropriate and effective academic, behavioral, and social/emotional learning experiences for students. Is able to model this element.

Standards and Indicators of Effective Teaching Practice: Guidance Personnel Rubric

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

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

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

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

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.

RANDOLPH PUBLIC SCHOOLS

Randolph Evaluation System

School Nurses

September 2013

Nurses Rubric

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

Nurses Rubric

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*

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	Exemplary	Proficient	Needs Improvement	Unsatisfactory
<ul style="list-style-type: none"> ■ I-A-1. ■ Subject Matter Knowledge 	<p><i>Demonstrates expert knowledge and understanding of professional content and delivery by consistently engaging students in behavioral and social/emotional learning experiences through the use of educational and/or clinical practices that ensure students will acquire knowledge and skills.</i></p>	<p><i>Demonstrates sound knowledge and understanding of professional content and delivery by consistently engaging students in behavioral and social/emotional learning experiences through the use of educational and/or clinical practices that enable students to acquire knowledge and skills</i></p>	<p><i>Demonstrates knowledge and understanding of professional content and delivery by occasionally engaging students in behavioral and social/emotional learning experiences through the use of educational and/or clinical practices that may enable students to acquire knowledge and skills</i></p>	<p><i>Demonstrates limited knowledge and understanding of professional content and delivery, Inconsistently engages students in behavioral and social/emotional learning experiences through the use of educational and/or clinical practices that do not enable students to acquire knowledge and skills</i></p>

Nurses Rubric

<ul style="list-style-type: none"> ■ I-A-2. ■ Child and Adolescent Development 	<i>Demonstrates mastery 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</i>	<i>Demonstrates high level of 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 most students to progress toward meeting intended outcomes</i>	<i>Demonstrate general 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 some students to progress toward meeting intended outcomes</i>	<i>Demonstrates limited 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 few students to progress toward meeting intended outcomes</i>
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<ul style="list-style-type: none"> ■ I-A. Elements 	Exemplary	Proficient	Needs Improvement	Unsatisfactory
<ul style="list-style-type: none"> ■ I-A-3. ■ Plan Development 	<i>Develops or contributes to the timely development of a comprehensive well-structured plans with outcomes that respond to all relevant individual student needs, and include supports that enable students to meet the goals or objectives of the plan.</i>	<i>Develops or contributes to the timely development of well-structured plans with outcomes that respond to all relevant individual student needs, and include supports that enable students to meet the goals or objectives of the plan.</i>	<i>Develops or contributes to the timely development of plans with outcomes that respond to some relevant individual student needs, and include supports that enable students to meet the goals or objectives of the plan.</i>	<i>Develops or contributes to the development of plans that are not and/or not tailored to the needs of individual students or plans do not include supports that would enable students to meet the goals or objectives of the plan.</i>
<ul style="list-style-type: none"> ■ I-A-4. ■ Well-Structured Lessons 	<i>Develops well-structured and highly engaging lessons (which may include individual and group activities or sessions) with appropriate student engagement strategies</i>	<i>Develops well-structured lessons (which may include individual and group activities or sessions) with appropriate student engagement strategies.</i>	Develops lessons (which may include individual and group activities or sessions) with some elements of appropriate student engagement strategies.	<i>Develops lessons (which may include individual and group activities or sessions) that lack appropriate student engagement strategies.</i>

Nurses 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.

<ul style="list-style-type: none"> ■ I-B. ■ Elements 	Exemplary	Proficient	Needs Improvement	Unsatisfactory
<ul style="list-style-type: none"> ■ I-B-1. ■ Variety of Assessment Methods 	<i>Consistently designs and administers assessments and/or collects data through a variety of methods Including informal and formal assessments and common interim assessment where applicable.</i>	<i>Designs and administers assessments and/or collects data through a variety of methods Including informal and formal assessments and common interim assessment where applicable.</i>	May design and administer assessments and/or collect some data through a limited variety of methods Including informal and formal assessments and common interim assessment where applicable.	<i>Administers assessments and/or collects minimal data through a limited variety of methods Including informal and formal assessments and common interim assessment where applicable.</i>
<ul style="list-style-type: none"> ■ I-B-2. ■ Adjustment to Practice 	Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practices and identify and/or implement appropriate differentiated interventions supports and programs for students.	Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practices and identify and/or implement appropriate differentiated interventions supports and programs for students.	May organize and analyze some assessments results but only occasionally uses these findings to adjust practices and identify and/or implement appropriate differentiated interventions supports and programs for students.	Makes few adjustments to practice by identifying and/or implementing appropriate differentiated interventions supports and programs for students.

Nurses Rubric

Indicator I-C. Analysis: Analyzes data from assessments, draws conclusions, and shares them appropriately.

I-C. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
<ul style="list-style-type: none"> ■ I-C-1. Analysis and Conclusions 	<p><i>Individually and with colleagues, draws appropriate actionable conclusions about programs, plans, and practices from a thorough analysis of a wide range of data to improve student learning, growth, and development.</i></p>	<p><i>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.</i></p>	<p><i>Draws conclusions about programs, plans, and practices from a limited analysis of a wide range of data to improve student learning, growth, and development.</i></p>	<p><i>Does not analyze data and/or draw conclusions from data beyond completing minimal requirements.</i></p>
<ul style="list-style-type: none"> ■ I-C-2. Sharing Conclusions With Colleagues 	<p><i>Always shares with appropriate colleagues (e.g., classroom teachers, administrators, and professional support personnel) conclusions about student health concerns that may impede students accessing or progressing in the curriculum and seeks feedback from them about practices that will support improved student learning and/or development.</i></p>	<p><i>Regularly shares with appropriate colleagues (e.g., classroom teachers, administrators, and professional support personnel) conclusions about student health concerns that may impede students accessing or progressing in the curriculum and seeks feedback from them about practices that will support improved student learning and/or development.</i></p>	<p><i>Occasionally shares with appropriate colleagues (e.g., classroom teachers, administrators, and professional support personnel) conclusions about student health concerns that may impede students accessing or progressing in the curriculum and seeks feedback from them about practices that will support improved student learning and/or development.</i></p>	<p><i>Rarely shares with appropriate colleagues (e.g., classroom teachers, administrators, and professional support personnel) conclusions about student health concerns that may impede students accessing or progressing in the curriculum and seeks feedback from them about practices that will support improved student learning and/or development.</i></p>
<ul style="list-style-type: none"> ■ I-C-3. Sharing Conclusions With Students 	<p><i>Based on assessment results and/or other data, consistently provides descriptive feedback and engages students and families in constructive conversation that focuses on student growth and improvement.</i></p>	<p><i>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.</i></p>	<p><i>Based on assessment results and/or other data, occasionally provides descriptive feedback and engages students and families in constructive conversation that focuses on student growth and improvement.</i></p>	<p><i>Based on assessment results and/or other data, rarely provides descriptive feedback and engages students and families in constructive conversation that focuses on student growth and improvement.</i></p>

Nurses 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 expectation 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

<ul style="list-style-type: none"> ■ II A-I. ■ Elements 	Exemplary	Proficient	Needs Improvement	Unsatisfactory
<ul style="list-style-type: none"> ■ II A-1. ■ Quality of Effort and Work 	<i>Always defines high expectations for student work and behavior, and the perseverance and effort required to produce it; often provides exemplars, or guided practice, and/or models appropriate behaviors.</i>	<i>Consistently defines high expectations for student work and behavior, and the perseverance and effort required to produce it; often provides exemplars, or guided practice, and/or models appropriate behaviors.</i>	<i>Occasionally defines high expectations for student work and behavior, and the perseverance and effort required to produce it; often provides exemplars, or guided practice, and/or models appropriate behaviors.</i>	<i>Rarely defines high expectations for student work and behavior, and the perseverance and effort required to produce it; often provides exemplars, or guided practice, and/or models appropriate behaviors.</i>
<ul style="list-style-type: none"> ■ II-A-2. ■ Student Engagement 	<i>Always uses instructional and clinical practices that are likely to motivate and engage most students during the lesson, activity, or session</i>	<i>Consistently uses instructional and clinical practices that are likely to motivate and engage most students during the lesson, activity, or session</i>	<i>Occasionally uses instructional and clinical practices that are likely to motivate and engage most students during the lesson, activity, or session</i>	<i>Rarely uses instructional and clinical practices that are likely to motivate and engage most students during the lesson, activity, or session</i>
<ul style="list-style-type: none"> ■ II-A-3. ■ Meeting Diverse Needs 	<i>Always uses appropriate practices and other supports, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.</i>	<i>Uses appropriate practices and other supports, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.</i>	<i>Occasionally uses appropriate practices and other supports, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.</i>	<i>Rarely uses appropriate practices and other supports, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.</i>

Nurses 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-I. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
<ul style="list-style-type: none"> ■ II-B-1. ■ Safe Learning Environment 	<i>Always uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students' health behaviors that interfere with learning are discouraged.</i>	<i>Consistently uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students' health behaviors that interfere with learning are discouraged.</i>	<i>Occasionally uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students' health behaviors that interfere with learning are discouraged.</i>	<i>Rarely uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students' health behaviors that interfere with learning are discouraged.</i>
<ul style="list-style-type: none"> ■ II-B-2. ■ Collaborative Learning Environment 	<i>Always makes effort to develops students' interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers.</i>	<i>Consistently makes effort to develop students' interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers.</i>	<i>Occasionally makes effort to develop students' interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers.</i>	<i>Makes little effort to develop students' interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers.</i>
<ul style="list-style-type: none"> ■ II-B-3. ■ Student Motivation 	<i>Always 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</i>	<i>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</i>	<i>Occasionally 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</i>	<i>Rarely 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</i>

Nurses Rubric

Indicator II-C. Cultural Proficiency: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.

I-C. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
<ul style="list-style-type: none"> ■ II-C-1. ■ Respects ■ Differences 	<p><i>Always 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.</i></p>	<p><i>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.</i></p>	<p><i>Occasionally 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.</i></p>	<p><i>Rarely 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.</i></p>
<ul style="list-style-type: none"> ■ II-C-2. ■ Maintains Respectful Environment 	<p><i>Always anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities.</i></p>	<p><i>Consistently anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities.</i></p>	<p><i>Occasionally anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities.</i></p>	<p><i>Rarely anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities.</i></p>

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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	Exemplary	Proficient	Needs Improvement	Unsatisfactory
<ul style="list-style-type: none"> ■ II-D-1. ■ Clear Expectations 	<p><i>Clearly communicates and always enforces specific standards for student work, effort, and behavior.</i></p>	<p><i>Clearly communicates and consistently enforces specific standards for student work, effort, and behavior.</i></p>	<p><i>Clearly communicates and occasionally enforces specific standards for student work, effort, and behavior.</i></p>	<p><i>Communicates and rarely enforces specific standards for student work, effort, and behavior.</i></p>
<ul style="list-style-type: none"> ■ II-D-2. ■ High Expectations 	<p><i>Always models effectively and reinforces ways that students can set and accomplish challenging goals through effective effort, rather than having to depend on innate ability.</i></p>	<p><i>Consistently models effectively and reinforces ways that students can set and accomplish challenging goals through effective effort, rather than having to depend on innate ability.</i></p>	<p><i>Occasionally models effectively and reinforces ways that students can set and accomplish challenging goals through effective effort, rather than having to depend on innate ability.</i></p>	<p><i>Rarely models effectively and reinforces ways that students can set and accomplish challenging goals through effective effort, rather than having to depend on innate ability.</i></p>
<ul style="list-style-type: none"> ■ II-D-3. ■ Access to Knowledge 	<p><i>Always 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.</i></p>	<p><i>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.</i></p>	<p><i>Occasionally 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.</i></p>	<p><i>Rarely 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.</i></p>

Nurses Rubric

Standard III: Family and Community Engagement. The teacher promotes 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	Exemplary	Proficient	Needs Improvement	Unsatisfactory
<ul style="list-style-type: none"> ■ III-A-1. Parent/Family Engagement 	<i>Always uses a variety of strategies to support families to participate actively and appropriately in the classroom and school community.</i>	<i>Consistently uses a variety of strategies to support families to participate actively and appropriately in the classroom and school community.</i>	<i>Occasionally uses a variety of strategies to support families to participate actively and appropriately in the classroom and school community.</i>	<i>Rarely uses a variety of strategies to support families to participate actively and appropriately in the classroom and school community.</i>

