



*AGREEMENT BETWEEN THE*  
**DUDLEY-CHARLTON REGIONAL SCHOOL COMMITTEE**

*AND THE*

**DUDLEY-CHARLTON TEACHERS' ASSOCIATION**

**September 1, 2022 – August 31, 2025**

*“ ....to advance the knowledge and well-being of  
our children and our community”*



Article	NAME	Page
I	Definition	4
II	Grievance Procedures	4
III	Salaries	7
IV	Teaching Hours/Teaching Load	9
V	Assignment and School Calendar	12
VI	Reimbursement for Inter-School Travel	12
VII	Non-Teaching Duties	12
VIII	Vacancies and Promotion	12
IX	Teacher Evaluation	13
X	Teacher Facilities	13
XI	Use of School Facilities	14
XII	Sick Leave	14
XIII	Retirement, Death	16
XIV	Temporary Leaves of Absence	17
XV	Extended Leaves of Absence	18
XVI	Parental Leave	19
XVII	Sabbatical Leave	21
XVIII	Substitute Teachers	21
XIX	Professional Development and Educator Improvement	22
XX	Protection	23
XXI	Insurance and Annuity Plans	23
XXII	Personal Injury Benefits	23
XXIII	Enrollment of Children	24
XXIV	Textbooks	24
XXV	Payroll Deduction	24
XXVI	Reduction in Force	24
XXVII	General	26
XXVIII	Duration	26
Appendix A	Salary Schedule	
Appendix B	Extracurricular Salaries - High Schools, Middle Schools, Elementary Schools, and District-wide positions	

## **ARTICLE I – Definition**

---

- A. The school committee, acting in accordance with the authority of Section 12 of Chapter 150 E of the Massachusetts General Laws, recognizes the Dudley-Charlton Teachers' Association for the purpose of collective bargaining as the exclusive representative of the Dudley-Charlton Regional School District employee unit.
- B. The school committee recognizes as the employee unit all professional teaching employees of the Dudley-Charlton Regional School District including teachers, department coordinators, teaching specialists, speech therapists, school psychologists, school adjustment counselors, occupational therapists, physical therapists, behavioral specialists, directors of alternative educational programs such as SOAR, SHARP, STARS, ACES, guidance counselors, and teachers of ESL/ELL, but excludes superintendent, finance director, principals, assistant principals, director of student resources, director of athletics, director of curriculum and student assessment K-12, special education administrator(s), director of technology, computer technicians, network computer technicians, instructional assistants and technicians, substitute teachers, and Title I personnel.
- C. For the purpose of this contract, the following are hereby defined:
  - 1. Teacher - any employee recognized by this agreement
  - 2. Evaluator - principal or assistant principal, department coordinator (where applicable), director of student resources (limited to evaluating guidance staff), administrator of special needs (limited to evaluating special education staff), superintendent or assistant superintendent.

## **ARTICLE II - Grievance Procedure**

---

- A. Purpose** - This grievance procedure is established for the purpose of granting employees recognized by this Agreement a formal channel for the presentation of grievances to their employer, and to provide them with a fair and orderly procedure for the processing of said grievances through the various administrative levels of the regional school district and regional school committee, including a right of appeal at each stage of the process to the next higher level, to the end that said employees will receive an expeditious resolution of the said grievance.
- B. Definition of Grievance** - For the purpose of this contract, a grievance is defined as an allegation by an employee or a group of affected employees of a violation concerning the interpretation or application of the provisions of this contract relating to the wages, hours and other terms and conditions of employment of said employee or group of employees (hereinafter referred to as the aggrieved).
- C. Procedure**
  - 1. An employee who elects to use the grievance procedure shall first discuss the matter with his/her principal or immediate supervisor with the object of resolving the matter informally.
  - 2. If this informal consultation does not result within five days in a resolution of the matter which is satisfactory to the aggrieved, he/she may submit the grievance in writing to his/her principal or supervisor, provided he/she does this within 10 days of the occurrence of the matter giving rise to the grievance. (For the purpose of this agreement, "days" are defined as calendar days exclusive of Saturdays, Sundays, and legal holidays.)

3. A hearing shall be granted by the principal at a time and place set by him/her outside regular school hours convenient to both parties, but no later than four days after the submission of the grievance.
4. Within three days after the date of the hearing, the principal shall deliver or mail his/her decision in writing to the aggrieved.
5. If the principal's decision is not satisfactory to the aggrieved, the aggrieved may, if he/she so elects, submit his grievance to the superintendent of schools, provided he/she does so within seven days following the receipt of the decision from the principal. A copy of the written grievance, together with a copy of the principal's decision shall constitute the entire grievance record at this point.
6. If a grievance involving substantially identical violations is made by one or more employees from two or more schools, Sections C2, C3 and C4 will not apply and such grievances will be submitted directly to the superintendent with a copy to each affected principal. All communications on the grievance will be made directly between the superintendent and all signed parties, with copies to the affected principals and all parties representing those making the grievance.

The disposition of said grievance will apply to all affected parties whether or not they signed the original grievance.

7. A hearing shall be granted by the superintendent outside regular school hours at a time and place set by him/her convenient to both the aggrieved and the superintendent, but no later than seven days after the filing of the grievance with the superintendent.
8. Within five days of the date of said hearing, the superintendent shall deliver or mail his decision in writing to the aggrieved.
9. If the superintendent's decision is not satisfactory to the aggrieved, the aggrieved may submit the grievance to the school committee, provided he/she does so at the next regularly scheduled school committee meeting following the receipt by the aggrieved of the superintendent's decision, provided such meeting does not take place less than three days after the receipt of the superintendent's decision. A copy of the written grievance, the principal's decision, and the superintendent's decision shall constitute the entire grievance record at this point.
10. Upon receipt of such a grievance, the school committee and the superintendent shall confer as to whether the issue presented is one within the jurisdiction of the school committee under the Education Reform Act of 1993. If so, the grievance shall be processed as provided in the following steps. In the event the school committee determines that the grievance is not within its jurisdiction, the association may apply to arbitration within 10 days. In the event that the school committee determines that the grievance is within its jurisdiction a closed hearing shall be granted by the school committee outside regular school hours at a time and place set by the school committee convenient to both the aggrieved and the school committee, but no later than the regularly scheduled meeting of the full school committee following submission of the grievance to it.
11. The school committee shall make its decision within seven days of the termination of said hearing, or at its next regularly scheduled meeting following the hearing, whichever occurs first. A written copy of the decision shall be delivered or mailed to the aggrieved within five days of the date on which the decision is made.

#### **D. Arbitration**

1. If the school committee's decision is not satisfactory to the aggrieved and the association elects to submit a grievance to arbitration it must, within seven days of receipt of the decision of the school committee, notify the school committee in writing of its intention to seek arbitration and request from the American Arbitration Association a list of arbitrators to be presented to both the school committee and the association. The arbitrator will then be selected under the provisions of the AAA Voluntary Labor Arbitration rules.
2. The fees of the American Arbitration Association and of the arbitrators and the expenses of any required hearings shall be shared equally by the school committee and the Association, but each party shall bear the expenses of its representatives, participants, and witnesses, and for the preparation and presentation of its own case. The obligation of the school committee to pay shall be limited to the obligation that the school committee shall legally undertake, and in no event shall any present or future member of the school committee have any personal obligation for payment under the provisions of this agreement.
3. The arbitrator's award shall be in writing and shall set forth his/her findings-of-fact with reasoning and conclusions. He/she shall arrive at his/her decision solely upon the facts, evidence, and contentions 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 the agreement in accordance with the commonly accepted meanings of words used herein and the principle that there are no restrictions intended on the rights or authority of the school committee other than those expressly set forth herein. Subject to the foregoing, the decision of the arbitrator shall be submitted to the school committee and the Association and shall be final and binding upon the school committee, the association, and the teacher or group of teachers who initiated the grievance, subject, however, to judicial review by a court of competent jurisdiction.
4. No teacher covered by this agreement shall be dismissed except in accordance with the provisions of Massachusetts General Laws, Chapter 71, Section 42, which is hereby incorporated by reference and made part hereof. No claim that the dismissal of any teacher covered by this agreement is in violation of the said statutory provision or of this agreement shall be subject to the arbitration provisions of this agreement.

#### **E. Miscellaneous Provisions**

1. All decisions rendered under the grievance procedure must be in writing.
2. Forms for submitting grievances, giving notice of decisions and making appeals, as well as other necessary documents, will be prepared by the superintendent of schools after consultation with and agreement of the Dudley-Charlton Teachers' Association and will be made available at reasonable times in every school in the district so as to facilitate operation of the grievance procedure.
3. The failure of an administrator at any level or of the school committee to hold a required hearing, make a decision or give notice of a decision to the aggrieved within the prescribed time limits shall enable the aggrieved to proceed to the next step as though the hearing had been held and decision made or notice of the decision given within the prescribed time limits.

4. If the aggrieved fails to follow the grievance procedure, including time limits, as specified in Article II, Section C above, the grievance will be deemed to have been waived.
5. In the processing of a grievance, the aggrieved may be represented or accompanied by an officer or member or representative of the Association. When appearing before the full school committee, the aggrieved may be represented in the handling of his/her grievance by an attorney of his/her own choosing, provided he/she notifies the full school committee in writing within three days of the submission of his/her grievance to the school committee that he/she will be so represented.
6. All arbitration hearings will be held after regular school hours, except by mutual agreement of the school committee and the Association. At Arbitration hearings held after school hours, both the aggrieved and the school committee may call witnesses and present testimony and evidence pertinent to the grievance.
7. All grievance hearings will be held in closed session.
8. No grievance application forms and records of grievance proceedings shall be filed in the personnel file maintained by the Dudley-Charlton Regional School District for any employee involved in presenting such grievance.

#### **F. Effect of Grievance Decisions**

1. This grievance procedure shall not be regarded as a delegation of authority to any administrative official of powers said official does not otherwise possess. It is understood that no grievance can be settled by any administrator in violation of the terms of this Agreement or established school committee policy.
2. Unless such decision falls within the authority of the person making the decision, said decision shall not be binding. If the decision is within the scope of the authority of the person making said decision, then said decision shall be final and binding subject to the right of the aggrieved employee to appeal said decision to the next higher level as provided for in this agreement.

#### **ARTICLE III - Salaries**

---

- A. The salary schedule of all persons covered by this agreement is set forth in Appendix A, which is attached hereto and made a part hereof. Annual increments are automatic provided the teacher displays satisfactory teaching performance as determined by the administration and department coordinators in accordance with the evaluation procedures established in Article IX of the agreement. Such increments shall be effective on the first pay date of each school year. No teacher shall be denied an increment without just cause.
- B. The salary schedule for extra-pay positions is set forth in Appendix B, which is attached hereto and made a part hereof. Any Appendix A negotiated wage increase would automatically be applied to any stipends in the agreement.
- C. Teachers appointed to full-time positions will be placed on the salary schedule according to their education and years of experience. Teachers will be given credit for each full year of teaching experience, and in the superintendent's discretion for experience in industry or such other occupation as the superintendent deems to be of at least equivalent value to the school system as

prior teaching experience, for placement. Under extenuating circumstances, the superintendent may hire a veteran teacher at a lower step salary than his/her respective years of experience would warrant. At the conclusion of the school year, teachers initially placed at the lower step salary may request in writing consideration for salary advancement. Teachers appointed to a less than full-time position will receive salary pro-rated in accordance with the proportion of a full-time schedule for which they are employed.

- D. For the purposes of determining the proper step on which to place teachers returning from approved leaves of absence, except as otherwise indicated in Articles XV, and XVI, 135 work days or more completed in any one school year shall be credited on the salary schedule as one full work year of teaching experience.
- E. Teachers may be advanced to the Bachelor's plus 30 column (for employees hired prior to the 2019-2020 school year), Master's plus 30 or Master's plus-60 column of the salary schedule once they have obtained 30 or 60 credits/equivalents in addition to those required for their respective degree. The credits/equivalents need not have been obtained subsequent to the receipt of their respective degree, but for salary advancement purposes, the superintendent must approve them as credits/equivalents which pertain to the teacher's area of teaching or as credits/equivalents which both enhance the teacher's professional qualifications and contribute to his/her capacity to perform his/her school assignments. As an alternative, four credits/equivalents may be earned as in-service credits awarded by the district in any five-year period. These district credits may be earned through active participation in in-service programs, curriculum study committees, grant writing, special curriculum projects and other activities approved in advance, in writing, by the superintendent. In order to receive one credit, the program or project should involve a minimum of 15 hours. A minimum of 30 hours involvement would be necessary to earn two credits, 45 hours to earn three credits, and 60 hours to earn four credits.

In order to be eligible for such credits the teacher must submit in writing to the superintendent his/her desire to use such credits for advancement purposes prior to February 1. The teacher will be notified in writing by the superintendent if the request has been approved and the number of credits that will be received upon successful completion. Regular attendance and active participation will measure successful completion.

- F. All documentation, such as official transcripts or other college and university documents, submitted as verification of course/equivalent and degree completion for purposes of advancing on the salary schedule, must be delivered to the superintendent by September 1 of each school year for adjustment of the teacher's salary for that school year. The superintendent may also approve courses/equivalents retroactively if said documents of course completion are not available from the college or university by the teacher's first workday.
- G. Teachers will have the option of receiving their salary in 22 or 26 equal payments, with payment to be made every other Thursday. Selection for salary option payments must be made prior to the school year and may not be changed until the following school year. Teachers who wish to elect the 22-payment mode will so notify the superintendent by August 1. Teachers who elect the 26-payment mode may elect to receive the remainder of their pay in a paycheck to be issued no later than five business days after the official closing of school.

All employees will receive their pay through *Direct Deposit* to their bank account. Employees are responsible for providing payroll with current banking information and for keeping payroll updated if changes occur.



- H. Extra-curricular salaries for full year positions will be received in two payments, one with the first paycheck in November and the second with the first paycheck in June.

Seasonal athletic positions will receive full payment as follows:

Fall Positions: first paycheck in December

Winter Positions: second paycheck in March

Spring Positions: last paycheck in June.

#### **ARTICLE IV - Teaching Hours and Teaching Load**

---

- A. The quality of an education program reflects the ideals, motives, preparation and conduct of the members of the teaching profession. It is important, therefore, for the teachers of our school system to recognize their great responsibility and to work together to accomplish the goals of the schools.
- B. Since a teacher is a professional person, the school committee expects him/her to exhibit the qualities of ability, personality and integrity.
- C. The professional task of teachers involves considerably more than actual classroom instruction. Some of these duties are:
- Study and research to keep abreast of new knowledge and techniques.
  - Evaluation of students' needs and performance.
  - Individualized Educational Plans (IEP)
  - Lesson planning and preparation.
  - Conference with students and parents and principal
  - In-service training meetings
  - Pupil supervision outside the classroom.
  - Special education evaluation, report writing
  - After school or evening events
- D. It is most unlikely that a professional, competent teacher can accomplish these tasks in a 40-hour work week. A rigid regulation of duty hours of teachers would tend to imply that there was a specific amount of time within which the job could be done.
- E. All teachers will strive to exhibit the District Performance Standards.
- F. The school day of the employees recognized by this agreement will begin at the employees' assignment 15 minutes before the students' school day starts and will end 15 minutes after school is dismissed. Said employees may leave school immediately after students leave on Fridays and the day preceding a holiday or vacation. However, the building principal may require additional time whenever the safety and protection of students require such. If extra help is deemed necessary by a teacher and/or by a student, a time and place in the school will be mutually agreed upon for such help.
- G. Full faculty meetings will be held the 2<sup>nd</sup> Monday of the month throughout the year, or Tuesday of the same week if Monday is a holiday, to discuss building procedures, curriculum, methods of instruction, and other items relating to the education of pupils. Department or grade level meetings will be held the 1<sup>st</sup> or 3<sup>rd</sup> Monday of the month throughout the year or Tuesday of the same week if Monday is a holiday.

No staff meetings shall start more than one-half hour before the start of the school day or more than 15 minutes after the end of the school day, and will not exceed one hour except by mutual agreement between staff and administrators.

- H. The teachers' association will be given an opportunity to meet and discuss with the superintendent its views on the following year's calendar prior to its adoption. If any changes are recommended by the association they should be put in writing and will be given consideration but it is agreed that the final determination of the calendar will remain the decision of the school committee.
- I. The school year for teachers (other than new personnel or personnel assigned to a new school who may be required to attend additional orientation days) will be three days more than 180 days when pupils are required by the school committee to be in attendance. All full-time and part-time professional employees are required to work the three additional days beyond the 180 days when pupils are required by the school committee to be in attendance. Teachers under contract for less than a full year will have the annual salary pro-rated based on 183 days. All absences for reasons other than those specifically provided for in the agreement shall be deemed unexcused. Reductions in salary shall be made on the basis of 1/183rd of annual salary for each day of unexcused absence.

Teachers who agree to a request by the school committee or the superintendent to work in excess of the above dates will be compensated for each day at a rate of 1/183rd of their yearly salary. To qualify for this rate a day shall consist of at least seven hours of actual work; for any such day not consisting of at least seven hours of actual work a teacher shall be paid for such hours actually worked at the school committee's or superintendent's direction at the rate of  $1/183 \times 7 \times$  number of hours actually so worked. Voluntary participation in curriculum or other study groups, which meet on days outside or beyond the school year, shall be without pay over and above the teacher's annual salary. This does not preclude payment of stipends available from grants received by the district.

- J. Teachers will have a duty-free lunch period of at least the same length as the students. All full time and part-time professional employees are required to work the three additional days beyond the 180 days when pupils are required by the school committee to be in attendance.
- K. All professional staff members will have, in addition to their lunch period, one preparation period daily during which they will not be assigned to any other duties. Any assignment other than this will be by mutual agreement between the teacher and the administrator. All teachers shall have one continuous preparation period of no less than 40 minutes daily during the professional employee's workday.
- L. Academic subject area teachers at Shepherd Hill will not be assigned to more than five teaching periods per day except by mutual agreement. Academic subject area teachers at the middle schools will not be assigned to more than four teaching periods (each period 1 hour on average) per day, except by mutual agreement. Unified arts, reading/literacy and foreign language teachers will not be assigned to more than six teaching periods (40 minutes each on average) per day, except by mutual agreement. Responsibilities will consist of a daily team collaborative (40 minutes) and either an exploratory class (40 minutes) or a duty assigned by the administration. Teachers may be assigned an exploratory or duty per quarter.
- M. In accordance with Massachusetts Department of Elementary and Secondary Education regulations, teachers may be assigned up to 20% of their schedule outside their licensed area.

- N. Teachers will not be required to hand score standardized group placement tests that are required by the administration, except by mutual agreement.
- O. In-service workshops conducted on released time will not be scheduled for more than 30 minutes beyond the length of the regular teaching day as defined in this Article. District wide professional development days will run 8:00 AM - 3:00 PM.
- P. The school committee shall schedule early release days when parent-teacher conferences are scheduled as permitted by Department of Elementary and Secondary Education Time and Learning Regulations.
- Q. The teachers' association will be given an opportunity to meet and discuss, with a building principal, its view on a proposed master schedule change prior to final adoption. If adjustments to the proposal are recommended by the association they will be put in writing and will be given consideration but it is agreed that the final master schedule change will remain the decision of the building principal.
- R. Any teachers who accept an additional class/prep in lieu of their duty period or preparation period will receive remuneration equal to one-fifth of their current salary for the duration of the time that they do not have a preparation period or duty period.
- S. **Preschool Sessions, Duties, Preparation, and Student Assessment/Evaluations**
  - a. For half-day preschool programming, sessions with students will be two-hours and thirty minutes
  - b. One day per week will be dedicated to Play Based Assessments, Assessments/Evaluations, Team Meetings and classroom setup.
  - c. Preschool duties are inclusive of the preschool program and other building-based duties will not be assigned unless by mutual agreement between the teacher and the administrator.
- T. Members will be required to attend parent teacher conferences (2) during the school year (fall/spring). All parent teacher conferences will be held by appointment only. Conferences for elementary level will be held on the same date and time in all elementary schools. Conferences for middle schools will be held on the same date and time for both schools. All parent teacher conferences will be held either in-person or virtually, based on parent/guardian requests.
- U. Every effort will be made to distribute all duty assignments equitably.
- V. Special educators can request discretionary time as needed. Discretionary time is for assessments and report writing only. Discretionary time is not team meeting time, preparation time, or lunch time. Special education staff will work with their building principal and special education coordinator to access up to 12 hours of discretionary time to conduct assessments annually. Discretionary time may be taken in a manner determined by a mutually agreed upon schedule with the special educator, building principal, and special education coordinator.

## **ARTICLE V - Assignment and School Calendar**

---

- A. Teachers will be notified in writing of their program for the coming school year, including the school to which they will be assigned, the grades, and/or subjects that they will teach as soon as possible, but not later than August 1, and a copy of the calendar for the school year shall be included. The assignment will be subject to change by the superintendent (whenever necessary to provide for an adequate, educational program, or in cases of emergency).
- B. Although changes in grade assignment in the elementary schools are discretionary with the superintendent or the superintendent's designee, no involuntary transfers shall take place without prior discussion with the teacher to be transferred, who upon request shall have the right to have a representative of such teacher's choice present during the discussion.

## **ARTICLE VI - Reimbursement for Inter-School Travel**

---

- A. In arranging schedules for teachers who are assigned to more than one school, an effort will be made to limit the amount of inter-town travel. Such teachers will be notified of any changes in their schedules as soon as practical. Teachers who are assigned to more than one school in any school day will receive the IRS approved rate per mile for all inter-school driving.
- B. The system rate will be the IRS approved rate per mile.

## **ARTICLE VII - Non-Teaching Duties**

---

- A. The school committee and the association acknowledge that a teacher's primary responsibility is to teach and that his/her energies should, to the extent possible, be utilized to this end. Therefore, they agree as follows:
  - 1. Teachers will not be required to collect money from students for non-educational purposes, except in sealed envelopes. Teachers may collect and transmit money to be used for approved educational purposes.
  - 2. Teachers will not be required to keep attendance registers.
- B. Teachers will not be required to drive pupils to activities that take place away from the school building. Teachers may voluntarily do so, however, with the advance approval of their principal or immediate supervisor.

## **ARTICLE VIII - Vacancies and Promotions**

---

- A. Whenever any vacancy in a professional position occurs during the school year, it will be adequately publicized by the superintendent by means of a notice emailed to all staff. During the months of July and August, written notice of any such vacancy will be emailed to all staff. In both situations, the qualifications for the position, its duties, and the rate of compensation will be clearly set forth. No vacancy will be filled, except on a temporary basis, within 5 school working days from the date the notice is posted and emailed to all staff.
- B. All qualified teachers will be given opportunity to make application for such positions and the principal shall give due weight to the professional background and attainments of all applicants. In filling such vacancies, preferential consideration will be given to qualified teachers already employed by the district.

## **ARTICLE IX - Teacher Evaluation**

---

**Purpose:** The Dudley-Charlton Regional School Committee and Dudley-Charlton Teachers Association agree and recognize that the purpose of evaluation is to provide information to promote professional effectiveness and growth. The process will be a continuous, constructive, and cooperative one stressing the need for interaction and communication between the administration and the teachers. The evaluation will be accomplished through an exchange of information between the person being evaluated and the evaluator to provide a record of facts and assessments.

- A. All monitoring and/or observation of the work performance of a teacher will be conducted openly and with the knowledge of the teacher. While it is not the intent of this article that any evaluation be conducted covertly, and it is agreed that such shall not be the case, it is understood that the task of evaluating a teacher is a day-to-day ongoing, continuous process, which goes far beyond the system of periodic formal, written evaluations. Teachers will be given a copy of any evaluation report prepared by their supervisors through formal and informal observations and will have the right to discuss such report with their evaluator. Teachers will be given a copy of their summative evaluation by May 15th.
- B. The performance of each professional employee shall be evaluated by his/her supervisor(s) in accordance with the evaluation process set forth in the document entitled, Dudley-Charlton Regional School District Planning and Implementation Guide. A copy of the guide is available to all staff on the district website under Staff Access.
- C. No one may evaluate a teacher who is an immediate relative or spouse.
- D. In the case of a summative evaluation report relative to a teacher's classroom performance rating, the evaluator(s) making the report must consider multiple categories of evidence.
- E. Teachers have the right, upon request, to review the contents of their personnel file.
- F. Teachers will be notified of all new material, of which the teacher would otherwise have no knowledge, to be placed in their personnel file which relates to the teacher's conduct, service, character or personality. The teacher will, upon request, have the opportunity to meet with the appropriate administrator, review the material and submit a written response to it for the file. The teacher will be required to sign the material placed in the file by the administration and the superintendent will be required to sign the teacher's response. Neither signature will indicate agreement with the other's material but will only signify that each has had the opportunity to review it
- G. Any complaint regarding a teacher from a parent, student or any other person shall be brought to the attention of the teacher within five days.
- H. No teacher shall be reprimanded or suspended without cause.

## **ARTICLE X - Teacher Facilities**

---

- A. Each school will have the following facilities:
  - 1. Space in each classroom in which teachers may safely store instructional supplies.
  - 2. A teacher work area containing adequate equipment and supplies to aid in the preparation of instructional materials.

3. An appropriately furnished room to be reserved for the exclusive use of the teachers as a faculty lounge. Said room will be well-lighted and clean.
4. A telephone will be installed at the cost of the school committee. The Dudley- Charlton Teachers' Association must pay for any toll calls. Primary use of the telephone shall be for school business.
5. A serviceable desk and chair for the teacher in each classroom.
6. An adequate portion of the high school parking lot will be reserved for teacher parking.

#### **ARTICLE XI - Use of School Facilities**

---

- A. The association will have the right to use school buildings without cost at reasonable times for association meetings. The principal of the building in question will be notified in advance of the desire for such a meeting and will cooperatively arrange for time and place of all such meetings.
- B. There will be one bulletin board in each faculty lounge for the purpose of displaying notices, circulars, and other material pertaining to education and association business.
- C. The association will have the right to use district athletic facilities and equipment without cost once each week. The schedule and other related matters will be arranged in advance with the superintendent. The association will assume any further cost.