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	Exemplary	Proficient	Needs Improvement	Unsatisfactory
<ul style="list-style-type: none"> ■ III-B-1. Learning Expectations 	<i>Always provides parents with clear, user-friendly expectations for student learning, behavior, and/or wellness.</i>	<i>Consistently provides parents with clear, user-friendly expectations for student learning, behavior, and/or wellness.</i>	<i>Occasionally provides parents with clear, user-friendly expectations for student learning, behavior, and/or wellness.</i>	<i>Rarely provides parents with clear, user-friendly expectations for student learning, behavior, and/or wellness.</i>
<ul style="list-style-type: none"> ■ III-B-2. Curriculum Support 	<i>Always communicates with parents to create, share, and/or identify strategies for supporting learning and development at school and home.</i>	<i>Consistently communicates with parents to create, share, and/or identify strategies for supporting learning and development at school and home.</i>	<i>Occasionally communicates with parents to create, share, and/or identify strategies for supporting learning and development at school and home.</i>	<i>Rarely communicates with parents to create, share, and/or identify strategies for supporting learning and development at school and home.</i>

Nurses Rubric

Indicator III-C. Communication: Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.				
III-C. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
<ul style="list-style-type: none"> ■ III-C-1. Two-Way Communication 	Establishes and utilizes various methods for frequent proactive and personalized two-way communication that supports families regarding student performance.	Establishes and utilizes two-way communication with families about student wellness, and responds promptly and professionally to communications from families.	Relies primarily on one-way media and occasionally responds promptly to communications from families.	Rarely communicates with families except through report cards; rarely solicits or responds promptly and professionally to communications from families.
<ul style="list-style-type: none"> ■ III-C-2. Culturally Proficient Communication 	Always communicates respectfully with families and demonstrates understanding and appreciation of different families' home language, culture, and values.	Communicates respectfully with families and utilizes opportunities to learn about and develop sensitivity to different families' home language, culture, and values.	Makes few attempts to communicate respectfully and with sensitivity to different families' home language, culture, and values.	Makes no attempts to respond to different family cultural norms and/or responds inappropriately or disrespectfully.

Nurses 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 meeting 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	Exemplary	Proficient	Needs Improvement	Unsatisfactory
<ul style="list-style-type: none"> ■ IV-A-1. Reflective Practice 	<i>Always 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.</i>	<i>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.</i>	<i>Occasionally 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.</i>	<i>Rarely 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.</i>
<ul style="list-style-type: none"> ■ IV-A-2. Goal Setting 	Individually and with colleagues builds capacity to propose and monitor challenging, measurable goals based on thorough self-assessment and analysis of student data.	<i>Proposes challenging, measurable professional practice, team, and student learning goals that are based on thorough self-assessment and analysis of student data</i>	Proposes one goal that is vague or easy to achieve and/or bases goals on a limited self-assessment and analysis of student data.	Participates passively in the goal-setting process and/or proposes goals that are vague or easy to reach

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	Exemplary	Proficient	Needs Improvement	Unsatisfactory
<ul style="list-style-type: none"> ■ IV-B-1. Professional Learning and Growth 	<i>Always 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.</i>	<i>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.</i>	<i>Occasionally 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.</i>	<i>Rarely 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.</i>

Nurses Rubric

Indicator IV C. Collaboration: Collaborates effectively with colleagues on a wide range of tasks.				
IV-C. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
<ul style="list-style-type: none"> ■ IV-C-1. Professional Collaboration 	<p><i>Always collaborates effectively with colleagues through shared planning and/or informal conversation in such work as: analyzing student performance and development and planning appropriate interventions at the classroom or school level.</i></p>	<p><i>Consistently and effectively collaborates with colleagues through shared planning and/or informal conversation in such work as: analyzing student performance and development and planning appropriate interventions at the classroom or school level.</i></p>	<p><i>Occasionally and effectively collaborates with colleagues through shared planning and/or informal conversation in such work as: analyzing student performance and development and planning appropriate interventions at the classroom or school level.</i></p>	<p><i>Rarely collaborates with colleagues through shared planning and/or informal conversation in such work as: analyzing student performance and development and planning appropriate interventions at the classroom or school level.</i></p>
<ul style="list-style-type: none"> ■ IV-C-2. Consultation 	<p><i>Always 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.</i></p>	<p><i>Consistently 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.</i></p>	<p><i>Occasionally 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.</i></p>	<p><i>Rarely 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.</i></p>

Indicator IV-D. Decision-Making: Becomes involved in schoolwide decision making, and takes an active role in school improvement planning.				
IV-D. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
<ul style="list-style-type: none"> ■ IV-D-1. Decision-Making 	<p><i>Always contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level.</i></p>	<p><i>Consistently contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level.</i></p>	<p><i>Occasionally contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level.</i></p>	<p><i>Rarely contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level.</i></p>

*Note: Will be implemented when consistent opportunities and mechanisms are put in place across the district

Nurses Rubric

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

IV-E. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
<ul style="list-style-type: none"> ■ IV-E-1. Shared Responsibility 	<p><i>Always reinforces school wide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs.</i></p>	<p><i>Consistently reinforces school wide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs.</i></p>	<p><i>Occasionally reinforces school wide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs.</i></p>	<p><i>Rarely reinforces school wide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs.</i></p>

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

IV-F. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
<ul style="list-style-type: none"> ■ IV-F-1. Judgment 	<p><i>Always demonstrates sound judgment reflecting integrity, honesty, fairness, and trustworthiness and protects student confidentiality appropriately</i></p>	<p><i>Consistently demonstrates sound judgment reflecting integrity, honesty, fairness, and trustworthiness and protects student confidentiality appropriately</i></p>	<p><i>Occasionally demonstrates sound judgment reflecting integrity, honesty, fairness, and trustworthiness and protects student confidentiality appropriately</i></p>	<p><i>Rarely demonstrates sound judgment reflecting integrity, honesty, fairness, and trustworthiness and does not protect students confidentiality appropriately</i></p>
<ul style="list-style-type: none"> ■ IV-F-2. Reliability and Responsibility 	<p>Always fulfills all professional responsibilities to high standards and is always reliable and punctual with routine paperwork, duties, and assignments.</p>	<p>Consistently fulfills professional responsibilities and is consistently reliable and punctual with routine paperwork, duties, and assignments.</p>	<p>Does not consistently fulfill professional responsibilities and/or occasionally miss deadlines for routine paperwork, duties, and assignments.</p>	<p>Rarely fulfills professional responsibilities and/or is frequently late with routine paperwork, duties, and assignments.</p>

Randolph Public Schools

Randolph System for Educator Evaluation

School Psychologists

September 2013

School Psychologists Rubric

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

School Psychologists 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	Exemplary	Proficient	Needs Improvement	Unsatisfactory
I-A-1. Professional Knowledge	Demonstrates mastery of professional practice (e.g., as it relates to developing interventions, designing programs and services, interpreting research), and consistently and effectively applies it in providing services for students and educators (e.g., in developing academic and behavioral interventions, prevention programs).	Demonstrates sound knowledge and understanding of professional practice (e.g., as it relates to developing interventions, designing programs and services, interpreting research), and consistently and effectively applies it in providing services for students and educators.	Demonstrates factual knowledge of professional practice and sometimes applies it effectively in providing services for students and educators.	Demonstrates limited professional knowledge; relies heavily on outdated practices as opposed to current practices supported by research.
I-A-2. Child and Adolescent Development	Demonstrates knowledge of students' developmental levels and the different ways that students learn or behave, and applies this knowledge by proposing appropriate supports and strategies for students that prove effective in enabling students to make significant progress toward meeting stated outcomes.	Demonstrates knowledge of students' developmental levels and the different ways that students learn or behave, and applies this knowledge by proposing appropriate supports and strategies for students.	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 identified students to move toward meeting intended outcomes.	Demonstrates little or no knowledge of child and adolescent development; recommends supports or strategies for students that do not adequately address intended outcomes.

School Psychologists Rubric

I-A. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
1-A-3 Plan Development ¹¹	In collaboration with team members or colleagues, develops or contributes to the timely development of well designed, measurable behavioral and/or academic interventions while accounting for individual differences based on biological, cultural, and social influences. Provides specific, measurable goals with which to evaluate plan effectiveness.	In collaboration with team members or colleagues, develops or contributes to the timely development of well designed, behavioral and/or academic interventions and/or measurable outcomes while accounting for individual differences based on biological, cultural, and social influences.	Develops or contributes to the timely development of plans that respond to some but not all relevant individual student needs.	Develops or contributes to the development of plans that are not timely and/or not tailored to the needs of individual students.
I-A-4. Well-Structured Lessons	Develops well-structured lessons (which may include individual and group activities or sessions) with challenging, measurable objectives and appropriate student engagement strategies, activities, and resources to attend to individual student needs. Is able to model this element.	Develops well-structured lessons (which may include individual and group activities or sessions) with challenging, measurable objectives and appropriate student engagement strategies, activities, and resources.	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 lessons (which may include individual and group activities or sessions) with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping.

¹¹ “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.

School Psychologists 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	Exemplary	Proficient	Needs Improvement	Unsatisfactory
I-B-1. Variety of Assessment Methods	Strategically selects from a variety of assessment methods (i.e., review of records, observation, interview, rating scales, and testing) to assess student learning, behavior, and development to account for student differences in culture, language, level of functioning, and referral concerns. Informs, encourages, or trains colleagues in the use of assessment measures that are responsive to student differences.	Strategically selects from a variety of assessment methods (i.e., review of records, observation, interview, rating scales, and testing) to assess student learning, behavior, and development to account for student differences in culture, language, level of functioning, and referral concerns.	Assesses student learning, behavior, and development using a limited repertoire of assessment methods without full consideration of student differences in culture, language, level of functioning, and referral concerns.	Assesses student learning, behavior, and development using a limited and unvarying set of assessment methods without consideration of student differences in culture, language, level of functioning, and referral concerns.
I-B-2. Adjustment to Practice	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.	Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions, supports, and programs for students.	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.	Makes few adjustments to practice by identifying and/or implementing appropriate differentiated interventions, supports, and programs based on formal and informal assessments.

School Psychologists Rubric

Indicator I-C. Analysis: Analyzes data from assessments, draws conclusions, and shares them appropriately.

I-C. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
I-C-1. Analysis and Conclusions	Skillfully interprets assessment findings and relates them to educational performance, needs, and recommendations. Consistently provides valuable insights and child-specific, evidence based recommendations.	Skillfully interprets assessment findings and relates them to educational performance, needs, and recommendations.	Relates assessment findings to educational performance and needs, but recommendations lack specificity or relevance.	Reports assessment results without explaining their relevance to educational performance and needs or to recommendations.
I-C-2. Sharing Conclusions With Colleagues	Presents key, relevant findings to colleagues clearly, respectfully, and in sufficient detail to promote effective collaboration that supports improved student learning and/or development. Takes initiative to review and explain findings before and/or after team meetings as needed to ensure optimal communication and coordination among colleagues.	Presents key, relevant findings to colleagues clearly, respectfully, and in sufficient detail to promote effective collaboration that supports improved student learning and/or development.	Only occasionally shares relevant student information with colleagues or engages them in effective collaboration that supports improved student learning and/or development.	Rarely shares relevant student information with colleagues or engages them in effective collaboration that supports improved student learning and/or development.

I-C-3. Sharing Conclusions With Students and Families	Presents key, relevant assessment findings to students and parents in a clear, concise, non-technical, respectful manner, and engages them in constructive conversation to promote student learning and development; provides additional opportunities for presenting and discussing findings as needed.	Presents key, relevant assessment findings to students and families in a clear, concise, non-technical, respectful manner, and engages them in constructive conversation to promote student learning and development.	Provides required findings and some strategies and supports to promote student learning and development; minimally engages students and families to promote student learning and development.	Provides minimally required findings; offers little or no strategies or supports to promote student learning and development.
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School Psychologists Rubric

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

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

II-A. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
II-A-1. Quality of Effort and Work	Consistently defines high and realistic expectations for student performance and behavior, and effectively supports students to set realistically high expectations to persevere and produce high-quality work during the assessment process. Is able to model this element.	Consistently defines high and realistic expectations for student performance and behavior, and the perseverance and effort required to produce it during the assessment process.	May state high expectations for student performance, but provides limited guided practice, and/or few other supports to help students know what is expected of them during the assessment process.	Establishes no or low expectations for student performance and behavior and/or offers few supports to help students know what is expected of them during the assessment process.
II-A-2. Student Engagement	Consistently works with other school personnel to develop, implement, and evaluate effective interventions or instructional practices that typically motivate and engage most students. Is able to model this element.	Consistently works with other school personnel to develop, implement, and evaluate effective interventions or instructional practices likely to motivate and engage most students.	Rarely works with other school personnel to develop, implement, and evaluate effective interventions or instructional practices that motivate and engage students.	Does not work with other school personnel to develop and implement interventions or instructional practices.
II-A-3. Meeting Diverse Needs	Recommends 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.	Recommends 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.	Rarely recommends appropriate practices and/or supports to accommodate differences, and/or fails to address an adequate range of differences.	Recommends limited and/or inappropriate practices and/or supports to accommodate differences.