#### **ARTICLE XII - Sick Leave**

---

- A. Teachers will be entitled to 15 sick leave days each year. Sick leave days may be accumulated from year to year up to 180 sick leave days. On or before September 30 of each school year, teachers shall be notified of the amount of accumulated sick leave they possess.
- B. An employee may use up to eight of his/her sick days per school year to tend to the emergency illness or injury in the employee's immediate family.
- C. A medical certificate may be required for sick leave of any duration, if a teacher's absence from duty recurs frequently or habitually, and when in the judgment of the principal evidence indicates reasonable cause for requiring such a certificate.
- D. If a teacher works for less than one-half of a teaching day, a full day shall be deducted from his or her sick leave if his or her partial absence is due to illness, and a full day shall be deducted from his or her total personal days if the partial absence is for reasons other than illness. If a teacher works for more than one-half of a teaching day, but less than a full teaching day, only one-half sick or personal day will be deducted.
- E. The number of sick days provided for a teacher in a year will be prorated for those teachers who begin employment after the start of the school year and for those who go on leave or resign before the school year is completed.
- F. Teachers will be entitled to a sick leave incentive based upon the following: Teachers will be paid \$400 if no sick leave has been used during the school year, and \$200 if no more than two days of sick leave has been used during the school year. Teachers who are eligible will receive their attendance incentive either at the end of the fiscal year or at the start of the following school year at the discretion of the school committee.

G. A Sick Leave Bank ("Bank") shall be maintained for DCTA unit members ("members") as recognized in Article I, Section B. Unit members who have used up their personal sick leave to which they are entitled and who are "members" of the "Bank" may apply to draw on the bank after they have been an employee of the district for 90 days. The operations of the bank and withdrawals there from shall be carried out by the Bank Committee composed of an equal number of persons, not to exceed more than three members on each side, designated by the superintendent and by the Association and in accordance with the following guidelines:

1. All deposits in the "Bank" are to be voluntary; however, any "member" who desires not to participate in the "Bank" must affirmatively notify the superintendent's office using the Sick Leave Bank Non- Participation Form as listed in Appendix C ("Non-Participation Form") within the time limits set forth herein.
2. Each newly hired "member" shall be provided the Sick Leave Bank Non- Participation Form upon which the newly hired " member" may select to designate his/her desire not to join the "Bank" and thus not donate his/her personal sick day(s) in accordance with this section. Any newly hired "member" must submit the Sick Leave Non - Participation Form no later than thirty (30) school days following the first day of the school year for unit members. If the newly hired employee does not submit the Sick Leave Non-Participation Form to the superintendent's office within the 30-school day time period, he/she shall have two sick days deducted from his/her sick leave entitlement and deposited into the "Bank."
3. Unit members who are already members of the "Bank" need not deposit on an annual basis to retain membership unless the "Bank" falls below 400 days. If the "Bank" falls below 400 days, the superintendent's office shall provide all unit members who are already "members" of the "Bank" with the Sick Leave Non-Participation Form. If a unit member desires to terminate his/her participation in the "Bank," he/she shall submit the Sick Leave Non-Participation Form to the superintendent's office no later than thirty (30) school days after being provided with the Non- Participation Form. If the unit member elects not to submit the Non-Participation Form within the timelines specified above, the unit member shall have one (1) sick leave days deducted from his/her sick leave entitlement and deposited in the Bank.
  - a. Only those who have joined and maintained their membership in the "Bank" by making deposits to the "Bank" in accordance with the above may be permitted to withdraw from the "Bank."
  - b. All requests for withdrawal from the "Bank" must be accompanied by the reason and approved by the Sick Leave Bank Committee ("SLBC").
  - c. The number of days requested from the "Bank" must be specified at the time of the initial request. An initial request of days from the "Bank" shall be limited up to forty - five (45) days. Any subsequent request for additional time shall contain a specified number of days to be borrowed by the member.
  - d. Any subsequent request for additional days after the initial request from the "Bank" will be reviewed by the "SLBC" and granted accordingly.
  - e. The "SLBC" will request an attending physician's statement regarding the nature of the illness of the applicant and the anticipated period of time of the absence.

- f. All decisions of the "SLBC" regarding the operations of the "Bank" and withdrawals there from shall be final and shall not be subject to grievance and arbitration.
- g. No days may be withdrawn from the Sick leave Bank for use for any other reason than illness of the unit member. Days may not be withdrawn to permit a professional employee to stay home for other member of a family. In the event of a new contract and/or extension of the existing one, the balance of days in the Sick Leave Bank is to be carried over into succeeding contracts.
- h. Unit members will be notified of their accumulated sick leave by October 1st of each year.

### **ARTICLE XIII - Retirement, Death**

---

- A. A teacher's estate will be paid the sum of \$1,000 for each four-year period of service in the school district, up to a maximum of \$4,000, upon the teacher's death while in the service of the Dudley-Charlton Regional School District.
- B. A teacher who, after 25 years overall or 15 years or more of consecutive service as a teacher in the Dudley-Charlton Regional School District, gives a written three- year non-revocable notice of his/her intent to retire by December 15 of the prior year will \$1,500 additional compensation during the final year of service and \$1,000 additional compensation per year for each of the two years preceding such final year.
- C. A teacher who, after 25 years overall or 15 or more consecutive years of service as a teacher in the Dudley-Charlton Regional School District, gives a written two- year non-revocable notice of his/her intent to retire by December 15 of the prior year will receive \$2,000 additional compensation during the final year of service and \$1,000 for the year preceding the final year.
- D. A teacher who, after 25 years overall or 15 years or more consecutive years of service as a teacher in the Dudley-Charlton Regional School District, gives a one- year written non-revocable notice of his/her intent to retire by December 15 of the prior year shall receive an additional \$2,500 in his/her final year of service.
- E. To qualify for the benefit as stipulated in items B, C or D, teachers must retire at the end of the first semester to receive 50% of this benefit, or at the end of the full academic year to receive 100%.
- F. Any employee covered by this agreement who has completed 20 years or more of full-time service or its part time equivalency in the Dudley-Charlton Regional School District and retires, shall, upon retirement or death be entitled to a Sick Leave Compensatory Benefit of an amount of money equal to \$25 per day, multiplied by the number of days accumulated up to an including 90 days and \$50 per day multiplied by the total number of accumulated days between 91 and 180 days. Teachers who retire during the period Jan.1-July 31 will receive payment by Aug. 31. Those retiring between August 1 through December 31 will receive payment by March 31 of the next year.
- G. Teachers selecting Section B will not qualify for Section C. The years in the Charlton or Dudley systems will be transferred to the district and be counted toward these years.
- H. Unusual situations may be judged by the Dudley-Charlton Regional school committee and superintendent on their own merits.



## **ARTICLE XIV - Temporary Leaves of Absence**

---

- A. Teachers will be entitled to the following temporary leaves of absence with pay each school year.
1. Personal Leave: The parties recognize that the regular attendance of professional employees contributes significantly to the quality of the educational program; therefore, personal leave should be held to a minimum and utilized for the purpose of transaction of personal business that cannot be handled in any other way/or in case of emergency. Teachers will be entitled to three personal days per year. Such days of personal leave days are non-vacation days. Personal days cannot be accumulated and used in the next year. Personal days may be taken consecutively or immediately preceding or following a vacation or holiday with prior superintendent approval. Professional employees should submit their requests in writing to the superintendent at least two weeks in advance, except in the case of an emergency or in extenuating circumstances. The superintendent's decision cannot be grieved.
  2. Time necessary for appearance in a Court of Law, connected with the teacher's employment or with the school system.
  3. One day for appearance in court if summoned as a witness. Appropriate written documentation will be required.
  4. A maximum of 10 days per school year for persons called into temporary active duty of any unit of the United States Reserves or the State National Guard, provided such obligations cannot be fulfilled when school is not in session. Teachers will be paid the difference between their regular pay and the pay they receive from the state or federal government. Notice of such time must be given to the superintendent as far in advance as possible.
  5. An additional two days shall be granted for major religious holidays upon which the tenets of the person's religion prevent the teacher from working. Application for the additional days shall be made to the superintendent at least three days in advance.
  6. When the death of a wife, husband, father, mother or child occurs in the family of a teacher, such teacher is entitled to a leave of absence of up to five working days without loss of salary.
  7. When the death of a mother-in-law, father-in-law, son-in-law, daughter-in-law, brother, sister, grandmother, grandfather, grandchild or relative living in the same household, or someone who has acted in loco parentis occurs in the family of a teacher, such teacher is entitled to a leave of absence of up to four working days without loss of salary.
  8. Two working days leave of absence to attend the services of a brother-in-law, sister-in-law, aunt, uncle, nephew or niece.
  9. In the case of the funeral of an employee, present or past, or student, a delegation of a limited number of teachers may attend the funeral services at the discretion of the principal or superintendent.
  10. Each employee, pursuant to M.G.L.C. 234A, "the Act" as of 1/1/85 is entitled to up to three days leave with regular pay from the district if selected and summoned for service on a grand jury or a trial jury, for any day, or part thereof, actually spent performing such juror service. According to

"the Act" each employee would also be entitled to leave, without pay from the district, for the fourth day of juror service and each day thereafter actually spent in such service. The district shall pay each employee, selected and summoned for service on a federal grand jury or federal trial jury, for any day, or part thereof, actually spent performing such juror service, the difference between the government's payments for service and the teacher's regular pay.

"The Act" provides that the employer shall pay regular wages for the first three days of juror service, and that the Commonwealth shall pay for the fourth and subsequent days at the rate of fifty dollars (\$50) per day. Notwithstanding "the Act," the district shall pay any teacher not only the teacher's regular pay for the first three days or part thereof actually spent serving such jury service, but also the difference between the Commonwealth's payments for the fourth and subsequent days or part thereof spent in such service and teacher's regular pay.

- a. Leaves taken pursuant to Section A above will be in addition to any sick leave to which the teacher is entitled. No teacher will be required to arrange for his own substitute.
- b. Persons receiving summer grants by any federal, state, municipal, or private agency may be granted a leave with pay by the superintendent for up to 10 days for attendance at such programs when such programs commence in June or extend into the period between August 15 and September 15 when attendance is required.
- c. The association president and the superintendent agree to work together in a cooperative relationship to benefit the children and staff of the district and to promote the district throughout the community and state. In that endeavor, periodically, the president may request an accommodation to assist in accomplishing the above. Such accommodation may be provided at the discretion of the superintendent after consideration of the effect such accommodation would have on the instructional program.

11. An authorized unpaid leave of absence shall be calculated at one-one hundred and eighty-three (183) of the teacher's annual salary for each day of authorized unpaid leave.

#### **ARTICLE XV - Extended Leaves of Absence**

---

- A. The school committee agrees that teachers elected to full-time offices by the MTA, NEA & AFT will, upon request, be granted a leave of absence for up to two years without pay for the purpose of engaging in association activities.
- B. A leave of absence without pay of up to two years will be granted to any teacher who joins the Peace Corps, Vista, or serves as an Exchange Teacher, and is a full-time participant in either of such programs. Upon returning from such leave, a teacher will be considered, for salary purposes, as if he/she were actively employed by the school committee during the leave and will be placed on the salary schedule at the level he/she would have achieved if he/she had not been absent.
- C. Military leave of up to three years will be granted to any teacher who is inducted or enlists in any branch of the armed forces of the United States. Upon return from such leave, the teacher will be placed on a salary schedule at the level he/she would have achieved had he/she remained actively employed in the system during the period of his/her absence up to a maximum of three years.
- D. A leave of absence without pay of up to the termination of the current school year may be granted at the discretion of the superintendent for the purpose of caring for a sick member of the teacher's family. Additional leave may also be granted at the discretion of the superintendent.

- E. The superintendent will grant a leave of absence of no more than four years without pay or increment to any teacher to serve in a full-time public office.
- F. After five years' continuous employment in the Dudley-Charlton Regional School District, a teacher may be granted a leave of absence for up to one year for health reasons, without pay, but upon return will be placed on the salary level he/she would have achieved if he/she had not been absent from the system. Request for such leave will be supported by appropriate medical evidence.
- G. Any teacher whose personal illness extends beyond the period compensated may be granted a leave of absence without pay or increment for such time as is necessary for complete recovery from such illness. Requests for such leave will be supported by appropriate medical evidence.
- H. All unused accumulated sick leave will be restored to the teacher upon his/her return from a leave of absence and he/she will be assigned the same or substantially equivalent position he/she held at the time said leave commenced, subject to the provisions of Article XXVI.
- I. All requests for extensions or renewals of leaves will be applied for and replied to in writing.
- J. Other leaves of absence without pay may be granted by the superintendent.
- K. Leaves of absence beyond the initial extended leave without pay may be granted by the superintendent.
- L. A teacher with seven or more years of experience in the district, who so requests in writing, may be granted a leave of absence for one year for the purpose of study and research, including preparation for employment in another field. Leave will be unpaid. Requests for such leave will be submitted to the superintendent by June 1 of the school year preceding the leave. A leaves taken under this section must be for the full school year. Teachers will be limited to one request under this section, if the leave is for a field other than education.
- M. All leaves taken under this article require that the teacher give written notification to the superintendent by April 15 of the year in which the leave expires of the intention to return or resign. All leaves taken under this article must be approved in advance by the superintendent.
- N. Active employees in an extended unpaid leave of absence that continues beyond 12 weeks, cumulative and on a rolling 12-month calculation, may continue group insurance coverage as provided professional employees of the bargaining unit by paying 50% of the premium.

#### **ARTICLE XVI - Parental Leave**

---

- A. A professional employee who has worked for the district for at least three (3) consecutive months on a full time basis or who has professional teacher status shall be granted up to eight (8) weeks of leave for the purpose of giving birth or for the placement through adoption of a child under the age of 18, or under the age of 23 if the child is physically or mentally disabled pursuant to the terms and conditions of the Massachusetts Parental Leave Act, under the terms and conditions of Chapter 149 Section 105D of the Massachusetts General Laws. Accumulated sick days may be used subject to the following limits:
  - 1. The birth parent may use accumulated sick days up to eight (8) calendar weeks from the day that the baby is born. If the employee does not have enough sick days, unpaid days may be used.

2. The non-birth parent may take a total of up to ten (10) days using a combination of sick and personal days.
3. An adoptive parent(s) may use accumulated sick days for up to eight (8) weeks from the day the child is placed in the home of the adoptive parent. If the employee does not have enough sick days, unpaid days may be used.
4. If the employee qualifies for the Family Medical Leave Act (FMLA), a birth, adoptive, or non-birth parent may extend the leave outlined above as unpaid leave for up to twelve (12) school weeks (which would include the period of leave under the Parental Leave Act). If an employee takes leave under this Section in circumstances where FMLA leave could also be taken, the two leaves shall run concurrently, rather than one after the other. If the employee qualified for health insurance, the health insurance shall be maintained at the employee rate during the twelve (12) week leave.
5. Active employees in unpaid leaves of absences that continue beyond the approved FMLA leaves may continue group insurance coverage as provided to professional employees of the bargaining unit by paying 50% of the premium.

**B. Family and Medical Leave Act (FMLA)** - All professional employees shall, in addition to the provisions of the above Article, be eligible for leaves of absence in accordance with the Family and Medical Leave Act of 1993. FMLA currently includes leave for the following:

1. The birth of a child and in order to care for the newborn;
2. The adoption or placement of a child for foster care with the employee;
3. The care of a child, spouse, or parent with a serious health condition;
4. The employee's own serious health condition that makes the employee unable to perform the essential functions of his/her positions.
5. Qualifying exigency arising out of the fact that a spouse, son, daughter, or parent is a military member on covered active duty or call to covered active duty status; An eligible employee may also take up to 26 workweeks of leave during a "single 12-month period" to care for a covered service member with a serious injury or illness, when the employee is the spouse, son, daughter, parent, or next of kin of the service member.

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

**C. Child Rearing Leave** - In the case of the birth or adoption of a child, a professional employee may take a child rearing leave of absence without pay for up to two (2) years provided written notice is delivered to the superintendent at least eight (8) weeks prior to the predicted birth or adoption, where feasible. Eligibility for this benefit shall be extended to any birth or adoptive parent.

A professional employee who chooses an extended leave of absence for the purpose of childrearing in accordance with Article XVI, shall return to active employment either on the first day of school of the following year or on the first day of school of the second year following the birth or adoption. Upon written notice to the superintendent of the employee's intent to take a child rearing leave, the employee must identify the length of the leave as either for the remainder of the school year or for the remainder of the school year plus the entire following school year. An employee who takes child rearing leave may not return during the school year.

In determining the placement on the salary schedule of the professional employee who returns from a child rearing leave of absence, credit for a full year of teaching will be given on the schedule for the school year during which the leave began if the professional employee completed at least ninety-one (91) days of teaching during said school year. Otherwise, the professional employee shall return to the step on the salary schedule which s/he held prior to the commencement of such leave. The professional employee shall be restored as soon as practicable to the position held when the leave began, or to a substantially equivalent position for which the professional employee is licensed.

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

A professional employee who has completed a child-rearing leave shall not be eligible to commence another childrearing leave under this article until the teacher has completed at least one full school year of active employment as a teacher following the earlier leave.

- D. **Spousal Partner Leave** - A professional employee whose spouse or partner has given birth or adopted shall be granted spousal partner leave up to ten (10) days using a combination of sick and personal days to be used within twelve (12) weeks of the birth. A request for spousal leave must be made in writing at least two (2) weeks before the anticipated date of birth or adoption, when feasible. Such leave must be taken as consecutive days of leave.

#### **ARTICLE XVII - Sabbatical Leave**

---

- A. A sabbatical leave of absence not to exceed one year may be granted to members of the professional staff subject to the approval of the superintendent when in his/her judgment the professional competence of the staff member and the general welfare of the public schools will be benefited.
- B. A maximum of three percent of the professional staff may be on sabbatical leave at one time.
- C. Any member of the professional staff may be eligible for sabbatical leave after six consecutive years of service.
- D. Sabbatical leave must be used for formal study.
- E. Payment for sabbatical leave shall be one-half the salary of the members on sabbatical.
- F. Any staff member receiving a sabbatical leave must agree to repay the salary paid during the sabbatical leave if he/she does not stay for a minimum of two years after the sabbatical has been completed, unless he/she is terminated by the school committee prior to the conclusion of the two-year period.

#### **ARTICLE XVIII - Substitute Teachers**

---

- A. In the case of absence substitute teachers shall be provided for all teachers, including specialists.
- B. In those cases where regular substitutes are not available and a regular teacher voluntarily agrees to serve as a substitute during his/her non-teaching time, said teacher will be paid an additional \$50.00 for each period substituted. Such agreement will be made by the principal of the school.

## **ARTICLE XIX - Professional Development and Educational Improvement**

---

- A. The committee will pay the reasonable expenses (including fees, meals, lodging and/or transportation) incurred by teachers who attend workshops, seminars, conferences, or other professional improvement sessions at the request and/or the advance approval of their principal and superintendent.

To ensure that each teacher covered by the agreement has an equal opportunity to attend workshops, conferences and other professional development activities, the school committee will allocate a minimum of \$150 per teacher per agreement year, for the term of this agreement for this purpose.

- B. Each teacher covered by this collective bargaining agreement shall comply with all rules and regulations to obtain or maintain an appropriate licensure from the Massachusetts Department of Education.
- C. The committee shall reimburse each teacher covered by the collective bargaining agreement for the cost of any professional development activity, which is reviewed by the building principal and then approved in advance by the superintendent, and is successfully completed, in an amount equal to the cost of such course.
- D. Teachers will receive reimbursement for courses as follows:
- a. Teachers not in a degree program will receive up to a maximum of \$900 each fiscal year.
  - b. Teachers in a first Master's degree program will receive up to a maximum of \$1,250 each fiscal year. Teachers in a degree program beyond the first Master's will receive up to \$1,000 each fiscal year.
- E. District-wide reimbursement of courses will be capped for each year as follows:
- 2022-2023: \$75,000
  - 2023-2024: \$75,000
  - 2024-2025: \$75,000
- a. Unusual situations may be judged by the superintendent of their own merits.
  - b. Such reimbursement for college credit/equivalent credit work shall not include materials fees, textbooks, mileage or meals. It will be the responsibility of teachers to submit complete documentation for reimbursement of professional development work. Such documentation needs to include proof of any payment, participation in the activity, and evidence of successful completion of the work; all of which shall be submitted prior to October 1 for movement on the salary schedule. Members must submit in writing, to the superintendent, their intent to provide evidence of movement on the salary schedule, for the next fiscal year, by March 1 of the current fiscal year. The fiscal year runs from July 1 through June 30. Submissions for reimbursement shall be filed within two months of the completion of the activity.
- F. A committee will be formed consisting of three members from the Dudley-Charlton Teachers Association and three members of the administration that will meet as needed to develop professional development for the upcoming year. The committee shall be formed by Sept. 1<sup>st</sup>.
- G. Teachers will be provided one-half Early Release Day (ERD) within the first two months of the school year to complete the mandatory training and trainings required by the Dudley-Charlton Regional School District and to work on educator evaluation goals.

## **ARTICLE XX - Protection**

---

- A. Teachers will immediately report all cases of assault suffered by them in connection with their employment to their immediate supervisor.
- B. This report will be forwarded to the building principal, school committee, and police.
- C. Teachers will be made aware of any information that could be considered a threat to that teacher or a member of his/her family.

## **ARTICLE XXI - Insurance and Annuity Plan**

---

- A. The school committee agrees to pay 75% of the following types of insurance:
  - 1. A \$10,000 Term Life Insurance Plan of the type presently available to teachers.
  - 2. Individual or family coverage, whichever applies in the teacher's particular case, for Harvard Pilgrim Health Care (or equivalent).
  - 3. Individual or family coverage, whichever applies in the teacher's particular case, for Blue Cross and Blue Shield Dental Plan (or equivalent) (Type I 100%, Type II 50%, Type III 50%, \$1,500 maximum per year).
- B. Teachers will be eligible to participate in a tax-sheltered annuity plan established pursuant to United States Public Law No. 37-370.
- C. 1.) The Dudley-Charlton Regional School District will make a 50% contribution toward retirees' health insurance plans as voted and accepted by the Dudley- Charlton Regional School Committee on September 9, 1998.
  - 2.) Surviving spouses may continue coverage until remarriage or death at a contribution rate as determined by the school committee.

## **ARTICLE XXII - Personal Injury Benefits**

---

- A. Whenever a teacher is absent from school as a result of an assault and injury by a student, or a suspended or expelled student, or a parent, such assault occurring at school functions or on the school premises, he/she will be paid his/her full salary for the period of such absence, and no part of such absence will be charged to his/her annual or accumulated sick leave, provided the teacher's absence is not a result of wrongful conduct on the teacher's part, and subject to paragraph D., below.
- B. The school committee will reimburse teachers for the cost of medical, surgical, or hospital services (less the amount of any insurance reimbursement) incurred as the result of any assault and injury sustained under provisions of paragraph A., subject to paragraph D. below.
- C. Employees who become ill as a result of any school environmental situation shall not have any resulting absences charged to their individual sick leave, subject to paragraph D., below.
- D. The Worker's Compensation Act ("the Act"), Massachusetts General Laws, Chapter 152, Section 69, which has been accepted by the district, provides that the district shall pay its employees the compensation provided by "the Act" for medical and hospital expenses and for work time lost as a result of injuries received which arise out of and in the course of their employment. A teacher so injured shall be paid by the district the difference between the compensation provided under "the Act" and the teacher's full salary or wages, such payment to be paid from any accumulated sick leave to which the teacher is entitled.

The parties, in agreeing to this article, are aware that Section 69 of "the Act" provides in pertinent part that no cash salary or wages shall be paid by a district to any person for any period for which weekly total incapacity compensation under this chapter is payable, and that "the Act" is not one of the statutes enumerated in Massachusetts General Laws, Chapter 150E, Section 7(d) as being overridden in the event of a contrary provision in a Collective Bargaining Agreement, and the parties therefore agree that to the extent any provision of this Article is in conflict with "the Act," such provision shall be null and void, but that the remainder of the Article shall remain in full force and effect.

- E. Employees requesting benefits under Sections A, B, or C of this article for a period of time greater than five days, agree to an evaluation of injury by an evaluator who is agreeable to both parties. If administration makes such a request it shall be in writing.

#### **ARTICLE XXIII - Enrollment of Children**

---

- A. Teachers who reside in the district will be allowed to enroll their children or stepchildren in a school or existing program within the district appropriate to the child's age, grade level and ability.
- B. Teachers who reside in Massachusetts but outside of the district will be allowed to enroll their children or stepchildren in a school or existing program within the district appropriate to the child's age, grade level and ability. The number and location of openings under this section will be set by the school committee by May 1 of the preceding school year. Expenses in excess of the district per pupil costs shall be borne by the parent or guardian.

#### **ARTICLE XXIV - Textbooks**

---

Recognizing the professional competence and skills of all DCRSD staff in relation to selection of high-quality instructional materials, the Committee agrees that the selection process to be used in the Dudley-Charlton Regional School District shall be cooperatively arrived at through joint consultation with teachers. An equal representative group from Dudley and Charlton for prekindergarten through middle school is the standard. At the high school, the department chairperson will form a committee of teachers to review and select high-quality instructional materials for their particular subject area.

It is agreed that the final decision to select grade level high-quality instructional materials rest with the school committee.

#### **ARTICLE XXV- Payroll Deduction**

---

- A. The school committee agrees to deduct from the salaries of its employees' dues for the local association and Massachusetts Teachers Association and the National Education Association, and monies for MTA Credit Union and to transmit these monies promptly to the treasurer of the local organization each pay day.
- B. Teacher authorizations will be in writing on an approved form.

#### **ARTICLE XXVI - Reduction in Force**

---

- A. The school committee retains the right to reduce the number of teachers on its staff. The decision to reduce staff shall not be subject to the grievance and arbitration procedures under this contract.
- B. Teachers without professional status shall be laid off prior to teachers with professional status subject to applicable state statutes and regulations.



C. In the event that it becomes necessary to layoff teachers with professional status, the least senior teacher in an affected area shall be the first to be laid off and subsequently Jay-offs shall proceed in the reverse order of seniority. An annual seniority list by license and level will be prepared by the superintendent and forwarded to the President of the Association no later than October 31 of each year. If no challenge to the list is made within 30 days of the receipt of this list, the list will stand and the order thereon be followed for any staff reduction to take place during that year. The list will be in the following format:

Name	Date of Hire	License(s)	Level(s)
------	--------------	------------	----------

D. Seniority under this article shall be determined by continuous professional employment (in years, months and days) in the Dudley-Charlton Regional School District. Paid leaves of absence (such as long-term disability or sabbatical) shall count toward seniority. Unpaid leaves of absence shall not constitute a break in continuous service but shall not count toward seniority.

E. Cases of identical seniority in the same area will be resolved by granting preference to the teacher with the highest academic degree (in descending order: Doctorate, CAGS, Master's, Double Bachelor's). If these are identical, the decision will be made by the superintendent upon review of evaluations. If no significant difference exists in the evaluations, the superintendent will exercise his/her discretion.

F. Licensure shall mean that the teacher has on file with the office of the superintendent, evidence that he/she possesses from the Massachusetts Department of Education license in the appropriate area. Evidence must be furnished to the superintendent's office no later than the expiration date for challenges to the official seniority list.