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Indicator II-B. Learning Environment: Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.

II-B. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
II-B-1. Safe Learning Environment	Consults with others to create, maintain, and promote safe physical, social, and intellectual environments. Is able to model this element	Creates, maintains, and promotes a safe physical, social, and intellectual environment.	Rarely creates, maintains, or promotes, a safe physical environment.	Maintains a physical environment that is unsafe or does not support student performance.
II-B-2. Collaborative Learning Environment	Teaches and reinforces interpersonal, group, and communication skills so that students seek out their peers as resources. Is able to model this practice.	In collaboration with others, uses assessment data to implement and evaluate evidence-based services that facilitate the development of students' interpersonal, group, and communication skills, and provides opportunities for students to learn in groups with diverse peers.	Teaches some interpersonal, group, and communication skills and provides some opportunities for students to work in groups.	Makes little effort to teach interpersonal, group, and communication skills or facilitate student work in groups, or such attempts are ineffective.
II-B-3. Student Motivation	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.	In collaboration with others, consistently creates learning experiences for groups, classrooms and individuals that guide students to identify their strengths, interests, and needs; supports the development of their mental and physical health; and challenge themselves to succeed.	Creates some learning experiences that guide students to identify needs, ask for support, and challenge themselves to take risks.	Directs all learning experiences, providing few, if any, opportunities for students to take risks or challenge themselves.

School Psychologists 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	Exemplary	Proficient	Needs Improvement	Unsatisfactory
II-C-1. Respects Differences	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.	Consistently uses strategies and provides services that are likely to enable students to demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Rarely establishes an environment in which students demonstrate respect for individual differences.	Does not establish an environment in which students demonstrate respect for individual differences.
II-C-2. Maintains Respectful Environment	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.	In collaboration with others, promotes fairness and social justice; and develops prevention and crisis intervention programs to address potential conflicts or misunderstandings arising from differences in backgrounds, languages, and identities.	Anticipates and responds appropriately to some conflicts or misunderstandings but ignores and/or minimizes others.	Minimizes or ignores conflicts and/or responds in inappropriate ways.

School Psychologists Rubric

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

II-D. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
II-D-1. Clear Expectations	Individually and with colleagues, consistently assists educators and students in setting and clearly communicating recommendations and expectations for student work, effort, and behavior based on assessment data and evidence-based practice.	Assists educators and students in setting and clearly communicating recommendations and expectations for students based on assessment data and evidence-based practice, at Team meetings.	Inconsistently provides support to educators and students in setting and clearly communicating recommendations and expectations for students based on assessment data and evidence based practice, at Team meetings.	Fails to provide support to educators and students in setting and clearly communicating recommendations and expectations for students based on assessment data and evidence based practice, at Team meetings.
II-D-2. High Expectations	Facilitates the design and delivery of interventions that help students develop and promotes the professional development of colleagues in this area (e.g., training, teaching, coaching assisting, and/or demonstrating).	Consistently facilitates the design and delivery of interventions that help students develop skills necessary to become self-regulated, self-motivated, and active learners, at Team meetings.	Inconsistently facilitates the design and delivery of interventions that help students develop skills necessary to become self-regulated, self-motivated, and active learners, at Team meetings.	Fails to provide the design and delivery of interventions that help students develop skills necessary to become self-regulated, self-motivated, and active learners, at Team meetings.
II-D-3. Access to Knowledge	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.	Based on assessment data and research on effective interventions and supports, consistently adapts and improves instruction, services, plans, communication, and/or assessments, to make curriculum/ supports accessible to all students for whom the educator has responsibility, including English learners and students with disabilities.	Occasionally adapts instruction, services, plans, communication, and/or assessments to make curriculum/supports accessible to all students for whom the educator has responsibility.	Rarely adapts instruction, services, plans, communication, and/or assessments to make curriculum/supports accessible to all students for whom the educator has responsibility.

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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	Exemplary	Proficient	Needs Improvement	Unsatisfactory
III-A-1. Parent/Family Engagement	Successfully engages most families and sustains their active and appropriate participation in the assessment process and school community. Through effective communication, collaboration and information sharing with parents. Have knowledge of varied models and strategies to promote effective engagement. Is able to model this element.	Uses a variety of strategies to support families to participate actively and appropriately in the assessment process and school community through effective communication, collaboration and information sharing for parents and diverse audiences.	Makes limited attempts to involve families in the assessment process, meetings, and planning. Exhibits limited communication with families.	Does not involve families in the assessment process.

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	Exemplary	Proficient	Needs Improvement	Unsatisfactory
III-B-1. Learning Expectations	Successfully conveys to most parents clear, user-friendly expectations for student learning, behavior, and wellness based on developmentally and culturally-appropriate standards. Is able to model this element.	Consistently provides parents with clear, user-friendly expectations for student learning, behavior, and/or wellness based on developmentally and culturally-appropriate standards.	Sends home only a list of rules/expectations and an outline of the student learning, behavior, or wellness plan for the year, without allowing for developmentally and culturally-appropriate standards.	Does not inform parents about learning, behavior, and/or wellness expectations.

School Psychologists Rubric

III-B. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
III-B-2. Student Support	Regularly communicates with and seeks collaborative input from parents to share and/or identify strategies for supporting learning and development at school and home, successfully encourages most families to use at least one of these strategies, and seeks out evidence of their impact. Is able to model this element.	During the assessment process, communicates with and seeks collaborative input from parents to create, share, and/or identify strategies for supporting learning and development at school and home.	During the assessment process, occasionally communicates and/or consults with parents to support learning and development at home or at school.	During the assessment process, rarely, if ever, communicates with parents on ways to support learning and development at home or school.

Indicator III-C. Communication: Engages in regular, two-way, and culturally proficient communication with families about student learning, behavior and wellness.
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III-C. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
III-C-1. Two-Way Communication	Appropriately uses two-way communication with families about student learning and behavior, and responds promptly and carefully to communications from families to address concerns and questions, throughout the assessment process. Able to model this element.	Appropriately uses two-way communication with families about student learning and behavior, and responds promptly and carefully to communications from families to address concerns and questions, throughout the assessment process.	Relies primarily on sharing general information and announcements with families through one-way communication and usually responds promptly to communications from families.	Rarely communicates with families except through required reports; rarely solicits or responds promptly to communications from families.

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III-C. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
III-C-2. Culturally Proficient Communication	Always communicates respectfully with families and demonstrates understanding and appreciation of diverse cultural issues, contexts, and other factors that have an impact on family-school partnerships, and addresses these factors when communicating with families. Is able to model this element.	Always communicates respectfully with families and demonstrates understanding of and sensitivity to diverse cultural issues, contexts, and other factors that have an impact on family-school partnerships, and addresses these factors when communicating with families.	May communicate respectfully and make efforts to take into account different families' cultural issues, contexts, and other factors that have an impact on family-school partnerships but does so inconsistently or does not demonstrate understanding and sensitivity to the differences.	Makes few attempts to respond to different family cultural issues, contexts, and other factors that have an impact on family-school partnerships, and/or responds inappropriately or disrespectfully.

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	Exemplary	Proficient	Needs Improvement	Unsatisfactory
IV-A-1. Reflective Practice	Regularly reflects on the effectiveness of instruction, supports, and interactions with students, both individually and with colleagues; and uses and shares with colleagues insights gained to improve practice and student outcomes. Is able to model this element.	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.	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.	Demonstrates limited reflection on practice and/or use of insights gained to improve practice.

School Psychologists Rubric

IV-A. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
IV-A-2. Goal Setting	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.	Proposes challenging, realistic, measurable professional goals that are based on thorough self-assessment.	Proposes one goal that is vague or easy to achieve and/or bases goals on limited self-assessment.	Participates passively in the goal-setting process and/or proposes goals that are vague or easy to reach.

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	Exemplary	Proficient	Needs Improvement	Unsatisfactory
IV-B-1. Professional Learning and Growth	Consistently seeks out professional development and learning opportunities that improve practice and build expertise of self and other educators in instruction, academic support, and leadership (through the use of supervision and mentorship opportunities) and maintains professional development requirements needed for DESE certification/licensure. Is able to model this element.	Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities, and maintains professional development requirements needed for DESE certification/licensure.	Inconsistently participates in required professional development and learning activities and/or inconsistently or inappropriately applies new learning to improve practice.	Fails to participate in any professional development and learning opportunities to improve practice and/or applies little new learning to practice.

School Psychologists Rubric

Indicator IV-C. Collaboration: Collaborates effectively with colleagues on a wide range of tasks.

IV-C. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
IV-C-1. Professional Collaboration	Facilitates effective collaboration with and among colleagues through Team meetings and/or informal conversation to create, and maintain a multitiered continuum of services to analyze student performance and plan appropriate interventions, which will support each students' attainment of academic, social, emotional, and behavioral goals at both the classroom and school level. Is able to model and teach this element.	Consistently and effectively collaborates with colleagues through Team meetings and/or informal conversation in such work as: analyzing student performance and developing and planning appropriate interventions.	Rarely and/or ineffectively collaborates with colleagues in ways that support productive team effort.	Fails to effectively collaborate with colleagues; conversations often lack focus on student performance and/or development.
IV-C-2. Consultation	Is able to model and consistently use a problem-solving process to effectively collaborate and consult with colleagues through shared planning, implementation, and evaluation of successfully created appropriate and effective targeted academic, behavioral, and social/emotional interventions at the individual, classroom, or school level.	Consistently uses a problem-solving process to effectively collaborate and consult with colleagues through shared planning, implementation, and evaluation of appropriate and targeted academic, behavioral, and social/emotional interventions at the individual, classroom, or school level.	Inconsistently uses a problem-solving process to collaborate and consult with colleagues. At times provides advice that is inappropriate or poorly formulated and/or implemented to effectively address student needs.	Does not demonstrate a facility for using a problem-solving process and regularly provides inappropriate advice. Does not provide advice and expertise to general education teachers or other colleagues unless prompted to do so; and/or fails to offer advice when appropriate.

School Psychologists Rubric

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

IV-D. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
IV-D-1. Decision-Making	Uses data in the evaluation of existing programs and services while using knowledge of evidence based interventions to plan, develop and facilitate the creation of new programs and services.	Applies knowledge of evidence based interventions in the planning and development of existing school based programs and services.	Rarely participates in planning and decision making at the school, department, and/or grade level and inconsistently applies knowledge of evidence based interventions and programs.	Fails to participate in planning and decision making at the school, department, and/or grade level and fails to demonstrate knowledge of relevant evidence based interventions and programs.

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

IV-E. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
IV-E-1. Shared Responsibility	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.	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.	Rarely 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.	Fails to reinforce schoolwide behavior and learning expectations for all students.

School Psychologists Rubric

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

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

Randolph System for Educator Evaluation

Special Education Inclusion Teachers

September, 2013

Special Education Inclusion Teachers Rubric

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. Plan 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

Special Education Inclusion Teachers Rubric

Standards and Indicators of Effective Teaching Practice: Rubric Note: At the *Exemplary* level, an educator's level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model." Part III: Guide to Rubrics and Model Rubrics for Superintendent, Principal and Teacher January 2012 page C-2 of C-15 **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 strategies required of special education 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 that challenges students' capabilities.	Demonstrates factual knowledge of strategies required of special education pedagogy, sometimes engaging students in learning experiences around complex knowledge and skills in the subject that challenges students' capabilities.	Demonstrates sound knowledge and understanding of skills and strategies required of special education pedagogy to consistently engage students in learning experiences that enable them to acquire complex knowledge and skills in the subject that challenges students' capabilities.	Demonstrates expertise in strategies required of special education pedagogy it requires by engaging all students in learning experiences that enable them to synthesize complex knowledge and skills in the subject that challenges students' capabilities. 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 identified 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 students in the class and/or develops learning experiences that enable some, but not all, identified students to move toward meeting intended outcomes.	Demonstrates knowledge of developmental levels of students in the classroom and the different ways students with IEP's learn by providing differentiated learning experiences that enable identified 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 identified students to make significant progress toward meeting stated outcomes. Is able to model this element.

Special Education Inclusion Teachers Rubric

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-3. Plan Development (Special Education Skills and Strategies)	Infrequently accommodates and/or modifies individual lessons or units of instruction, which lack measurable outcomes, and/or include tasks that mostly rely on lower level thinking skills that do not challenge student capability levels in accordance with individual student IEP's.	Sometimes accommodates and/or modifies units of instruction that address some knowledge and skills defined in state standards/local curricula, but some identified student outcomes are poorly defined and/or tasks rarely require higher-order thinking skills that challenge student capability levels in accordance with individual student IEP's.	Accommodates and/or modifies units of instruction with measurable outcomes and challenging tasks requiring higher-order thinking skills that enable identified students to access the knowledge and skills defined in state standards/ local curricula that challenges student capability levels in accordance with individual student IEP's.	Accommodates and/or modifies integrated units of instruction with measurable outcomes and challenging tasks requiring higher-order thinking skills that enable identified students to access, learn, and apply the knowledge and skills defined in state standards/local curricula that challenge student capability levels in accordance with individual student IEP's. Is able to model this element.
I-A-4. Well-Structured Lessons (Special Education Skills and Strategies)	Infrequently accommodates and/or modifies general educator-prepared lessons to provide curriculum access with inappropriate student engagement through teaching and learning strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or to meet the needs of students with IEP's.	Sometimes accommodates and/or modifies general educator-prepared lessons to provide curriculum access with only some elements of appropriate student engagement through teaching and learning strategies, pacing, sequence, activities, materials, resources, and grouping to meet the needs of students with IEP's.	Accommodates and/or modifies general educator-prepared lessons to develop student skills and strategies by providing curriculum access and appropriate student engagement through teaching and learning strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to meet the needs of students with IEP's.	Accommodates and/or modifies general educator-prepared lessons to expand student skills and strategies by providing access to well-structured and highly engaging curriculum through teaching and learning strategies and appropriate student engagement, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to the needs of students with IEP's. Is able to model this element.

Special Education Inclusion Teachers 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.	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Elements				
I-B-1. Variety of Assessment Methods	Administers only the required assessments, unmodified and/or accommodated, and/or measuring only point-in-time student achievement.	May administer some informal and/or formal assessments somewhat accommodated and/or modified, to measure student learning but rarely measures student progress toward achieving state/local standards.	Accommodates and/or modifies 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, appropriately accommodated and/or modified, 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, rarely accommodated and/or modified to meet the needs of individual student IEP's.	May organize and analyze some assessment results but only occasionally accommodates and/or modifies, adjusts practice or future instruction based on the findings to meet the needs of individual student IEP's.	Organizes and analyzes results from a variety of assessments, appropriately accommodated and/or modified, to determine progress toward intended outcomes and uses these findings to identify and/or implement appropriate differentiated interventions and enhancements to meet the needs of individual student IEP's.	Organizes and analyzes results from a comprehensive system of assessments, appropriately accommodated and/or modified, 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 to meet the needs of individual student IEP's. Is able to model this element.

Special Education Inclusion Teachers 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

Special Education Inclusion Teachers 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.	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Elements				
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 in accordance with individual student IEP's.	May state high expectations for quality and effort, but provides few exemplars and rubrics, limited guided practice, and/or few other supports to help students know what is expected of them; may establish inappropriately low expectations for quality and effort in accordance with individual student IEP's.	Consistently defines high expectations for the quality of student work and the perseverance and effort required to produce it; often provides exemplars, specialized graphic organizers, rubrics, and guided practice in accordance with individual student IEP's.	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 in accordance with individual student IEP's. Is able to model this element.
II-A-2. Student Engagement	Uses instructional practices that leave identified students uninvolved and/or passive participants.	Uses instructional practices that motivate and engage some identified students but leave others uninvolved and/or passive participants.	Consistently uses teaching and learning strategies that are likely to motivate and engage most identified students during the lesson.	Consistently uses instructional practices that typically motivate and engage most identified 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 strategies to accommodate differences in accordance with individual student IEP's.	May use some appropriate strategies to accommodate differences, but fails to address an adequate range of differences in accordance with individual student IEP's.	Uses appropriate strategies, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities.	Uses a varied repertoire of strategies to create structured opportunities for identified students to meet or exceed state standards/local curriculum and behavioral expectations in accordance with individual student IEP's. Is able to model this element.

Special Education Inclusion Teachers Rubric

Indicator II-B. Learning Environment: Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.

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

Special Education Inclusion Teachers 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.

Special Education Inclusion Teachers Rubric

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

II-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-D-1. Clear Expectations	Does not make specific academic and behavior expectations clear to students.	May announce and post classroom academic and behavior rules and consequences, but inconsistently or ineffectively enforces them.	Clearly communicates and consistently enforces specific standards for student work, effort, and behavior.	Clearly communicates and consistently enforces specific standards for student work, effort, and behavior so that most students are able to describe them and take ownership of meeting them. Is able to model this element.
II-D-2. High Expectations	Gives up on some students or communicates that some cannot master challenging material.	May tell students that the subject or assignment is challenging and that they need to work hard but does little to counteract student misconceptions about innate ability.	Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.	Effectively models and reinforces ways that students can consistently master challenging material through effective effort. Successfully challenges students' misconceptions about innate ability. Is able to model this element.
II-D-3. Access to Knowledge	Rarely adapts instruction, materials, and assessments to make challenging material accessible to all students.	Occasionally adapts instruction, materials, and assessments to make challenging material accessible to all students.	Consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities.	Individually and with colleagues, consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities. Is able to model this element.

Special Education Inclusion Teachers Rubric

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

Indicator III-A. Engagement: Welcomes and encourages every family to become active participants in the classroom and school community.

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

Indicator III-B. Collaboration: Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.

III-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-B-1. Learning Expectations	Does not inform parents about learning or behavior expectations.	Sends home only a list of classroom rules and the learning outline or syllabus for the year.	Consistently provides parents with clear, user-friendly expectations for student learning and behavior.	Successfully conveys to most parents student learning and behavior expectations. Is able to model this element.
III-B-2. Curriculum Support	Rarely, if ever, communicates with parents on ways to support students with disabilities at home or at school.	Sends home occasional suggestions on how parents can support students with disabilities at home or at school.	Regularly updates parents on curriculum modifications and/or accommodations provided in student individualized educational plans (IEP) throughout the year and suggests strategies for supporting learning at school and home, including appropriate adaptations for students with disabilities.	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.

Special Education Inclusion Teachers Rubric

Indicator III-C. Communication: Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.

III-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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.

Special Education Inclusion Teachers Rubric

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

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

IV-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A-1. Reflective Practice	Demonstrates limited reflection on practice and/or use of insights gained to improve practice.	May reflect on the effectiveness of accommodations, modifications, strategies, and interactions with students but not with colleagues and/or rarely uses insights to improve practice.	Regularly reflects on the effectiveness of accommodations, modifications, strategies, 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 accommodations, modifications, strategies, 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.

Special Education Inclusion Teachers Rubric

Indicator IV-B. Professional Growth: Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles.

IV-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-B-1. Professional Learning and Growth	Participates in few, if any, professional development and learning opportunities to improve practice and/or applies little new learning to practice.	Participates only in required professional development activities and/or inconsistently or inappropriately applies new learning to improve practice.	Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities.	Consistently seeks out professional development and learning opportunities that improve practice and build expertise of self and other educators in instruction and leadership. Is able to model this element.

Indicator IV-C. Collaboration: Collaborates effectively with colleagues on a wide range of tasks.

IV-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-C-1. Professional Collaboration	Rarely and/or ineffectively collaborates with colleagues; conversations often lack focus on improving student learning to support students with IEP's.	Does not consistently collaborate with colleagues in ways that support productive team effort to support students with IEP's.	Consistently and effectively collaborates with colleagues in such work as accommodating and/or modifying standards-based units, as needed, examining student work, analyzing student performance, and planning appropriate interventions to support students with IEP's.	Supports colleagues to collaborate in areas such as accommodating and/or modifying standards-based units, examining student work, analyzing student performance, and planning appropriate intervention to support students with IEP's. Is able to model this element.

Special Education Inclusion Teachers Rubric

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

IV-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-D-1. Decision-Making	Participates in planning and decision making at the school, department, and/or grade level only when asked and rarely contributes relevant ideas or expertise.	May participate in planning and decision making at the school, department, and/or grade level but rarely contributes relevant ideas or expertise.	Consistently contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level.	I 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.

Special Education Inclusion Teachers 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.

Randolph Public Schools

Randolph System for Educator Evaluation

Speech Language Pathologists, Occupational and Physical Therapists, Adapted Physical Education Teacher,

September 2013

Speech Language Pathologist, Occupational and Physical Therapist, Adaptive Physical Education Teacher

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

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

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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	Exemplary	Proficient	Needs Improvement	Unsatisfactory
I-A-1. Knowledge specific to the responsibility	Is a proficient practitioner whose skills are such that he/she could model practice.	Consistently demonstrates knowledge and understanding of professional content and delivery.	Demonstrates basic knowledge of the professional content and delivery..	Demonstrates minimal professional knowledge; relies heavily on outdated practices as opposed to current practices supported by research.
I-A-2. Child development knowledge	Is a proficient practitioner whose skills are such that he/she could model practice.	Consistently demonstrates knowledge of students' developmental levels and diverse learning styles..	Demonstrates basic knowledge of child development	Demonstrates minimal knowledge of child development.;

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I-A. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
1-A-3 Plan Development ¹²	Is a proficient practitioner whose skills are such that he/she could model practice.	Develops or contributes to the timely development of well-structured plans with measurable outcomes that respond to all relevant individual student needs,	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.	Develops or contributes to the development of plans that are not timely and/or not tailored to the needs of individual students.
I-A-4. Measurable outcomes	Is a proficient practitioner whose skills are such that he/she could model practice.	Develops or contributes to well-structured lessons with measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.	Develops or contributes to lessons with some measurable objectives and with some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	Develops or contributes to lessons without measurable objectives and with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping.

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	Exemplary	Proficient	Needs Improvement	Unsatisfactory
I-B-1. Variety of Assessment Methods	Is a proficient practitioner whose skills are such that he/she could model practice.	Consistently uses a wide range of informal and formal assessments to assess student progress/performance.	Occasionally uses a range of informal and formal assessments to assess student progress/performance.	Uses a limited set of formal assessments to assess student progress/performance.
I-B-2. Uses data to adjust practice	Is a proficient practitioner whose skills are such that he/she could model practice.	Consistently makes adjustments to practice based on formal and informal assessments	. Occasionally makes adjustments to practice based on formal and informal assessments	Makes no adjustments to practice based on formal and informal assessments.

¹² “Plan” is used throughout this document to refer to a variety of plans, including but not limited to: lesson plans, unit plans, Individualized Education Programs (IEPs), Individualized Health Care Plans (IHCPs), Career Plans, and 504 Plans. The type of plan that an educator is responsible for depends on the educator being evaluated; both the educator and evaluator should understand and agree upon the definition relevant to the educator’s role.

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Indicator I-C. Analysis: Analyzes data from assessments, draws conclusions, and shares them appropriately.

I-C. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
I-C-1. Analysis and Conclusions	Is a proficient practitioner whose skills are such that he/she could model practice.	Consistently analyzes data and draws conclusions for student learning...	Occasionally analyzes data and draws limited conclusions for student learning.	Does not analyze data and/or draw conclusions from data beyond completing minimal requirements.
I-C-2. Sharing Conclusions With Colleagues	Is a proficient practitioner whose skills are such that he/she could model practice.	Consistently shares conclusions about student progress with colleagues..	Occasionally shares conclusions about student progress with colleagues.	Does not share conclusions about student progress with colleagues
I-C-3. Sharing Conclusions With Students and Families	Is a proficient practitioner whose skills are such that he/she could model practice.	Consistently shares findings and recommendations with parents and/or students.	Occasionally shares findings and recommendations with parents and/or students.	Does not share findings and recommendations with parents and/or students.