G. Recall Procedure:

1. Teachers laid off under provisions of this article shall be entitled to recall to the district as positions for which they are qualified under Section C become available. Recall shall proceed in reverse order of lay-off.
2. Recall privileges shall extend for two years following the effective date of the lay-off. "Effective Date of Lay-off" shall mean the first school day in which the teacher does not perform services in the district in accordance with his/her lay-off notice.
3. Employees laid off may continue group health insurance coverage during the recall period at full premium, (subject to statutes and regulations).
4. Upon return to work, teachers shall be credited with all previously accrued benefits, including professional status, sick leave and seniority.
5. Employees shall be placed on the salary schedule one step higher than the step at which they left, provided that they had served in excess of 90 continuous days in the year directly preceding lay-off.

**ARTICLE XXVII - General**

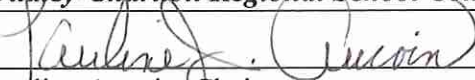
- A. Copies of this agreement will be provided electronically to each member of the bargaining unit. The cost of this provision will be borne by the school committee.
- B. If any provision of this agreement or any application of the agreement to any employee or group of employees shall be found contrary to law, then such provision or application shall not be deemed valid and subsisting, except to the extent permitted by law, but all other provisions or applications will continue in full force and effect.
- C. This agreement constitutes school committee and association policy for the term of said agreement, and the school committee and association will carry out the commitments contained herein and give them full force and effect as school committee and association policy.
- D. The superintendent will meet with the Dudley-Charlton Teachers' Association president once in the fall before November 15, and once in the spring before May 15 to review Appendix B of this agreement.

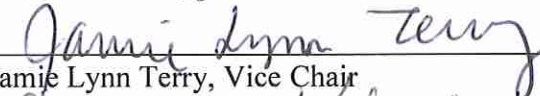
**ARTICLE XXVIII - Duration**

- A. This agreement shall take effect on September 1, 2022 and except as provided herein, shall remain in effect to and including August 31, 2025. It shall thereafter automatically renew itself to successive terms of three years unless either party shall have given the other a written notice, on or before the November 15 just prior to the end of the contract term, of its election to terminate the contract as of the 31st of August next.
- B. In the event of a notice by either party of its election to terminate the contract under paragraph "A" above, the parties shall make themselves available, at reasonable times, for the purpose of negotiating a successor contract.
- C. Nothing herein contained shall preclude the parties from negotiating or renegotiating at any time or times all or any part of this contract, provided that both parties mutually agree to do so, and provided that dates set for the negotiation sessions are also mutually acceptable.


In witness thereof, the parties hereto have caused these present to be executed by their agents hereunto duly authorized, and their seals to be affixed hereto, as of the day and year first written above.

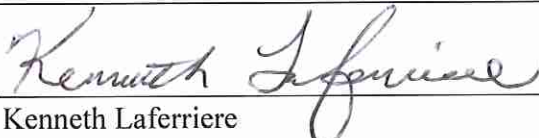
**Dudley-Charlton Regional School Committee**

  
Pauline Aucoin, Chair

  
Jamie Lynn Terry, Vice Chair

  
Catherine Kabala

  
Cathleen Carmignani

  
Kenneth Laferriere

Jordan Evans

  
Jeanne Costello

**Dudley-Charlton Teachers' Association**

  
David Deremian, DCTA President

This page is intentionally blank

**Appendix A**  
**Salary Schedule**

FY23	2.50%																			
	1	2	3	4	5	6	7	8	9	10	11	12	15 *	20*						
B	52,810	54,928	57,088	59,178	61,298	63,389	65,505	67,809	70,340	72,956	76,071	78,322	79,749	82,621						
B30 **	55,081	57,201	59,292	61,341	63,530	65,666	67,782	70,010	72,571	75,233	78,347	80,627	82,059	84,924						
M	57,315	59,406	61,524	63,685	65,777	67,895	69,988	72,317	74,821	77,467	80,903	83,387	84,821	87,688						
M30	61,065	63,127	65,253	67,426	69,595	71,699	73,757	76,097	78,685	81,311	84,391	86,726	88,163	91,029						
CAGS	62,364	64,410	66,531	68,623	70,813	72,945	74,993	77,250	79,851	82,440	85,865	88,459	89,891	92,758						
M60	62,364	64,410	66,531	68,623	70,813	72,945	74,993	77,250	79,851	82,440	85,865	88,459	89,891	92,758						
PHD	63,659	65,695	67,808	69,821	72,032	74,192	76,227	78,406	81,016	83,569	87,333	90,189	91,618	94,488						

FY24	2.75%																			
	1	2	3	4	5	6	7	8	9	10	11	12	15 *	20*						
B	54,262	56,439	58,658	60,805	62,984	65,132	67,306	69,674	72,274	74,962	78,163	80,476	81,942	84,893						
B30 **	56,596	58,774	60,923	63,028	65,277	67,472	69,646	71,935	74,567	77,302	80,502	82,844	84,316	87,259						
M	58,891	61,040	63,216	65,436	67,586	69,762	71,913	74,306	76,879	79,597	83,128	85,680	87,154	90,099						
M30	62,744	64,863	67,047	69,280	71,509	73,671	75,785	78,190	80,849	83,547	86,712	89,111	90,587	93,532						
CAGS	64,079	66,181	68,361	70,510	72,760	74,951	77,055	79,374	82,047	84,707	88,226	90,892	92,363	95,309						
M60	64,079	66,181	68,361	70,510	72,760	74,951	77,055	79,374	82,047	84,707	88,226	90,892	92,363	95,309						
PHD	65,410	67,502	69,673	71,741	74,013	76,232	78,323	80,562	83,244	85,867	89,735	92,669	94,137	97,086						

FY25	2.75%																			
	1	2	3	4	5	6	7	8	9	10	11	12	15 *	20*						
B	55,754	57,991	60,271	62,477	64,716	66,923	69,157	71,590	74,262	77,023	80,312	82,689	84,195	87,228						
B30 **	58,152	60,390	62,598	64,761	67,072	69,327	71,561	73,913	76,618	79,428	82,716	85,122	86,635	89,659						
M	60,511	62,719	64,954	67,235	69,445	71,680	73,891	76,349	78,993	81,786	85,414	88,036	89,551	92,577						
M30	64,469	66,647	68,891	71,185	73,475	75,697	77,869	80,340	83,072	85,845	89,097	91,562	93,078	96,104						
CAGS	65,841	68,001	70,241	72,449	74,761	77,012	79,174	81,557	84,303	87,036	90,652	93,392	94,903	97,930						
M60	65,841	68,001	70,241	72,449	74,761	77,012	79,174	81,557	84,303	87,036	90,652	93,392	94,903	97,930						
PHD	67,209	69,358	71,589	73,714	76,048	78,328	80,477	82,777	85,533	88,228	92,203	95,217	96,726	99,756						

\* Steps 15 and 20 are longevity steps attainable in the 15th and 20th year of service as a member of the Dudley-Charlton Regional School District/  
Dudley-Charlton Teachers Association collective bargaining unit

\*\* Bachelor's +30 salary lane is attainable for those staff hired prior to the 2019-2020 school year

# Appendix B

## Extracurricular Salaries - High Schools, Middle Schools, Elementary Schools, and District-wide positions

The following stipends will be paid to DCRSD staff members who accept the assignments to supervise the following activities. It should be noted that all of the activities are not offered every year. Offerings are subject to student interest and budget appropriations.

An annual budget will be set and the building principal will manage the fulfillment of stipend positions based on student interest and budget appropriations.

Agreement Between the  
Dudley-Charlton Regional School District  
and the  
Dudley-Charlton Teachers' Association

Appendix B -Shepherd Hill Regional High School		2022-2023			2023-2024			2024-2025		
		Step 1	Step 2	Step 3	Step 1	Step 2	Step 3	Step 1	Step 2	Step 3
One appointment, except where noted.		2.50%								
Extra-Curricular Position		2.75%								
Athletics	Type Position	Step 1	Step 2	Step 3	Step 1	Step 2	Step 3	Step 1	Step 2	Step 3
<b>Football</b>										
Varsity Football Coach	Fall	\$ 7,061	\$ 8,016	\$ 9,053	\$ 7,255	\$ 8,236	\$ 9,302	\$ 7,455	\$ 8,462	\$ 9,558
Assistants (5)	Fall	\$ 2,880	\$ 3,407	\$ 3,928	\$ 2,959	\$ 3,501	\$ 4,036	\$ 3,040	\$ 3,597	\$ 4,147
<b>Basketball (B/G)</b>										
Varsity Basketball Coach (2)	Winter	\$ 5,236	\$ 6,025	\$ 6,809	\$ 5,380	\$ 6,191	\$ 6,996	\$ 5,528	\$ 6,361	\$ 7,188
Assistants/JV I (2)	Winter	\$ 2,616	\$ 3,144	\$ 3,663	\$ 2,688	\$ 3,230	\$ 3,764	\$ 2,762	\$ 3,319	\$ 3,868
Assistants/JV II (2)	Winter	\$ 2,095	\$ 2,394	\$ 3,143	\$ 2,153	\$ 2,460	\$ 3,229	\$ 2,212	\$ 2,528	\$ 3,318
<b>Cheerleading</b>										
Varsity Cheerleading Coach	School Year	\$ 5,231	\$ 6,431	\$ 7,325	\$ 5,375	\$ 6,608	\$ 7,526	\$ 5,523	\$ 6,790	\$ 7,733
Assistant Coach	School Year	\$ 3,673	\$ 4,457	\$ 5,762	\$ 3,774	\$ 4,580	\$ 5,920	\$ 3,878	\$ 4,706	\$ 6,083
<b>Lacrosse (B/G)</b>										
Varsity Lacrosse Coach (2)	Spring	\$ 4,392	\$ 4,917	\$ 5,433	\$ 4,513	\$ 5,052	\$ 5,582	\$ 4,637	\$ 5,191	\$ 5,736
Assistant (2)	Spring	\$ 2,358	\$ 2,880	\$ 3,407	\$ 2,423	\$ 2,959	\$ 3,501	\$ 2,490	\$ 3,040	\$ 3,597
<b>Soccer (B/G)</b>										
Varsity Soccer Coach (2)	Fall	\$ 4,394	\$ 4,917	\$ 5,433	\$ 4,515	\$ 5,052	\$ 5,582	\$ 4,639	\$ 5,191	\$ 5,736
Assistants/JV I (2)	Fall	\$ 2,358	\$ 2,880	\$ 3,407	\$ 2,423	\$ 2,959	\$ 3,501	\$ 2,490	\$ 3,040	\$ 3,597
Assistants/JV II (2)	Fall	\$ 2,095	\$ 2,394	\$ 3,143	\$ 2,153	\$ 2,460	\$ 3,229	\$ 2,212	\$ 2,528	\$ 3,318
<b>Volleyball (G)</b>										
Varsity Volleyball Coach	Fall	\$ 4,394	\$ 4,917	\$ 5,433	\$ 4,515	\$ 5,052	\$ 5,582	\$ 4,639	\$ 5,191	\$ 5,736
Assistants/JV I (2)	Fall	\$ 2,358	\$ 2,880	\$ 3,407	\$ 2,423	\$ 2,959	\$ 3,501	\$ 2,490	\$ 3,040	\$ 3,597
Assistants/JV II (2)	Fall	\$ 1,974	\$ 2,256	\$ 2,961	\$ 2,028	\$ 2,318	\$ 3,042	\$ 2,084	\$ 2,382	\$ 3,126
<b>Baseball</b>										
Varsity Baseball Coach	Spring	\$ 4,394	\$ 4,917	\$ 5,433	\$ 4,515	\$ 5,052	\$ 5,582	\$ 4,639	\$ 5,191	\$ 5,736
Assistant/JV I	Spring	\$ 2,358	\$ 2,880	\$ 3,407	\$ 2,423	\$ 2,959	\$ 3,501	\$ 2,490	\$ 3,040	\$ 3,597
Assistant/JV II	Spring	\$ 1,800	\$ 2,308	\$ 2,824	\$ 1,850	\$ 2,371	\$ 2,902	\$ 1,901	\$ 2,436	\$ 2,982
<b>Softball</b>										
Varsity Softball Coach	Spring	\$ 4,394	\$ 4,917	\$ 5,433	\$ 4,515	\$ 5,052	\$ 5,582	\$ 4,639	\$ 5,191	\$ 5,736
Assistant/JV I	Spring	\$ 2,358	\$ 2,880	\$ 3,407	\$ 2,423	\$ 2,959	\$ 3,501	\$ 2,490	\$ 3,040	\$ 3,597
Assistant/JV II	Spring	\$ 1,800	\$ 2,308	\$ 2,824	\$ 1,850	\$ 2,371	\$ 2,902	\$ 1,901	\$ 2,436	\$ 2,982
<b>Field Hockey</b>										
Varsity Field Hockey Coach	Fall	\$ 4,394	\$ 4,917	\$ 5,433	\$ 4,515	\$ 5,052	\$ 5,582	\$ 4,639	\$ 5,191	\$ 5,736
JV Field Hockey Coach	Fall	\$ 2,358	\$ 2,880	\$ 3,407	\$ 2,423	\$ 2,959	\$ 3,501	\$ 2,490	\$ 3,040	\$ 3,597
<b>Track and Field (B/G)</b>										
Track & Field Coach (2)	Spring	\$ 4,394	\$ 4,917	\$ 5,433	\$ 4,515	\$ 5,052	\$ 5,582	\$ 4,639	\$ 5,191	\$ 5,736
Assistant Track Coach (2)	Spring	\$ 2,095	\$ 2,394	\$ 3,143	\$ 2,153	\$ 2,460	\$ 3,229	\$ 2,212	\$ 2,528	\$ 3,318
<b>Indoor Track and Field (B/G)</b>										
Indoor Track Coach (2)	Winter	\$ 4,308	\$ 4,821	\$ 5,326	\$ 4,426	\$ 4,954	\$ 5,472	\$ 4,548	\$ 5,090	\$ 5,622

**Agreement Between the  
Dudley-Charlton Regional School District  
and the  
Dudley-Charlton Teachers' Association**

Appendix B -Shepherd Hill Regional High School		2022-2023 2.50%			2023-2024 2.75%			2024-2025 2.75%		
		Step 1	Step 2	Step 3	Step 1	Step 2	Step 3	Step 1	Step 2	Step 3
One appointment, except where noted.										
	Extra-Curricular Position	Type Position								
Indoor Track Assistant Coach (2)		Winter	\$ 2,095	\$ 2,394	\$ 3,143	\$ 2,153	\$ 2,460	\$ 3,229	\$ 2,212	\$ 3,318
<b>Wrestling</b>										
Wrestling Coach		Winter	\$ 4,394	\$ 4,917	\$ 5,433	\$ 4,515	\$ 5,052	\$ 5,582	\$ 4,639	\$ 5,191
Assistant Wrestling Coach		Winter	\$ 2,358	\$ 2,880	\$ 3,407	\$ 2,423	\$ 2,959	\$ 3,501	\$ 2,490	\$ 3,597
<b>Cross Country (B/G)</b>										
Cross Country Coach (2)		Fall	\$ 2,923	\$ 3,440	\$ 3,961	\$ 3,003	\$ 3,535	\$ 4,070	\$ 3,086	\$ 4,182
<b>Tennis (B/G)</b>										
Tennis Coach (2)		Spring	\$ 2,616	\$ 3,144	\$ 3,663	\$ 2,688	\$ 3,230	\$ 3,764	\$ 2,762	\$ 3,319
<b>Golf</b>										
Golf Coach		Fall	\$ 2,358	\$ 2,880	\$ 3,407	\$ 2,423	\$ 2,959	\$ 3,501	\$ 2,490	\$ 3,597
Assistant Coach, Golf		Fall	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500
<b>Unified Basketball</b>										
Coach, Unified Basketball		Winter	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,541	\$ 1,541	\$ 1,541	\$ 1,583	\$ 1,583
Assistant Coach, Unified Basketball		Winter	\$ 750	\$ 750	\$ 750	\$ 771	\$ 771	\$ 771	\$ 792	\$ 792
<b>Strength and Training</b>										
Coach, Strength and Training		Year Round	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,550	\$ 20,550	\$ 20,550	\$ 21,115	\$ 21,115
<b>Bowling</b>										
Bowling Head Coach			\$ 566	\$ 849	\$ 1,132	\$ 582	\$ 872	\$ 1,163	\$ 598	\$ 1,195

<b>Activities</b>										
Academic Decathlon		School Year	\$ 1,304	\$ 1,490	\$ 1,716	\$ 1,340	\$ 1,531	\$ 1,763	\$ 1,377	\$ 1,573
Performing Arts Assistant Director		School Year	\$ 2,783	\$ 3,291	\$ 3,795	\$ 2,860	\$ 3,382	\$ 3,899	\$ 2,939	\$ 3,475
Performing Arts Director		School Year	\$ 5,060	\$ 5,821	\$ 6,577	\$ 5,199	\$ 5,981	\$ 6,758	\$ 5,342	\$ 6,145
Freshmen Class Advisor		School Year	\$ 966	\$ 1,426	\$ 1,885	\$ 993	\$ 1,465	\$ 1,937	\$ 1,020	\$ 1,505
Sophomore Class Advisor		School Year	\$ 966	\$ 1,426	\$ 1,885	\$ 993	\$ 1,465	\$ 1,937	\$ 1,020	\$ 1,505
Junior Class Advisor		School Year	\$ 2,616	\$ 3,142	\$ 3,663	\$ 2,688	\$ 3,228	\$ 3,764	\$ 2,762	\$ 3,317
Senior Class Advisors (2)		School Year	\$ 2,616	\$ 3,142	\$ 3,663	\$ 2,688	\$ 3,228	\$ 3,764	\$ 2,762	\$ 3,317
Math Team Advisor		School Year	\$ 1,837	\$ 2,355	\$ 2,880	\$ 1,888	\$ 2,420	\$ 2,959	\$ 1,940	\$ 2,487
National Honor Society Advisor		School Year	\$ 1,837	\$ 2,355	\$ 2,880	\$ 1,888	\$ 2,420	\$ 2,959	\$ 1,940	\$ 2,487
Newspaper Advisor		School Year	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Media Advisor		School Year	\$ 2,358	\$ 2,880	\$ 3,407	\$ 2,423	\$ 2,959	\$ 3,501	\$ 2,490	\$ 3,040
Peer Helper Advisor		School Year	\$ 936	\$ 1,378	\$ 1,823	\$ 962	\$ 1,416	\$ 1,873	\$ 988	\$ 1,455
SADD Advisor		School Year	\$ 966	\$ 1,426	\$ 1,885	\$ 993	\$ 1,465	\$ 1,937	\$ 1,020	\$ 1,505
Yearbook Advisor		School Year	\$ 5,236	\$ 6,025	\$ 6,809	\$ 5,380	\$ 6,191	\$ 6,996	\$ 5,528	\$ 6,361
Student Council Director		School Year	\$ 4,187	\$ 4,717	\$ 5,236	\$ 4,302	\$ 4,847	\$ 5,380	\$ 4,420	\$ 4,980
Detention Supervisor		School Year	\$ 2,880	\$ 3,407	\$ 3,928	\$ 2,959	\$ 3,501	\$ 4,036	\$ 3,040	\$ 3,597
Gay Straight Alliance Advisor		School Year	\$ 1,132	\$ 1,318	\$ 1,544	\$ 1,163	\$ 1,354	\$ 1,586	\$ 1,195	\$ 1,391
Robotics Advisor		School Year	\$ 1,697	\$ 2,150	\$ 2,719	\$ 1,744	\$ 2,209	\$ 2,794	\$ 1,792	\$ 2,270
Student Council Advisor		School Year	\$ 566	\$ 849	\$ 1,132	\$ 582	\$ 872	\$ 1,163	\$ 598	\$ 896





Agreement Between the Dudley-Charlton Regional School District  
and the  
Dudley-Charlton Teachers' Association

Appendix B - Middle/Elementary Schools		2022-2023			2023-2024			2024-2025		
		Step 1	Step 2	Step 3	Step 1	Step 2	Step 3	Step 1	Step 2	Step 3
One appointment per middle school, except team leaders.		2.50%								
Extra-Curricular Position		2.75%								
Type Position		2.75%								
<b>Athletics (Middle Schools)</b>										
Cheerleading Coach	School Year	\$ 1,836	\$ 2,354	\$ 2,880	\$ 1,886	\$ 2,419	\$ 2,959	\$ 1,938	\$ 2,486	\$ 3,040
Cross Country	Fall	\$ 1,836	\$ 2,354	\$ 2,880	\$ 1,886	\$ 2,419	\$ 2,959	\$ 1,938	\$ 2,486	\$ 3,040
Field Hockey	Fall	\$ 1,836	\$ 2,354	\$ 2,880	\$ 1,886	\$ 2,419	\$ 2,959	\$ 1,938	\$ 2,486	\$ 3,040
Golf Coach	Fall	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Soccer	Fall	\$ 1,836	\$ 2,354	\$ 2,880	\$ 1,886	\$ 2,419	\$ 2,959	\$ 1,938	\$ 2,486	\$ 3,040
Basketball	Winter	\$ 1,836	\$ 2,354	\$ 2,880	\$ 1,886	\$ 2,419	\$ 2,959	\$ 1,938	\$ 2,486	\$ 3,040
Indoor Track	Winter	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Wrestling Coach	Winter	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Baseball/Softball	Spring	\$ 1,836	\$ 2,354	\$ 2,880	\$ 1,886	\$ 2,419	\$ 2,959	\$ 1,938	\$ 2,486	\$ 3,040
Tennis	Spring	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Track	Spring	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Activities (Middle Schools)</b>										
Media Advisor	School Year	\$ 1,836	\$ 2,354	\$ 2,880	\$ 1,886	\$ 2,419	\$ 2,959	\$ 1,938	\$ 2,486	\$ 3,040
National Junior Honor Society	School Year	\$ 1,836	\$ 2,354	\$ 2,880	\$ 1,886	\$ 2,419	\$ 2,959	\$ 1,938	\$ 2,486	\$ 3,040
Performing Arts Director	School Year	\$ 2,784	\$ 3,289	\$ 3,797	\$ 2,861	\$ 3,379	\$ 3,901	\$ 2,940	\$ 3,472	\$ 4,008
STEM Club Advisor	School Year	\$ 1,836	\$ 2,354	\$ 2,880	\$ 1,886	\$ 2,419	\$ 2,959	\$ 1,938	\$ 2,486	\$ 3,040
Gender and Sexuality Alliance Advisor	School Year	\$ 500	\$ 625	\$ 781	\$ 514	\$ 642	\$ 803	\$ 528	\$ 660	\$ 825
Student Council	School Year	\$ 2,615	\$ 3,142	\$ 3,665	\$ 2,687	\$ 3,228	\$ 3,766	\$ 2,761	\$ 3,317	\$ 3,870
Team Leaders	School Year	\$ 2,417	\$ 2,899	\$ 3,383	\$ 2,483	\$ 2,979	\$ 3,476	\$ 2,551	\$ 3,061	\$ 3,572
Yearbook Advisor	School Year	\$ 1,836	\$ 2,354	\$ 2,880	\$ 1,886	\$ 2,419	\$ 2,959	\$ 1,938	\$ 2,486	\$ 3,040
Fall Intramural	Fall	\$ 1,836	\$ 2,354	\$ 2,880	\$ 1,886	\$ 2,419	\$ 2,959	\$ 1,938	\$ 2,486	\$ 3,040
Winter Intramural	Winter	\$ 1,836	\$ 2,354	\$ 2,880	\$ 1,886	\$ 2,419	\$ 2,959	\$ 1,938	\$ 2,486	\$ 3,040
Spring Intramural	Spring	\$ 1,836	\$ 2,354	\$ 2,880	\$ 1,886	\$ 2,419	\$ 2,959	\$ 1,938	\$ 2,486	\$ 3,040
Tri-M Junior National Honor Society	School Year	\$ 500	\$ 625	\$ 781	\$ 514	\$ 642	\$ 802	\$ 528	\$ 660	\$ 825
<b>Music (Middle Schools)</b>										
Band Director	School Year	\$ 2,880	\$ 3,406	\$ 3,928	\$ 2,959	\$ 3,500	\$ 4,036	\$ 3,040	\$ 3,596	\$ 4,147
Chorus Director	School Year	\$ 2,880	\$ 3,406	\$ 3,928	\$ 2,959	\$ 3,500	\$ 4,036	\$ 3,040	\$ 3,596	\$ 4,147
Show Choir Director	School Year	\$ 1,836	\$ 2,354	\$ 2,880	\$ 1,886	\$ 2,419	\$ 2,959	\$ 1,938	\$ 2,486	\$ 3,040
Assistant Show Choir	School Year	\$ 566	\$ 849	\$ 1,132	\$ 582	\$ 872	\$ 1,163	\$ 598	\$ 896	\$ 1,195
Stage Band Director	School Year	\$ 1,836	\$ 2,354	\$ 2,880	\$ 1,886	\$ 2,419	\$ 2,959	\$ 1,938	\$ 2,486	\$ 3,040
Color Guard	School Year	\$ 566	\$ 849	\$ 1,132	\$ 582	\$ 872	\$ 1,163	\$ 598	\$ 896	\$ 1,195
<b>Academic (Middle/Elementary Schools)</b>										

Agreement Between the Dudley-Charlton Regional School District  
and the  
Dudley-Charlton Teachers' Association

Appendix B - Middle/Elementary Schools		2022-2023			2023-2024			2024-2025		
		Step 1	Step 2	Step 3	Step 1	Step 2	Step 3	Step 1	Step 2	Step 3
One appointment per/middle school, except team leaders		2.50%								
Extra-Curricular Position		2.75%								
Type Position		2.75%								
Special Education Facilitators Pre-1 (2) and Gr 2	School Year	\$ 1,187	\$ 1,187	\$ 1,187	\$ 1,220	\$ 1,220	\$ 1,220	\$ 1,253	\$ 1,253	\$ 1,253
4 (4)	School Year	\$ 1,785	\$ 1,785	\$ 1,785	\$ 1,834	\$ 1,834	\$ 1,834	\$ 1,884	\$ 1,884	\$ 1,884
Grades K-8 IST Coordinators	School Year	\$ 1,187	\$ 1,187	\$ 1,187	\$ 1,220	\$ 1,220	\$ 1,220	\$ 1,253	\$ 1,253	\$ 1,253
Elementary Instructional Facilitators (12) - Pre-K to 4	School Year	\$ 1,187	\$ 1,187	\$ 1,187	\$ 1,220	\$ 1,220	\$ 1,220	\$ 1,253	\$ 1,253	\$ 1,253