Standard II: Teaching All Students. Promotes the learning and development of all students through instructional practices that establish high expectations, create a safe and effective learning/therapeutic 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	Exemplary	Proficient	Needs Improvement	Unsatisfactory
II-A-1. Quality of Effort and Work	Is a proficient practitioner whose skills are such that he/she could model practice.	Consistently defines expectations for the quality of student work and the effort required..	Occasionally defines expectations for the quality of student work and the effort required.	Does not define expectations for the quality of student work and the effort required.
II-A-2. Student Engagement	Is a proficient practitioner whose skills are such that he/she could model practice.	Consistently uses instructional and/or clinical practices to motivate and engage students .	Occasionally uses instructional and/or clinical practices to motivate and engage students.	Does not use instructional and/or clinical practices to motivate and engage students.
II-A-3. Meeting Diverse Needs	Is a proficient practitioner whose skills are such that he/she could model practice.	Consistently uses appropriate practices and/or supports to accommodate differences.	Occasionally uses appropriate practices and/or supports to accommodate differences..	Does not use appropriate practices and/or supports to accommodate differences.

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Indicator II-B. Learning Environment: Creates and maintains a safe learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.

II-B. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
II-B-1. Safe Learning Environment	Is a proficient practitioner whose skills are such that he/she could model practice.	Consistently maintains a safe physical and learning environment.	Occasionally maintains a safe physical and learning environment.	Does not maintain a safe physical or learning environment.
II-B-2. Student Ownership of learning	Is a proficient practitioner whose skills are such that he/she could model practice.	Consistently provides opportunities for students to take risks, challenge themselves or asks for support when appropriate..	Occasionally provides opportunities for students to take risks, challenge themselves or asks for support when appropriate..	Does not provide opportunities for students to take risks, challenge themselves, or ask for support when appropriate.

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	Exemplary	Proficient	Needs Improvement	Unsatisfactory
II-C-1. Respects Differences	Is a proficient practitioner whose skills are such that he/she could model practice.	Consistently establishes an environment. in which students demonstrate respect for individual differences with regard to student diverse backgrounds	Occasionally establishes an environment. in which students demonstrate respect for individual differences with regard to student diverse backgrounds.	Does not establish an environment in which students demonstrate respect for individual differences with regard to student diverse backgrounds.

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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	Exemplary	Proficient	Needs Improvement	Unsatisfactory
II-D-1. Clear Expectations	Is a proficient practitioner whose skills are such that he/she could model practice.	Consistently communicates clear expectations for student work, effort, and behavior.	Occasionally communicates clear expectations for student work, effort, and behavior.	Does not communicate clear expectations for student work, effort, and behavior.
II-D-2. High Expectations	Is a proficient practitioner whose skills are such that he/she could model practice.	Consistently sets high expectations for students to achieve their goals.	Occasionally sets high expectations for students to achieve their goals.	Does not set high expectations for students to achieve their goals.
II-D-3. Access to Knowledge	Is a proficient practitioner whose skills are such that he/she could model practice.	Consistently 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.	Does not adapt instruction, services, plans, communication, and/or assessments to make curriculum/ supports accessible to all students for whom the educator has responsibility.

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/or school community.

III-A. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
III-A-1. Parent/Family Engagement	Is a proficient practitioner whose skills are such that he/she could model practice.	Consistently engages families in the instructional program.	Occasionally engages families in the instructional program.	Does not engage families in the instructional program.

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	Exemplary	Proficient	Needs Improvement	Unsatisfactory
III-B-1. Learning Expectations	Is a proficient practitioner whose skills are such that he/she could model practice.	Consistently provides parents with clear, user-friendly expectations for student learning and behavior.	Occasionally provides parents with clear, user-friendly expectations for student learning and behavior.	Does not provide parents with clear, user-friendly expectations for student learning and behavior.
III-B-2. Student Support	Is a proficient practitioner whose skills are such that he/she could model practice.	Regularly communicates with parents to share and/or identify strategies for supporting learning and development at school and home.	Occasionally communicates with parents to share and/or identify strategies for supporting learning and development at school and home.	Does not communicate with parents to share and/or identify strategies for supporting learning and development at school and home.

Indicator III-C. Communication: Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.

III-C. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
III-C-1. Two-Way Communication	Is a proficient practitioner whose skills are such that he/she could model practice.	Regularly uses two-way communication with families about student learning and performance; responds promptly to communications from families.	Occasionally uses two-way communication with families about student learning and performance; occasionally responds promptly to communications from families.	Does not use two-way communication with families about student learning and performance; does not respond promptly to communications from families.
III-C-2. Culturally Proficient Communication	Is a proficient practitioner whose skills are such that he/she could model practice.	Consistently communicates respectfully with families and demonstrates understanding of the cultural norms of the home.	Occasionally communicates respectfully with families and demonstrates understanding of the cultural norms of the home.	Does not communicate respectfully with families and demonstrates understanding of the cultural norms of the home.

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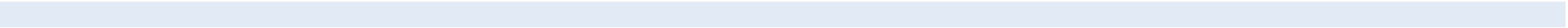
Standard IV: Professional Culture. Promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

Indicator IV-A. Reflection: Demonstrates the capacity to reflect on and improve the educator’s own practice, using informal means as well as meetings with teams and/or 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	Exemplary	Proficient	Needs Improvement	Unsatisfactory
IV-A-1. Reflective Practice	Is a proficient practitioner whose skills are such that he/she could model practice.	Consistently reflects on the effectiveness of instruction, supports, and interactions with students and uses insights gained to improve practice and student outcomes.	Occasionally reflects on the effectiveness of instruction, supports, and interactions with students and occasionally uses insights gained to improve practice and student outcomes.	Does not reflect on the effectiveness of instruction, supports, and interactions with students and does not use insights gained to improve practice and student outcomes.
IV-A-2. Goal Setting	Is a proficient practitioner whose skills are such that he/she could model practice.	Proposes challenging, measurable professional practice and student learning goals that are based on thorough self-assessment.	Proposes vague professional practice and/or student learning goals that are based on a limited self-assessment.	Proposes inappropriate professional practice and/or student learning goals that are based on a limited self-assessment.

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	Exemplary	Proficient	Needs Improvement	Unsatisfactory
IV-B-1. Professional Learning and Growth	Is a proficient practitioner whose skills are such that he/she could model practice.	Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise.	Occasionally seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise.	Does not seek out or apply ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise.



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Indicator IV-C. Collaboration: Given the opportunity, the practitioner collaborates effectively with colleagues on a wide range of tasks.

IV-C. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
IV-C-1. Professional Collaboration	Is a proficient practitioner whose skills are such that he/she could model practice.	Given the opportunity, effectively collaborates with colleagues through shared planning and/or informal conversation in such work as: analyzing student performance and development and planning appropriate interventions.	Given the opportunity, occasionally collaborates with colleagues through shared planning and/or informal conversation in such work as: analyzing student performance and development and planning appropriate interventions.	Given the opportunity, does not collaborate with colleagues.

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

IV-D. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
IV-D-1. Decision-Making	Is a proficient practitioner whose skills are such that he/she could model practice.	Consistently contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level.	Occasionally contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level.	Does not contribute relevant ideas and expertise to planning and decision making at the school, department, and/or grade level.

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

IV-E. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
IV-E-1. Shared Responsibility	Is a proficient practitioner whose skills are such that he/she could model practice.	Within the school setting, consistently reinforces established school-wide behavioral expectations for all students.	Within the school setting, occasionally reinforces established school-wide behavioral expectations for all students.	Does not reinforce establish school-wide behavioral expectations for all students.

Indicator IV-F. Professional Responsibilities: Is ethical and reliable.

IV-F. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
IV-F-1. Judgment	Is a proficient practitioner whose skills are such that he/she could model practice.	Consistently uses good judgment and respects confidentiality.	Occasionally uses good judgment and respects confidentiality.	Does use good judgment or respect confidentiality.
IV-F-2. Reliability & Responsibility	Is a proficient practitioner whose skills are such that he/she could model practice.	Consistently fulfills professional responsibilities; is consistently punctual and reliable with paperwork, duties, assignments;, and attendance.	Occasionally fulfills professional responsibilities; is somewhat punctual and reliable with paperwork, duties, assignments, and attendance.	Does not fulfill professional responsibilities; is not punctual or reliable with paperwork, duties, assignments, or attendance.

Randolph Public Schools

Randolph System for Educator Evaluation

Title I and ELL Teachers

September 2013

Title I and ELL Teachers

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

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.*

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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.
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 in the teacher's caseload -- 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

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				progress toward meeting stated outcomes.
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I-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-3. Well-Structured Lessons	Develops lessons (which may include individual and group activities or sessions) with inappropriate student engagement strategies, pacing, sequence, activities, materials, and resources.	Develops lessons (which may include individual and group activities or sessions) with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, and resources.	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, with available materials and resources.	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, with available materials, resources, and technologies, which attend to every student's needs.

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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 utilize some informal and formal methods and assessments to measure each student's learning, growth, and progress toward achieving state/local standards.	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 administered by the caseload educator.	Uses an integrated, comprehensive assessment system, including informal and formal assessment methods, to measure student learning, growth, and development.
I-B-2. Adjustment to Practice	Makes few adjustments to practice by identifying and/or implementing appropriate differentiated interventions, supports, and programs based on formal and informal assessments.	May organize and analyze some assessment results but only occasionally adjusts practice and identifies and/or implements appropriate differentiated interventions, supports, and programs for students.	Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions, supports, and programs for students.	Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions, supports, or programs for individuals and groups of students and appropriate modifications of plans.

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Indicator I-C. Analysis: Analyzes data from assessments, draws conclusions, and shares them appropriately.				
I-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-C-1. Analysis and Conclusions	Does not analyze data and/or draw conclusions from data beyond completing minimal requirements.	Draws conclusions from a limited analysis of data to inform student learning, growth, and development given that time is provided by administration and schedule permits..	Individually and with colleagues, draws conclusions from multiple sources of data to improve student learning given that time is provided by administration and schedule permits.	Individually and with colleagues, draws actionable conclusions from a thorough analysis of a wide range of assessment data that improve short- and long-term instructional decisions given that time is provided by administration and schedule permits.
I-C-2. Sharing Conclusions With Colleagues	Rarely shares with colleagues conclusions about student progress and/or rarely seeks feedback given that time is provided by administration and schedule permits. .	Only occasionally shares conclusions about student progress and seeks feedback about practices that will support improved student learning given that time is provided by administration and schedule permits. .	Regularly shares conclusions about student progress and seeks feedback about practices that will support improved student learning given that time is provided by administration and schedule permits.	Attends established meetings and prepares for regularly sharing with colleagues conclusions and insights about student progress. Seeks and applies feedback from them about practices that will support improved student learning given that time is provided by administration and schedule permits.
I-C-3. Sharing Conclusions With Students	Provides little or no feedback and rarely engages students in constructive conversation that focuses on how students can improve their performance.	Provides some feedback and occasionally engages students in constructive conversation that focuses on how students can improve their performance.	Provides strategic feedback and engages students in constructive conversation that focuses on how students can improve their performance.	Establishes constructive, ongoing feedback with students that create a dialogue about performance, progress, and improvement.

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

Indicator II-A. Instruction: Uses instructional and clinical practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.				
II-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-1. Quality of Effort and Work	Establishes no or low expectations around quality of work and effort and/or offers few supports for students to produce quality work or effort.	May define high expectations of student work and behavior, but inconsistent in addressing the perseverance and effort required to produce it. Provides few exemplars and rubrics, and/or models practice inconsistently.	Consistently defines high expectations of student work and behavior, and the perseverance and effort required to produce it. Develops and/or provides exemplars, rubrics and/or models practice.	Consistently defines high expectations for quality work and effort and effectively supports students to set high expectations for themselves to persevere and produce high-quality work.
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/or clinical practices that are likely to motivate and engage most students during the lesson, activity, or session.	Consistently uses instructional and/or clinical practices that typically motivate and engage most students during the lesson, activity, or session, and during student directed work.
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.	Uses a varied repertoire of practices and/or supports to create structured opportunities for students to progress toward state and local standards.

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Indicator II-B. Learning Environment: Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.				
II-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-B-1. Safe Learning Environment	Rarely uses routines and responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are minimized or prevented.	Occasionally uses routines and responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are minimized or prevented.	Uses routines and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are minimized or prevented.	Uses routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role in preventing behaviors that interfere with learning.
II-B-2. Collaborative Learning Environment	Makes little effort to teach interpersonal, group, and communication skills.	Teaches some interpersonal, group, and communication skills.	Develops students' interpersonal, group, and communication skills.	Develops and reinforces interpersonal, group, and communication skills and provides opportunities to practice these skills.
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 learn.	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.