Appendix B - Districtwide		Step 1	Step 2	Step 3
One appointment for the entire District				
Principal Appointment				
Building Level Mentor Coordinators	School Year	\$ 500		
Teacher Mentors per DESE	School Year	\$ 1,000		
ELL Liason	School Year	\$ 1,500		



*AGREEMENT BETWEEN THE*  
**DUDLEY-CHARLTON REGIONAL SCHOOL COMMITTEE**

*AND THE*  
**DUDLEY-CHARLTON TEACHERS' ASSOCIATION**

*Addendum: Evaluation*

**September 1, 2022 – August 31, 2025**

Ratified

SC – 08.24.2022

DCTA – 08.30.2022

*“ ....to advance the knowledge and well-being of  
our children and our community”*

## Table of Contents

---

<b>Section 1 - Purpose of Educator Evaluation</b>	<b>4</b>
<b>Section 2 - Definitions</b>	<b>4</b>
<b>Section 3 - Rubric</b>	<b>8</b>
<b>Section 4 - Evaluation Cycle: Training</b>	<b>9</b>
<b>Section 5 - Evaluation Cycle: Annual Orientation</b>	<b>9</b>
<b>Section 6 - Evaluation Cycle: Self-Assessment</b>	<b>9</b>
<b>Section 7 - Evaluation Cycle: Goal Setting and Development of Educator Plan</b>	<b>10</b>
<b>Section 8 - Evaluation Cycle: Observation of Practice</b>	<b>12</b>
<b>Section 9 – Observations</b>	<b>13</b>
<b>Section 10 - Artifacts/Evidence of Practice</b>	<b>14</b>
<b>Section 11 - Evaluation Cycle: Formative Assessment</b>	<b>15</b>
<b>Section 12 - Evaluation Cycle:</b>	<b>16</b>
<b>Section 13 - Evaluation Cycle: Summative Evaluation</b>	<b>17</b>
<b>Section 14 – Educator Plans</b>	<b>18</b>
<b>Section 15 - Improvement Plan</b>	<b>18</b>
<b>Section 16 - General Provisions</b>	<b>20</b>
<b><i>Appendix A: DCRSD Evalaution Timeframes</i></b>	<b>21</b>
<b><i>Appendix B: Forms</i></b>	<b>24</b>
<b><i>Appendix C: Form Exemplars</i></b>	<b>36</b>
<b><i>Appendix D: Sample Surveys</i></b>	<b>43</b>

## Section 1 - Purpose of Educator Evaluation

---

A. This contract language is locally negotiated and based on M.G.L., c.71, § 38; M.G.L. c.150E; the Educator Evaluation regulations, 603 CMR 35.00 et seq.; and the Model System for Educator Evaluation developed and which may be updated from time to time by the Department of Elementary and Secondary Education. See 603 CMR 35.02 (definition of model system). In the event of a conflict between this collective bargaining agreement and the governing laws and regulations, the laws and regulations will prevail.

B. The regulatory purposes of evaluation are:

1. 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);
2. To provide a record of facts and assessments for personnel decisions, 35.01(2)(b);
3. 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
4. To assure effective teaching and administrative leadership, 35.01(3).

## Section 2 - Definitions

---

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

A. **\*Artifacts of Professional Practice:** Products of an Educator's work and student work samples that demonstrate the Educator's knowledge and skills with respect to specific performance standards.

B. **Caseload Educator:** Educators who teach or counsel individual or small groups of students through consultation with the regular classroom teacher, for example, guidance counselors, school adjustment counselors, school psychologists, speech and language pathologists, occupational therapists, physical therapists, reading specialists, special education teachers, and English language learner teachers.

C. **Classroom teacher:** Educators who teach preK-12 whole classes, and teachers of special subjects 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; and additional evidence relevant to one or more Standards of Effective Teaching Practice (603 CMR 35.03).

E. **\*Educator(s):** Inclusive term that applies to all classroom teachers and caseload educators, unless otherwise noted.



F. **\*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:

1. **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.
2. **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.
3. **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.
4. **Improvement Plan** shall mean a plan developed by the Evaluator of at least 30 calendar days and no more than one school year for Educators with PTS who are rated unsatisfactory with goals specific to improving the Educator’s unsatisfactory performance. In those cases where an Educator is rated unsatisfactory near the close of a school year, the plan may include activities during the summer preceding the next school year.

G. **\*ESE:** The Massachusetts Department of Elementary and Secondary Education.

H. **\*Evaluation:** The ongoing process of defining goals and identifying, gathering, and using information as part of a process to improve professional performance (the “formative evaluation” and “formative assessment”) and to assess total job effectiveness and make personnel decisions (the “summative evaluation”).

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

1. **Primary Evaluator** shall be the person who determines the Educator’s performance ratings and evaluation. Additionally, the primary evaluator shall be the person responsible for supporting the educator's progress through the evaluation cycle including the approval of educator plans, goals, and evidence submission.
2. **Supervising Evaluator** shall be the person responsible for conducting additional observations that will contribute to the Educator’s performance and evaluation. The supervising evaluator may make recommendations to the primary evaluator regarding performance ratings and feedback.
3. **Teaching Staff Assigned to More Than One Building:** A primary evaluator will be designated at the beginning of each evaluation cycle for educators who are assigned to more than one building. The primary evaluator will be a school-based administrator as opposed to a district-level administrator.
4. **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.

J. **Evaluation Cycle:** A five-component process that all Educators follow consisting of 1) Self-Assessment; 2) Goal-setting and Educator Plan development; 3) Implementation of the Plan; 4) Formative Assessment/Evaluation; and 5) Summative Evaluation.

K. **\*Experienced Educator:** An educator with Professional Teacher Status (PTS).

L. **\*Family:** Includes students' parents, legal guardians, foster parents, or primary caregivers.

M. **\*Formative Assessment:** The process used to assess progress towards attaining goals set forth in Educator plans, performance on standards, or both. This process may take place at any time(s) during the cycle of evaluation, but typically takes place at mid cycle.

N. **\*Formative Evaluation:** An evaluation conducted at the end of Year 1 for an Educator on a 2-year Self-Directed Growth plan, which is used to arrive at a rating on progress towards attaining the goals set forth in the Educator Plan, performance on Standards and Indicators of Effective Teaching Practice, or both.

O. **\*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.

P. **\*Measurable:** That which can be classified or estimated in relation to a scale, rubric, or standards.

Q. **Multiple Measures of Student Learning:** Including classroom assessments, common assessments comparable across grade or subject district-wide, and state-wide growth measures where available, including the MCAS Student Growth Percentile (SGP) and ACCESS for English Learners.

R. **\*Observation:** A data gathering process that includes notes and judgments made during one or more classroom or worksite visits(s) of any duration 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.

S. **Parties:** The parties to this agreement are the local school committee and the employee organization that represents the Educators covered by this agreement for purposes of collective bargaining ("Employee Organization/Association").

T. **\*Performance Rating:** Describes the Educator’s performance on each performance standard and overall. There shall be four performance ratings:

1. **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.
2. **Proficient:** the Educator’s performance fully and consistently meets the requirements of a standard or overall. Proficient practice is understood to be fully satisfactory.
3. **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.
4. **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.

U. **\*Performance Standards:** Locally developed standards and indicators pursuant to M.G.L. c. 71, § 38 and consistent with, and supplemental to 603 CMR 35.00. The parties may agree to limit standards and indicators to those set forth in 603 CMR 35.03.

V. **\*Professional Teacher Status:** PTS is the status granted to an Educator pursuant to M.G.L. c. 71, § 41.

W. **Anticipated Student Learning Gains.** Evaluators will consider evidence of an educator’s expected impact on student learning when determining performance ratings in Standard II: Teaching All Students. For Educators who are responsible for content assessed by statewide student growth measures such as MCAS or ACCESS for ELs, these measures must be considered in the assessment of impact on student learning. Other educators should use benchmark or similar common assessments that are used district-wide. If these measures still do not apply to the educator, the educator and evaluator should identify appropriate growth measures at the beginning of the evaluation cycle. Educator developed assessments must be approved by the curriculum director and/ or his/her designee. *(The District with the Professional Development Committee will identify timely professional development opportunities to help professional staff meet Anticipated Student Growth Gains.)*

X. **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:

1. Standard 1: Curriculum, Planning and Assessment
2. Standard 2: Teaching All Students
3. Standard 3: Family and Community Engagement
4. Standard 4: Professional Culture
5. Attainment of Professional Practice Goal(s)
6. Attainment of Student Learning Goal(s)

Y. **\*Rubric:** A scoring tool that describes characteristics of practice or artifacts at different levels of performance. The rubrics for Standards and Indicators of Effective Teaching Practice are used to rate Educators on Performance Standards, these rubrics consists of:

1. **Standards:** Describes broad categories of professional practice, including those required in 603 CMR 35.03
2. **Indicators:** Describes aspects of each standard, including those required in 603 CMR 35.03
3. **Elements:** Defines the individual components under each indicator
4. **Descriptors:** Describes practice at four levels of performance for each element

Z. **\*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.

AA. **\*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.

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

### Section 3 - Rubric

---

A. The rubrics are a scoring tool used for the Educator's self-assessment, the formative assessment, the formative evaluation and the summative evaluation. The Dudley-Charlton Regional School district will be using the following rubrics provided by DESE:

1. Teacher Rubric – Used for educators who provide instruction directly to whole-groups of students
2. Specialized Instructional Support Personnel (SISP) Rubric – Used for educators who provide instruction/supporting services to students including but not limited to: guidance counselors, school adjustment counselors, school psychologists, speech and language pathologists, occupational therapists, physical therapists, reading specialists, special education teachers, and English Language teachers.
3. Through mutual agreement between the educator and evaluator, a rubric other than the SISP may be utilized.

B. In cases where an educator's work assignment involves elements of both rubrics, a rubric will be agreed upon at the start of an educator's evaluation cycle by the evaluator and educator.

## **Section 4 - Evaluation Cycle: Training**

---

A. All new educators, administrators, and evaluators to the district will receive an evaluation system overview training during the New Teacher Orientation day(s) provided by the district prior to the start of the new school year.

B. New educators will attend two after school workshops with their mentors, the 1<sup>st</sup> school workshop must be prior to the September professional development ½ day and the 2<sup>nd</sup> school workshop must be prior to December 15. The first will focus on self-assessment and goal setting and the second will focus on evidence collection and submission. Mid-year hires, after November 1<sup>st</sup>, shall complete the self-assessment and goal setting within three months.

C. Educators hired after the above listed training has occurred will receive training from their Evaluator to include section A and B.

## **Section 5 - Evaluation Cycle: Annual Orientation**

---

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.

A. At such meeting, the superintendent, principal or designee shall:

1. Provide an overview of the evaluation process, including self-assessment and goal setting.
2. Provide all Educators with directions for obtaining a copy of the forms used by the district. These may be electronically provided.

## **Section 6 - Evaluation Cycle: Self-Assessment**

---

A. Completing the Self-Assessment.

- a. The evaluation cycle begins with the Educator completing self-assessment by October 15<sup>th</sup> of a one-year cycle or the first year of a two-year cycle. The self-assessment process is required by all educators; however, the self-assessment does not have to be formally submitted to the evaluator. Educators in DCRSD are required to provide only the data and analysis for the targeted areas of growth. Electronic forms:

1. DCRSD - Student Data Analysis and Student Goal Setting Form
2. DCRSD - Professional Practice Self-Assessment and Goal Setting Form

B. The self-assessment includes:

1. An analysis of evidence of student learning, growth and achievement for students under the Educator's responsibility.
2. An assessment of practice against each of the four Performance Standards of effective practice using the DESE rubrics.

3. Proposed goals to pursue:
  - a. (1st) At least one goal directly related to improving the Educator's own professional practice.
  - b. (2nd) At least one goal directed related to improving student learning.

### C. Proposing goals

1. Educators must consider goals for grade-level, subject-area, department teams, or other groups of Educators who share responsibility for student learning and results, except as provided in (2.) below. Educators may meet with teams to consider establishing team goals. Evaluators may participate in such meetings.
2. For Educators in their first year of practice, the Evaluator or his/her designee will meet with each Educator by November 1<sup>st</sup> (or within four weeks of the Educator's first day of employment if the Educator begins employment after October 1<sup>st</sup>) 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.
3. 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.
4. For Educators with Professional Teacher Status (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.
5. For Educators with PTS and ratings of needs improvement or unsatisfactory, the professional practice goal(s) must address specific standards and indicators identified for improvement. In addition, the goals may address shared grade level or subject area team goals.

## **Section 7 - Evaluation Cycle**

---

### *Goal Setting and Development of 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 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 similar roles and/or responsibilities. Educators who are on a two-year Self-Directed Growth Plan have the option, with the approval from the evaluator, to establish SMART goals that measure over the course of two years, or they may establish one-year goals, creating new goals in each year of the Plan. 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 and the action steps included in the Educator Plan. The Evaluator retains final authority over the Educator's goals and the content of the Educator's Plan.

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

1. 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 1<sup>st</sup> of the next academic year to develop their Educator Plan. Educators shall not be expected to meet during the summer vacation.
2. For those Educators new to the school, the meeting with the Evaluator to establish the Educator Plan must occur by November 1st.
3. The Evaluator shall meet individually with Educators with PTS and ratings of needs improvement or unsatisfactory to develop professional practice goal(s) that must address specific standards and indicators identified for improvement. In addition, the goals may address shared grade level or subject matter goals.