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Indicator II-C. Cultural Proficiency: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.

II-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-C-1. Respects Differences	Rarely uses strategies and practices that enable students to demonstrate respect for individual differences.	Sometimes uses strategies and practices that enable students to 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.
II-C-2. Maintains Respectful Environment	Minimizes or ignores conflicts and/or responds in ineffective ways.	Occasionally responds appropriately to some conflicts or misunderstandings but ignores and/or minimizes others.	Consistently responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities, capitalizing on teachable moments.	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.

Title I and ELL Teachers

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.
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.
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.	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.

Title I and ELL Teachers

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 school community.	Makes limited attempts to involve families in school activities, meetings, and planning.	Uses a variety of strategies to support families to participate actively in the school community.	Successfully engages most families and sustains their active participation in the school community.

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 and behavior, expectations.	Sends home only a list of rules/expectations for student learning and behavior for the year.	Consistently provides parents with clear, user-friendly expectations for student learning and behavior.	Successfully conveys to most parents clear, user-friendly student learning and behavior.
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.

Title I and ELL Teachers

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,; responds promptly and professionally to communications from families.	Regularly uses a two-way system that supports frequent, proactive, and personalized communication with families about individual student learning and behavior.
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.	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.

Title I and ELL Teachers

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 when time is provided by administration and schedule permits;, 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 when time is provided by administration and schedule permits; and uses and shares with colleagues insights gained to improve practice and student outcomes.
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 individual professional practice or team goals, 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.

Title I and ELL Teachers

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 ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise.	Consistently seeks out professional development and learning opportunities that improve practice and build expertise of self and other educators in instruction and leadership.
Indicator IV-C. Collaboration: Collaborates effectively with colleagues on a wide range of tasks				
IV-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-C-1. Professional Collaboration	Rarely and/or ineffectively collaborates with colleagues; conversations often lack focus on student performance and/or development.	Does not consistently collaborate with colleagues in ways that support productive team effort.	Consistently and effectively collaborates with colleagues through shared planning and/or informal conversation in such work as: analyzing student performance and development and planning appropriate interventions at the classroom or school level.	Facilitates effective collaboration among colleagues through shared planning and/or informal conversation in such work as analyzing student performance and development and planning appropriate, comprehensive interventions at the classroom and school level.
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.	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.

Title I and ELL Teachers

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 when time is provided and schedule permits.	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 when time is provided and schedule permits.
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.	Individually and with colleagues, develops strategies and actions that contribute to the learning and productive behavior of all students at the school.

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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 regarding legal and ethical responsibilities.	Sometimes demonstrates questionable judgment regarding legal and ethical responsibilities.	Demonstrates sound judgment regarding legal and ethical responsibilities.	Consistently demonstrates sound judgment regarding legal and ethical responsibilities.
IV-F-2. Reliability and Responsibility	Rarely fulfills professional responsibilities and/or is frequently late with routine paperwork, duties, and assignments.	Does not consistently fulfill professional responsibilities and/or occasionally misses deadlines for routine paperwork, duties, and assignments.	Fulfills professional responsibilities and is consistently reliable and punctual with routine paperwork, duties, and assignments.	Consistently fulfills all professional responsibilities to high standards and is always reliable and punctual with routine paperwork, duties, and assignments.

Randolph Public Schools

Randolph System for Educator Evaluation

Social Workers

September 2013

Standards and Indicators of Effective Teaching Practice: Social Workers

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

Standards and Indicators of Effective Teaching Practice: Social Workers

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	Does not demonstrate professional knowledge; relies heavily on outdated practices as opposed to current practices supported by research. Rarely engages identified students in social-emotional learning experiences through the use of clinical practices.	Occasionally demonstrates basic knowledge of the professional content and delivery and sometimes applies it to engage identified students in social-emotional learning experiences through the use of clinical practices.	Demonstrates solid knowledge and understanding of professional content and delivery by engaging identified students in social-emotional learning experiences through the use of clinical practices that provide opportunities which enable students to acquire knowledge or skills.	Consistently demonstrates solid knowledge of professional content and its delivery by engaging identified students in social-emotional learning experiences, through the use of clinical practices, that provide opportunities for students to implement social-emotional knowledge or skills.
I-A-2. Child and Adolescent Development	Does not demonstrate knowledge of child and adolescent development; typically develops one learning experience and/or type of support or assistance for identified students that does not adequately address intended outcomes.	Occasionally demonstrates basic knowledge of child and adolescent development but does not apply the knowledge that would enable identified students to move toward meeting intended outcomes.	Demonstrates solid knowledge of the developmental levels of identified students and the different ways these identified students learn by providing differentiated learning experiences, support or assistance that enable students to progress toward meeting intended outcomes.	Consistently demonstrates solid knowledge of the developmental levels of identified individual students and uses this knowledge to differentiate and expand social-emotional learning experiences, supports or types of assistance, enabling identified students to make significant progress toward meeting stated outcomes.

Standards and Indicators of Effective Teaching Practice: Social Workers

I-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
1-A-3 Plan Development ¹³	Does not develop or contribute to the development of social-emotional sections of the IEP plans and/or does not tailor to the needs of identified students; or, IEP plans do not include appropriate supports or measurable outcomes that would enable identified students to meet the goals or objectives of the plan.	Occasionally develops or contributes to the timely development of social-emotional sections of the IEP plans that respond to some but not all identified student needs or IEP plans that lack sufficient measurable outcomes or supports that enable identified students to meet all goals or objectives of the plan.	Develops or contributes to the timely development of well-structured social-emotional sections of the IEP plans with measurable outcomes that respond to all identified students' needs, and include supports that enable identified students to meet the goals or objectives of the plan.	Consistently develops or contributes to the timely development of comprehensive, well-structured social-emotional sections of the IEP with measurable outcomes that respond to the identified students' needs, are coordinated with other social-emotional plans relevant to those identified students, and include supports that enable identified students to meet the goals and/or objectives of the plan
I-A-4. Well-Structured Lessons	Does not facilitates clinical sessions with appropriate student engagement strategies, activities, materials, or resources.	Occasionally facilitates clinical sessions with only some elements of appropriate student engagement strategies, activities, materials or resources.	Facilitates well-structured clinical sessions with defined and structured objectives and appropriate student engagement strategies, activities, materials, resources or technologies.	Consistently facilitates well-structured and highly engaging clinical sessions with defined and supportive objectives and appropriate student engagement strategies, activities, materials, resources or technologies to attend to identified student's needs.

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Standards and Indicators of Effective Teaching Practice: Social Workers

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	Does not administer assessments and/or collects only the data required by the school and/or measures only point-in-time student development.	Occasionally administers assessments or collects some data to measure identified student growth, or development, but uses a limited range of methods.	Administers suitable assessments or collects data to measure identified student growth or development through a variety of methods, including informal or formal assessments	Consistently uses a suitable integrated, comprehensive assessment system, including informal or formal assessment methods, to measure identified student growth or development.
I-B-2. Adjustment to Practice	Does not make few adjustments to practice based on formal and informal assessments.	Occasionally organizes and analyzes some assessment results for identified students 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 or implements appropriate differentiated interventions, supports or programs for identified students.	Consistently organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice or identify or implement appropriate differentiated interventions, supports, or programs for identified individuals or groups of students to make the appropriate modifications of the IEP plans.

Standards and Indicators of Effective Teaching Practice: Social Workers

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 identified student data beyond completing minimal requirements.	Occasionally draws conclusions from a limited analysis of data to inform identified student growth or development.	Individually or with colleagues, draws conclusions from a thorough analysis of a wide range of data to improve identified student growth or development.	Consistently either individually or with colleagues, draws actionable conclusions from a thorough analysis of a wide range of data that improve short- and long-term clinical decisions.
I-C-2. Sharing Conclusions With Colleagues	Does not share with colleagues conclusions about student progress and/or rarely seeks feedback.	Occasionally shares conclusions about identified student progress and/or seeks feedback about practices that will support improved identified student growth or development.	Shares conclusions about identified student progress or seeks feedback that will support improved identified student growth or development.	Consistently attends established meetings and/or plans for regularly sharing with all appropriate colleagues (e.g., classroom teachers, administrators, and professional support personnel) conclusions or insights about identified student progress. Seeks and applies feedback from them about practices that will support improved identified student growth or development.
I-C-3. Sharing Conclusions With Students and Families	Does not provide feedback on identified student growth or progress except through minimally required reporting or provides inappropriate feedback that does not support identified students to grow and improve.	Occasionally provides some feedback about identified student growth or progress beyond required reports but rarely shares strategies for identified students to grow or improve.	Based on assessment results or other data, provides descriptive feedback and engages identified students or families in constructive conversation that focuses on identified student growth or improvement.	Consistently establishes early, constructive feedback with identified students or families that create a dialogue about identified student growth, progress, or improvement.

Standards and Indicators of Effective Teaching Practice: Social Workers

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	Does not establish expectations for identified student growth or development or offers few supports to help identified students know what is expected of them.	Occasionally defines high expectations for identified student growth or development but is inconsistent in addressing the students' perseverance or effort required to achieve it.	Defines high expectations for identified student growth or development, and the students' perseverance or effort required to achieve or model appropriate behaviors.	Consistently defines high expectations for identified student growth or development or effectively supports identified students to set high expectations for themselves to persevere or achieve those expectations.
II-A-2. Student Engagement	Uses clinical practices that leave most identified students uninvolved or passive.	Occasionally uses clinical practices that motivate or engage some identified students but leaves others uninvolved or passive.	Uses clinical practices that are likely to motivate or engage most identified students during the activity, or session.	Consistently uses clinical practices that typically motivate or engage most identified students during the activity, or session.
II-A-3. Meeting Diverse Needs	Does not use appropriate clinical practices or supports to accommodate identified students' clinical needs.	Occasionally use some appropriate clinical practices or supports to accommodate identified students' clinical needs.	Uses appropriate clinical practices, including interventions or other supports, to accommodate differences in identified students' clinical needs.	Consistently uses a varied repertoire of clinical practices or supports to create opportunities for each identified student to progress in his/her social-emotional growth or development.

Standards and Indicators of Effective Teaching Practice: Social Workers

Indicator II-B. Learning Environment: Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.

II-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-B-1. Safe Learning Environment	Does not maintain an environment that is safe or does not support identified student clinical or social-emotional needs.	Occasionally creates and maintains a safe environment but inconsistently maintains clinical practices that meet identified students' clinical or social-emotional needs.	Uses clinical practices that create and maintain a safe environment where identified students can take clinical or social-emotional risks.	Consistently uses clinical practices that create and maintain a safe environment where identified students take clinical or social-emotional risks or play an active role in the clinical session.
II-B-2. Collaborative Learning Environment	During clinical sessions, does not make effort to teach interpersonal or social skills.	During clinical sessions, occasionally counsels some intrapersonal or social skills and provides some opportunities for identified students to practice these skills.	During clinical sessions, develops identified students' interpersonal or social skills and provides opportunities for identified students to practice these skills.	During clinical sessions, counsels and consistently reinforces intrapersonal or social skills so that identified students seek out appropriate resources.
II-B-2. Student Motivation	Inappropriately directs all clinical experiences, providing few, if any, opportunities for identified students to take risks or challenge themselves.	Occasionally creates some clinical experiences that guide identified students to identify needs, ask for support, and challenge themselves to take risks.	Creates clinical experiences that guide identified students to identify their strengths, interests or needs; ask for support when appropriate; take clinical or social-emotional risks; or challenges themselves to succeed.	Consistently supports identified students to express their strengths, interests or needs; ask for support; take risks; or when developmentally appropriate participate in setting goals.

Standards and Indicators of Effective Teaching Practice: Social Workers

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	Does not establish an environment in which identified students can demonstrate respect for individual differences.	Occasionally establishes an environment in which identified students can demonstrate respect for individual differences.	Establishes an environment that uses strategies and practices that are likely to enable identified students to demonstrate respect for or affirm their own and others' differences related to background, identity, language, strengths or challenges.	Consistently establishes an environment in which identified students respect or affirm their own or others' differences or are supported to share and explore differences or similarities related to background, identity, language, strengths, and challenges.
II-C-2. Maintains Respectful Environment	Does not respond to conflicts in appropriate ways.	Occasionally anticipates or responds appropriately to conflicts or misunderstandings but ignores or minimizes others.	Reasonably anticipates or responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages or identities.	Consistently anticipates or responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages or identities in ways that lead students to be able to do the same independently.

Standards and Indicators of Effective Teaching Practice: Social Workers

Indicator II-D. Expectations: Plans and implements lessons and/or supports that set clear and high expectations and also make knowledge, information, and/or supports accessible for all students.				
II-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-D-1. Clear Expectations	Does not communicate appropriate expectations for identified student's social, emotional or behavioral functioning.	Occasionally communicates appropriate expectations for identified student's social, emotional or behavioral functioning but inconsistently or ineffectively enforces expectations.	Clearly communicates or consistently enforces appropriate expectations for identified student's emotional, social or behavioral functioning.	Clearly communicates or consistently enforces appropriate expectations for identified student's social, emotional or behavioral functioning or supports identified student's ability to describe expectations or take ownership of meeting them.
II-D-2. High Expectations	Gives up on some identified students or communicates that some cannot accomplish challenging goals.	Occasionally tells identified students that a goal is challenging or that they need to work hard but does not counsel students in accomplishing the goal through effective effort.	Effectively counsels or reinforces ways that identified students can accomplish challenging goals through their effort.	Effectively counsels or consistently reinforces ways that identified students can accomplish challenging goals through their effort.
II-D-3. Access to Knowledge	Does not adapt clinical practices that support identified students' ability to access the curriculum	Occasionally adapts clinical practices that support identified students' ability to access the curriculum	Adapts clinical practices that support identified students' ability to access the curriculum.	Individually or collaboratively, consistently adapts clinical practices that support identified students' ability to access the curriculum.

Standards and Indicators of Effective Teaching Practice: Social Workers

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 their child's social, emotional or behavioral well-being.	Occasionally makes no attempts to support families to participate actively in their child's social, emotional or behavioral well-being.	Uses strategies to support families to participate actively in their child's social, emotional or behavioral well-being.	Consistently uses strategies to engage families to participate actively in their child's social, emotional or behavioral well-being.

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 provide parents with clear, user-friendly expectations for identified students' social, emotional, or behavioral functioning.	Occasionally provides parents with clear, user-friendly expectations for identified students' social, emotional, or behavioral functioning when clinically indicated.	Provides parents with clear, user-friendly expectations for identified students' social, emotional, or behavioral functioning when clinically indicated.	Consistently conveys to most parents clear, user-friendly identified students' social, emotional, or behavioral functioning when clinically indicated.
III-B-2. Student Support	Does not communicate with identified students' parents.	Occasionally communications with identified students' parents.	Attempts to communicate with identified students' parents to create share or identify strategies for supporting social-emotional well-being.	Consistently attempts to communicate with identified students' parents to share or identify strategies for supporting social-emotional well-being at school or at home, and encourages families to use at least one of these strategies.

Standards and Indicators of Effective Teaching Practice: Social Workers

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	Does not communicate with families except through required reports; rarely solicits or responds promptly to communications from families.	Relies primarily on sharing general information or announcements with families through one-way media or occasionally responds promptly to communications from families.	Uses two-way communication with families about identified student learning, social, emotional or behavioral functioning; responds promptly and carefully to communications from families.	Consistently uses a two-way communication that supports frequent, proactive or personalized communication with families about identified student learning, behavior or social-emotional functioning.
III-C-2. Culturally Proficient Communication	Does not make attempts to respond to different family cultural norms or responds inappropriately or disrespectfully.	Occasionally communicates respectfully or makes 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.	Communicates respectfully with families and demonstrates understanding of and sensitivity to different families' home language, culture, and values.	Consistently communicates respectfully with families and demonstrates understanding and appreciation of different families' home language, culture, and values.

Standards and Indicators of Effective Teaching Practice: Social Workers

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	Does not reflect on practice or use of insights gained to improve practice.	Occasionally reflects on the effectiveness of supports or interactions with identified students but not with colleagues or rarely uses insights gained to improve practice.	Reflects on the effectiveness of supports or interactions with identified students, both individually or with colleagues or uses insights gained to improve practice or student outcomes.	Consistently reflects on the effectiveness of supports or interactions with identified students, both individually or with colleagues; or uses and shares with colleagues insights gained to improve practice or student outcomes.
IV-A-2. Goal Setting	Does not participate in the goal-setting process or proposes goals that are vague or easy to reach.	Proposes one goal that is vague or easy to achieve or bases goals on a limited self-assessment or analysis of student data.	Proposes challenging, measurable professional practice, team or student social, emotional or behavioral goals that are based on self-assessments or analysis of student data.	Individually or with colleagues consistently builds capacity to propose, monitor challenging, measurable goals based on thorough self-assessments or analysis of identified student data.

Standards and Indicators of Effective Teaching Practice: Social Workers

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	Does not participate in any, professional development or learning opportunities to improve practice or applies little new learning to practice.	Participates only in required professional development or learning activities or inconsistently or inappropriately applies new learning to improve practice.	Seeks out and applies, when appropriate, ideas for improving practice from supervisors or colleagues or professional development activities or other resources to gain expertise or assume different clinical or leadership responsibilities.	Consistently seeks out professional development or learning opportunities that improve practice or build expertise of self-therapeutic approaches or leadership qualities

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	Does not collaborate with colleagues; conversations often lack focus on student performance or development.	Occasionally collaborates with colleagues in ways that support productive team effort.	Collaborates with colleagues through shared planning or informal conversation such as: analyzing identified student's social-emotional growth or development or planning appropriate interventions at the classroom or school level.	Consistently facilitates effective collaboration among colleagues through shared planning or informal conversation such as analyzing identified student social-emotional growth or development or planning appropriate, comprehensive interventions at the classroom or school level.

Standards and Indicators of Effective Teaching Practice: Social Workers

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

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

IV-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-D-1. Decision-Making	Does not participate in planning and decision making at the school, department or grade level and rarely contributes relevant ideas or expertise.	Occasionally participates in planning or decision making at the school, department or grade level but rarely contributes relevant ideas or expertise.	Contributes relevant ideas or expertise to planning or decision making at the school, department, or grade level.	In planning and decision-making at the school, department or grade level, consistently contributes ideas or expertise that are critical to school improvement efforts.

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	Does not reinforce school wide behavior or learning expectations for identified students or makes a limited contribution to their learning by rarely sharing responsibility for meeting their needs.	Within or beyond the classroom, occasionally reinforces school wide behavior or learning expectations for identified students or makes a limited contribution to their learning by inconsistently sharing responsibility for meeting their needs.	Within or beyond the classroom, reinforces school-wide behavior or learning expectations for identified students or contributes to their learning by sharing responsibility for meeting their needs.	Individually or with colleagues, consistently develops strategies or actions that contribute to the learning or productive behavior of identified students at the school.

Standards and Indicators of Effective Teaching Practice: Social Workers

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 or discloses confidential student information inappropriately.	Occasionally demonstrates questionable judgment or inadvertently shares confidential information.	Demonstrates sound judgment reflecting integrity, honesty, fairness, and trustworthiness and protects student confidentiality appropriately.	Consistently demonstrates sound judgment and acts appropriately to protect student confidentiality, rights and safety.
IV-F-2. Reliability & Responsibility	Frequently misses or is late with assignments, makes errors in records or misses routine paperwork deadlines.	Occasionally misses or is late with assignments, completes routine work late or makes errors in records.	Fulfills professional responsibilities; is punctual and reliable with routine paperwork, duties, and assignments;	Consistently fulfills all professional responsibilities to high standards.

RANDOLPH PUBLIC SCHOOLS

Randolph Educator Evaluation

ELL Community Liaisons

September, 2013

ELL Community Liaisons Rubrics

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

ELL Community Liaisons Rubrics

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 Specific to Responsibility	Demonstrates limited professional knowledge; relies heavily on outdated practices as opposed to current practices supported by research. Rarely guides students in academic, behavioral, and social/emotional learning experiences through the use of effective acculturation practices.	Demonstrates factual knowledge of the professional content and delivery and sometimes applies it to guide students in academic, behavioral, and social/emotional learning experiences through the use of effective acculturation practices that promote students ability to acquire knowledge and skills	Demonstrates sound knowledge and understanding of professional content and delivery by guiding students academic, behavioral and social/emotional learning experiences through the use of effective acculturation practices that promote students ability to acquire knowledge and skills.	Consistently demonstrates mastery of professional content and its delivery by guiding and supporting all students in academic, behavioral, and social/emotional learning experiences, emotional learning experiences through the use of effective acculturation practices that synthesize students ability to acquire knowledge and skills.
I-A-2. Child and Adolescent Development	Demonstrates little or no knowledge of students' academic and language developmental levels and typically provides just one type of support or assistance for all students that does not adequately address intended outcomes.	Demonstrates general knowledge of students' academic and language developmental levels but does not apply this knowledge when providing support, and/or assistance that would enable all students—as opposed to just some—to move toward meeting intended outcomes.	Demonstrates knowledge of students' academic and language developmental levels and the different ways these students learn or behave by supporting, and/or assisting students to progress toward meeting intended outcomes.	Consistently demonstrates and models expert knowledge of the student's academic and language developmental levels and uses this knowledge to connect students to learning experiences, supports and or types of assistance that expand students learning experiences.

ELL Community Liaisons Rubrics

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I-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
1-A-3 Plan Development ¹⁴	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.	Consistently 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	Does not facilitate effective initial intake and orientation sessions with only some elements of appropriate student engagement strategies, activities, materials or resources.	Occasionally facilitates structured initial intake and orientation sessions with only some elements of appropriate student engagement strategies, activities, materials or resources.	Facilitates well-structured initial intake and orientation sessions with defined and structured objectives and appropriate student engagement strategies, activities, materials, resources or technologies.	Consistently facilitates well-structured and highly engaging initial intake and orientation sessions with defined and supportive objectives and appropriate student engagement strategies, activities, materials, resources or technologies to attend to identified student's needs.

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¹⁴ “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.

ELL Community Liaisons Rubrics

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-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 district and/or measures only point-in-time student achievement or development.	May administer assessments and/or collect some data to measure initial second language acquisition skills through the initial intake process but does not follow up with students to provide feedback to teachers and parents on growth or development.	Administers assessments and/or collects data to measure initial second language acquisition skills through the initial intake process, assessment, orientation and follows-up with supports via observations and a variety of other informal methods of assessment where applicable.	Consistently administers and/or collects data to measure initial as well as long term language acquisition through the initial intake process, assessment, orientation, and takes initiative by following up on students language development and overall academic success with teachers, administrators guidance counselors,, social workers and psychologists
I-B-2. Adjustment to Practice	Makes few adjustments to practice by identifying and/or implementing appropriate differentiated interventions, supports, and programs based on formal and informal assessments.	May organize and analyze some assessment results but only occasionally adjusts practice and identifies and/or implements appropriate differentiated interventions, supports, and programs for students.	Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and supports, programs for students.	Consistently recognizes 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 or supports for individuals and groups of students and appropriate modifications of plans.

ELL Community Liaisons Rubrics

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.*

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.	Occasionally draws conclusions from a limited analysis of data to inform student -growth, and/or development.	Individually or with colleagues, draws conclusions from a thorough analysis of a wide range of data to improve identified student growth or development.	Consistently either individually or with colleagues, draws actionable conclusions from a thorough analysis of a wide range of data that improve short- and long-term decisions about program placement, supports and or needs for further resources.
I-C-2. Sharing Conclusions With Colleagues	Does not share with colleagues conclusions about student progress and/or rarely seeks feedback.	Occasionally shares with colleagues conclusions about student progress and/or seeks feedback from them about practices that will support improved student learning and/or language development.	Shares with appropriate colleagues (e.g., classroom teachers, administrators, and professional support personnel) findings and insights about student s and seeks feedback from them about practices that will support improved student learning and/or language development.	Consistently 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 the kinds of supports that could be delivered to promote student learning and/or language development. and 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.	Consistently 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.

ELL Community Liaisons Rubrics

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

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

II-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-1. Quality of Effort and Work	<i>Rarely defines high expectations for student work and behavior, and the perseverance and effort required to produce it; often provides exemplars, or guided practice, and/or models appropriate behaviors.</i>	<i>Occasionally defines high expectations for student work and behavior, and the perseverance and effort required to produce it; often provides exemplars, or guided practice, and/or models appropriate behaviors.</i>	Defines high expectations for student work and behavior, and the perseverance and effort required to produce it; often provides exemplars, or guided practice, and/or models appropriate behaviors.	Consistently defines high expectations for student work and behavior and <i>the perseverance and effort required to produce it; often provides exemplars, or guided practice, and/or models appropriate behaviors.</i>
II-A-2. Student Engagement	Rarely uses instructional and/or practices that leave most students uninvolved and/or passive.	Occasionally uses instructional and/or strategies that motivate and engage some students but leave others uninvolved and/or passive.	Uses instructional and appropriate strategies that are likely to motivate and engage most students during the intake or orientation, activity, or meeting.	Consistently uses instructional and appropriate strategies that typically motivate and engage most students during the intake or orientation, activity, or meeting;
II-A-3. Meeting Diverse Needs	Rarely uses limited and/or inappropriate practices and/or supports to accommodate differences.	Occasionally uses some appropriate practices and/or supports to accommodate learning and language differences in learning needs, but fails to address an adequate range of differences.	Uses appropriate practices, including native language clarification, scaffolds, and other supports, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those English Language learners who also have disabilities or interruptions in or limited formal schooling.	Consistently uses a varied repertoire of practices and/or supports including native language clarification, scaffolds, and other supports to create structured opportunities for each student including but not limited to those who also English Language Learners who also have disabilities or interruptions in or limited formal schooling to meet or exceed expectations for growth and development.

ELL Community Liaisons Rubrics

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-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	Rarely maintains an environment that is safe or does not support the student's academic or socio-emotional needs.	May create and maintain a safe environment but inconsistently maintains routines, and appropriate responses needed to perform well on assessments, ask pertinent questions or address immediate needs in a new learning environment.	Uses routines, and appropriate responses that create and maintain a safe environment where students can perform their best on assessments, and be able to address immediate needs in transitioning into a new school district and/or country that is different from their place of origin	Consistently uses routines, and proactive responses that create and maintain a safe environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning.
II-B-2. Collaborative Learning Environment	Makes little effort to teach interpersonal, group, and communication skills or facilitate student work or such attempts are ineffective.	During assessments, orientations, meetings with students and their families, occasionally shares some interpersonal, group, and communication skills and provides some opportunities for students to work in groups.	During assessments, orientations or meetings with students and their families, develops students' interpersonal, group, and communication skills and provides opportunities for students to practice these skills.	During assessments, orientations or meetings with students and their families actively teaches, reinforces interpersonal, group, and communication skills so that students seek out their peers, teachers and other staff as resources.
II-B-2. Student Motivation & Ownership of Learning	Directs all learning experiences, providing few, if any, opportunities for students to take risks or challenge themselves or ask for support when appropriate.	Occasionally provides opportunities for students to take risks, challenge themselves or asks or support when appropriate.	Provides learning opportunities that guide students to identify their strengths, interests, and needs; ask for support when appropriate; take risks; and challenge themselves to succeed.	Always provides learning opportunities and supports for students to identify their strengths, interests, and needs; ask for support; take risks; challenge themselves; set learning goals; and monitor their own progress so that they can be successful.

ELL Community Liaisons Rubrics

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-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.	Establishes a respectful learning environment and 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.	Consistently establishes an environment in which students respect and affirm their own and others' differences and are supported to share explore and demonstrate differences and similarities related to background, identity, language, strengths, and challenges.
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.	Regularly 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.

ELL Community Liaisons Rubrics

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-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 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.
II-D-2. High Expectations	Gives up on some identified students or communicates that some cannot accomplish challenging goals. .	Occasionally tells identified students that a goal is challenging or that they need to work hard but does not counsel students in accomplishing the goal through effective effort.	Reinforces ways that identified students can accomplish challenging goals through their effort.	Consistently reinforces ways that identified students can accomplish challenging goals through their effort.
II-D-3. Access to Knowledge	Rarely adapts services, plans, communication, and/or assessments to make curriculum/supports accessible to all students for whom the educator has responsibility.	Occasionally adapts services, plans, communication, and/or assessments to make curriculum/supports accessible to all students for whom the educator has responsibility.	Adapts services, plans, communication, and/or assessments to make curriculum/supports accessible to students for whom the educator has responsibility.	Individually and with colleagues, consistently adapts services, plans, communication, and/or assessments to make curriculum/supports accessible to all students for whom the educator has responsibility;

ELL Community Liaisons Rubrics

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-E. Student Services. Helps all students become college and career ready through academic, career, and post-secondary planning and knowledge-building that promotes equity and access; provides responsive services and supports transitions to reduce barriers that impact student achievement.

II-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-E-1. Academic Advising	Academic planning and advising is only available to few students, support is not customized to meet the needs of all students, and/or advising is not delivered in a timely manner to support students to meet course, grade, graduation, or post-secondary requirements.	Inconsistently contributes to a college and career ready culture within the district by occasionally linking students to activities or strategies to prepare for, participate in, and succeed in rigorous academic programs; range of supports is limited .	Contributes to a college and career ready culture within the district by providing classroom activities, group counseling, or individual sessions that promote equity and access by supporting students to prepare for, participate in, and succeed in rigorous academic programs.	Facilitates a college and career ready culture within the district by providing a wide-range of effective activities, strategies, and interventions that promote equity and access through customized support for students to prepare for, participate in, and succeed in rigorous academic programs
II-E -2. Transitions	Rarely contributes to development, coordination and implementation of strategies for grade-to-grade, school-to-school and school-to-post-secondary transitions for students, or contributions are ineffective.	Contributes to development and coordination of strategies for grade-to-grade, school-to-school and/or school-to-post-secondary transitions for some students, but implementation of transition strategies is incomplete.	Contributes to development, coordination and implementation of effective strategies for grade-to-grade, school-to-school and school-to-post-secondary transitions for all students. Assesses the effectiveness of transition planning in positively impacting student achievement.	Leads development, coordination and implementation of effective transitions for students in collaboration with colleagues, administrators, families, higher education institutes, and/or workforce development specialists.

ELL Community Liaisons Rubrics

II-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-E-3. Post-Secondary Planning	Provides students with limited or no exposure to post-secondary options; provides minimal feedback on students' post-secondary plans; and/or ineffectively or rarely utilizes career assessment techniques to assist students in identifying career abilities and interests.	Provide some ELL students with exposure to a limited variety of post-secondary options; provides occasional feedback on some students' post-secondary plans; and inconsistently utilizes career assessment techniques to assist students in identifying career abilities and interests.	Provides ELL students with timely exposure to a wide range of post-secondary options; regularly provides feedback on students' post-secondary plans; and utilizes various techniques to assist students in understanding and developing their career abilities and interests.	Creates engaging opportunities for ELL students that successfully lead students to consider a wide range of post-secondary options; regularly provides feedback on students' post-secondary plans; and utilizes various techniques to assist students in understanding and developing their career abilities and interests.
II-E-4. College Planning <i>If applicable</i> ¹⁵	Provides minimal or ineffective assistance in understanding the college and career application and admissions processes; rarely includes information about college costs, financial aid, scholarships and/or internship/apprenticeship processes and opportunities.	Provides some assistance in understanding the college and career application and admissions processes, but may not support all students, and/or the range of information about college costs, financial aid, scholarships and/or internship/apprenticeship processes and opportunities is limited or not provided in a timely fashion.	Provides timely assistance to students in understanding the college and career application and admissions processes, including information about college costs, financial aid, scholarships, and/or internship/apprenticeship processes and opportunities.	Provides timely and ongoing assistance to students in navigating and completing the college and career application and admissions processes; supports students in addressing college costs with assistance in applying for financial aid and scholarships, grants, or other funding sources. Proactively connects students with internship/apprenticeship opportunities.

ELL Community Liaisons Rubrics

II-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-E-5. Responsive Services	Rarely uses culturally sensitive strategies and techniques to deliver interventions to resolve immediate conflicts/problems, intervene in school-specific situations that disrupt learning, and/or respond to crisis events.	Delivers short term culturally sensitive interventions to resolve immediate conflicts/problems, intervenes in school-specific situations that disrupt learning, and/or responds to crisis events, but the interventions may not be utilized in all situations.	Takes initiative in delivering short term culturally sensitive interventions to resolve immediate conflicts/problems, intervene in school-specific situations that disrupt learning, and respond to crisis events in a timely manner. Assesses the effectiveness of interventions and responses in positively impacting student achievement.	Consistently takes initiative in implementing and delivering culturally sensitive interventions in school-specific situations that disrupt learning, and responds to crisis events in a timely manner. Collaborates with colleagues, administrators, and families in assessing the effectiveness of interventions and responses in positively impacting student achievement.

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 school community.	Makes limited attempts to involve families in school activities, meetings, and planning.	Uses a variety of strategies to support families to participate actively in the school community.	Successfully engages most families and sustains their active participation in the school community.

ELL Community Liaisons Rubrics

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 and behavior, expectations.	Sends home only a list of rules/expectations for student learning and behavior for the year.	Consistently provides parents with clear, user-friendly expectations for student learning and behavior.	Successfully conveys to most parents clear, user-friendly student learning and behavior.
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.

ELL Community Liaisons Rubrics

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,; responds promptly and professionally to communications from families.	Regularly uses a two-way system that supports frequent, proactive, and personalized communication with families about individual student learning and behavior.
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.	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.

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

Indicator IV-A. Reflection: Demonstrates the capacity to reflect on and improve the educator’s own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.				
IV-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A-1. Reflective Practice	Demonstrates limited reflection on practice and/or use of insights gained to improve practice.	May reflect on the effectiveness of instruction, supports, and interactions with students but not with colleagues and/or rarely uses insights gained to improve practice.	Regularly reflects on the effectiveness of instruction, supports, and interactions with students, both individually and with colleagues when time is provided by administration and schedule permits; 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 when time is provided by administration and schedule permits; and uses and shares with colleagues insights gained to improve practice and student outcomes.
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 individual professional practice or team goals, 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.

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Indicator IV-B. Professional Growth: Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles.				
IV-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-B-1. Professional Learning and Growth	Participates in few, if any, professional development and learning opportunities to improve practice and/or applies little new learning to practice.	Participates only in required professional development and learning activities and/or inconsistently or inappropriately applies new learning to improve practice.	Consistently seeks out and applies ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise.	Consistently seeks out professional development and learning opportunities that improve practice and build expertise of self and other educators in instruction and leadership.

Indicator IV-C. Collaboration: Collaborates effectively with colleagues on a wide range of tasks				
. IV-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-C-1. Professional Collaboration	Rarely and/or ineffectively collaborates with colleagues; conversations often lack focus on student performance and/or development.	Does not consistently collaborate with colleagues in ways that support productive team effort.	Consistently and effectively collaborates with colleagues through shared planning and/or informal conversation in such work as: analyzing student performance and development and planning appropriate interventions at the classroom or school level.	Facilitates effective collaboration among colleagues through shared planning and/or informal conversation in such work as analyzing student performance and development and planning appropriate, comprehensive interventions at the classroom and school level.

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<p>IV-C-2. Consultation</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
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D13Indicator 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
<p>IV-D-1. Decision-Making</p>	<p>Participates in planning and decision making at the school, department, and/or grade level only when asked and rarely contributes relevant ideas or expertise.</p>	<p>May participate in planning and decision making at the school, department, and/or grade level but rarely contributes relevant ideas or expertise.</p>	<p>Consistently contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level when time is provided and schedule permits.</p>	<p>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 when time is provided and schedule permits.</p>

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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.	Individually and with colleagues, develops strategies and actions that contribute to the learning and productive behavior of all students at the school.

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 regarding legal and ethical responsibilities.	Sometimes demonstrates questionable judgment regarding legal and ethical responsibilities.	Demonstrates sound judgment regarding legal and ethical responsibilities.	Consistently demonstrates sound judgment regarding legal and ethical responsibilities.
IV-F-2. Reliability and Responsibility	Rarely fulfills professional responsibilities and/or is frequently late with routine paperwork, duties, and assignments.	Does not consistently fulfill professional responsibilities and/or occasionally misses deadlines for routine paperwork, duties, and assignments.	Fulfills professional responsibilities and is consistently reliable and punctual with routine paperwork, duties, and assignments.	Consistently fulfills all professional responsibilities to high standards and is always reliable and punctual with routine paperwork, duties, and assignments.