D. The Evaluator will approve the Educator Plan, as indicated by their signature, by November 1st. Educators will sign the Evaluator approved plan by November 8th indicating that they acknowledge the final plan.

## Section 8 - Evaluation Cycle: Observation of Practice

Educators will be observed a **MINIMUM** number of times annually as follows:

Educator Plan	Unannounced Observation	Announced Observation
<b>Developing Educator Plan (Years 1-3) Non-PTS Educators</b>	<b>Two</b> - 15 minutes or more	<b>One</b> - 30 minutes or more
<b>Self-Directed Growth Plan</b> PTS Teacher with Overall Rating of Proficient or Exemplary	<b>One</b> - 15 minutes or more	*
<b>Directed Growth Plan</b> PTS Teacher with Overall Rating of Needs Improvement	<b>Two</b> - 30 minutes or more and <b>One</b> - 15 minutes or more	<b>One</b> - 30 minutes or more
<b>Improvement Plan Less Than 6 Months</b> PTS Teacher with Overall Rating of Unsatisfactory	<b>Two</b> - 30 minutes or more	<b>One</b> - 30 minutes or more
<b>Improvement Plan No More Than 1 Year</b> PTS Teacher with Overall Rating of Unsatisfactory	<b>Two</b> - 30 minutes or more and <b>Two</b> - 15 minutes or more	<b>Two</b> - 30 minutes or more



## Section 9 – Observations

---

The Evaluator’s first observation of the Educator should take place by November 15th for non-Professional Status Teacher (NPST) and by January 15th for PST. Observations required by the Educator Plan should be completed before a Formative or Summative Evaluation is shared. The Evaluator may conduct additional observations after this date. The Evaluator is not required nor expected to review all the indicators in a rubric during an observation.

### A. Unannounced Observations (minimum 15 minutes)

- a. Unannounced observations will be conducted according to the Observation of Practice Chart in Section 9. Instructional Rounds, Walkthroughs, Learning Walks, or any other means deemed useful by the Evaluator, principal, superintendent or other administrator may be considered for observation.
- b. The Educator will be provided with feedback via the “Observation Form” from the Evaluator within 5 school days of the observation. The written feedback shall be delivered to the Educator electronically through an evaluation management system.

### B. Announced Observations (minimum 30 minutes)

- a. All non-PTS Educators, PTS Educators on Improvement Plans and other educators at the discretion of the evaluator shall have at least one Announced Observation.
- b. The Evaluator will work with the Educator to 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.
- c. Within 5 school days of the scheduled observation, the Evaluator and Educator shall meet for a pre-observation conference.
- d. The Evaluator will provide the Educator feedback via the “Observation Form” within 5 school days of the post observation conference.

### C. Observations in which contradictory evidence is indicated

- a. For any standard where the Educator’s practice was found to provide contradictory evidence, the feedback must:
  1. Describe the basis for the Evaluator’s judgment.
  2. Describe actions the Educator should take to improve his/her performance.
  3. Identify support and/or resources the Educator may use in his/her improvement.
  4. State that the Educator is responsible for addressing the need for improvement.
- b. Any observation in which contradictory evidence is indicated by the evaluator in one or more standards at least one observation of at least 30 minutes in duration within 30 school days must be conducted.

D. After any observation an Educator or Evaluator may request to meet before the written observation is finalized.

## **Section 10 - Artifacts/Evidence of Practice**

---

Following the time lines listed in subsequent sections regarding Formative Assessment, Formative Evaluation, and Summative Evaluation, Educators will submit artifact/evidence of practice using the DCRSD Evidence Collection Form.

- A. The following items should be submitted on the Evidence Form.
- a. Evidence of progress toward or achievement of goal completion (both student learning and professional practice)
  - b. Evidence for District “Look-For” indicators in standards I and II. (This item may be omitted if “clear evidence” or “partial evidence” was indicated on observation forms)
  - c. Evidence for the anticipated student learning gains agreed upon at the beginning of the evaluation cycle.
  - d. A summary and/or highlights and reflection of the Student Survey Feedback
  - e. Two to three pieces of evidence for standard III (in total by/for Summative Evaluation).
  - f. Two to three pieces of evidence for standards IV (in total by/for Summative Evaluation).
- B. When using the Evidence Collection Form, Educators shall:
- a. Explain using a bulleted list what each piece of evidence is and, if necessary, make it clear how this relates to the standard
  - b. Attach documents or provide links for any evidence you are submitting.
- C. When using the Evidence Collection Form, it is recommended that educators:
- a. Highlight new or updated practices in addition to current student data.
  - b. Start with evidence supporting goal progress toward or achievement of goal completion as many of these pieces of evidence could also be used for Evidence in Standards I-IV.
- D. Using Student Survey Feedback as Evidence
- a. In accordance with 603 CMR 35.07(1)(c)(2), the parties agree that student feedback shall be used as evidence relevant to one or more Performance Standards in the evaluation of each educator. The instruments used to collect student feedback shall include safeguards necessary to protect student confidentiality from the onset.
  - b. The district will provide state created student feedback surveys. See Appendix D. Should an educator/educator group wish to use a different survey instrument, they must present the instrument to their primary evaluator. The primary evaluator will bring forward the instrument for approval to his/her peers. Consistent survey instruments should be used for job-alike educators and therefore must be approved by all primary evaluators in a grade-span. E.g. both middle school principals must agree to approve a tool for grade 7 mathematics.

- c. Full survey data is not required to be shared by Educators with Evaluators. Educators will share a summary and/or highlights of their survey findings and their reflection upon said findings as evidence on the DCRSD evidence form at least once per evaluation cycle. The Educator's student survey summary and reflection may be attached to the Evidence Form under either standard 1 or 2, whichever the educator deems most appropriate.

## **Section 11 - Evaluation Cycle: Formative Assessment**

---

- A. Formative Assessment may be ongoing throughout the evaluation cycle but typically takes place mid-cycle when a Formative Assessment report is completed. For an Educator on a two-year Self-Directed Growth Plan, the mid-cycle Formative Assessment report is replaced by the Formative Evaluation report at the end of year one. See section 13, below.
- B. The Formative Assessment report provides written feedback to the Educator about his/her progress towards attaining the goals set forth in the Educator Plan, performance on Performance Standards and overall performance. Additionally, for each standard and overall performance, the Evaluator will indicate which rating the Educator is on track to receive given the maintenance of their current level of performance.
- C. By January 15th, Educators on a one year plan fill out and share a new Evidence Collection Form in which the Educator shall provide to the Evaluator artifacts/evidence in accordance with Section 9 above.
- D. The Evaluator shall complete the Formative Assessment report and provide a copy to the Educator by February 1st. All Formative Assessment reports must be signed by the Evaluator and delivered electronically through the evaluation management system.
- E. Evaluator and the Educator will meet by February 15th to discuss the Formative Assessment Report.
- F. The Educator may reply in writing to the Formative Assessment report via the Response box on the Formative Assessment form, through the evaluation management system, within 5 school days of receiving the report.
- G. The Educator shall sign the Formative Assessment report within 5 school days of receiving the report. The signature indicates that the Educator received the Formative Assessment report. The signature does not indicate agreement or disagreement with its contents.
- H. If the agreed-upon plan is altered between the pre-observation meeting and the observation, the Educator will provide the Evaluator with a copy prior to the observation.
- I. 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 practicable.

- J. 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.
- K. As a result of the Formative Assessment Report, the Evaluator may change the activities in the Educator Plan.
- L. If the rating projection in the Formative Assessment report differs from the last summative rating the Educator received, the Evaluator may place the Educator on a different Educator Plan, commensurate with the new rating.

## **Section 12 - Evaluation Cycle**

---

### *Formative Evaluation for Two-Year Self-Directed Plans [Only]*

- A. Educators on two-year Self-Directed Growth Educator Plans receive a Formative Evaluation report near the end of the first year of the two-year cycle. The Educator's performance rating for that year shall be assumed to be the same as the previous summative rating unless evidence demonstrates a 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, commensurate with the new rating.
- B. The Formative Evaluation report provides written feedback and ratings to the Educator about his/her progress towards attaining the goals set forth in the Educator Plan, performance on each performance standard and overall, or both.
- C. By May 1st, Educators in the first year of a two-year plan fill out and share a new Evidence Collection Form in which the Educator shall provide to the Evaluator artifacts/evidence in accordance with Section 9 above. Collection of End of Year Benchmark assessment evidence may be finalized outside of above-mentioned timelines as discussed in Section 10 C.
- D. The Evaluator shall complete the Formative Evaluation report and provide a copy to the Educator by May 15th. All Formative Evaluation reports must be signed by the Evaluator and delivered electronically through the evaluation management system.
- E. Upon request of Educator or Evaluator, a meeting will be scheduled to review Formative Evaluation within 5 school days of Evaluation share date.
- F. The Educator may reply in writing to the Formative Evaluation report via the Response box on the Formative Evaluation form, through the evaluation management system, within 5 school days of receiving the report.
- G. The Educator shall sign the Formative Evaluation report within 5 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.

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, commensurate with the new rating.

## **Section 13 - Evaluation Cycle: Summative Evaluation**

---

A. The evaluation cycle concludes with a summative evaluation report.

- a. For Educators on a one-year Educator Plan and Educators on a two-year plan who will be receiving an overall rating of Needs Improvement or Unsatisfactory, the summative report must be written and provided to the educator by May 15th via the electronic evaluation management system.
- b. For Educators on a two-year Educator Plan who will be receiving an overall rating of Proficient or Exemplary, the summative report must be written and provided to the Educator no less than 5 days before the end of the school year.

B. The Evaluator determines a rating on each standard and an overall rating based on the Evaluator's professional judgment, an examination of evidence against the Performance Standards and evidence of the attainment of the Educator Plan goals.

C. The professional judgment of the primary evaluator shall determine the overall summative rating that the Educator receives.

D. By May 1st, Educators add evidence to their existing Evidence Collection Form previously started in this evaluation cycle. Using this form, the Educator will provide the Evaluator artifacts/evidence in accordance with Section 9 above. Collection of End of Year Benchmark assessment evidence may be finalized outside of above-mentioned timelines as discussed in Section 10 C.

E. The Summative Evaluation report should recognize areas of strength/commendations as well as identify recommendations for professional growth.

F. For Educators on a one-year Educator Plan and Educators on a two-year plan who will be receiving an overall rating of Needs Improvement or Unsatisfactory, the Educator and Evaluator will meet to discuss the Summative Evaluation report by June 1st.

G. Educators on a two-year Educator Plan who receive an overall rating of Proficient or Exemplary, may meet to discuss the Summative Evaluation report at the request of either party within the last two weeks of the school year.

H. The Educator shall sign the final Summative Evaluation report within 5 school days of receiving the report. The signature indicates that the Educator received the Summative Evaluation report. The signature does not indicate agreement or disagreement with its contents.

I. The Educator shall have the right to respond in writing, through the evaluation management system, to the summative evaluation via the educator response box on the summative evaluation form which shall become part of the final Summative Evaluation report.

J. A copy of the signed final Summative Evaluation report shall be filed in the Educator's personnel file.

## **Section 14 – Educator Plans**

---

### *Educator Plans: Developing Educator Plan*

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

### *Educator Plans: Self-Directed Growth Plan*

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

### *Educator Plans: Directed Growth Plan*

- A. A Directed Growth Plan is for 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. Through the Formative Evaluation Process, Educators receiving an overall performance rating of Proficient or better will be moved to the Self-Directed Growth Plan for the following cycle.
- D. Through the Formative Evaluation Process, Educators receiving an overall Needs Improvement or Unsatisfactory will be moved to an Improvement Plan for the following cycle.

## **Section 15 - 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 to place an Educator whose practice has been rated as unsatisfactory on an Improvement Plan of no fewer than 30 calendar days and no more than one school year. In the case of an Educator receiving a rating of unsatisfactory near the close of one school year, the Improvement Plan may include activities that occur during the summer before the next school year begins.

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

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

E. The Improvement Plan shall define the area(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:

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

G. The Improvement Plan shall:

1. Define the improvement goals directly related to the performance standard(s) and/or student learning outcomes that must be improved;
2. Describe the activities and work products the Educator must complete as a means of improving performance;
3. Describe the assistance that the district will make available to the Educator;
4. Articulate the measurable outcomes that will be accepted as evidence of improvement;
5. Detail the timeline for completion of each component of the Plan, including at a minimum a mid-cycle formative assessment report of the relevant standard(s) and indicator(s);
6. Identify the individuals assigned to assist the Educator which must include minimally the Primary Evaluator; and,
7. Include the signatures of the Educator and Primary Evaluator.

H. A copy of the signed Improvement 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. 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:

1. 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.
2. 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.

3. 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, and if the Evaluator determines that the Educator is not making substantial progress toward proficiency as a result of the Improvement Plan, the Evaluator may recommend to the superintendent that the Educator be dismissed.
4. If the Evaluator determines that the Educator's practice remains at the level of unsatisfactory, the Evaluator will recommend to the superintendent that the Educator be dismissed.

## **Section 16 - General Provisions**

---

- A. Should there be a serious disagreement between the Educator and the Evaluator regarding an overall summative performance rating, 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.
- B. Violations of this article are subject to the grievance and arbitration procedures. The arbitrator shall determine whether there was substantial compliance with the totality of the evaluation process. When the evaluation process results in the termination or non-renewal of an Educator, then no financial remedy or reinstatement shall issue if there was substantial compliance.



***Appendix A:***  
***DCRSD Evaluation Timelines***

Non-PTS Educators	PTS Educators	Date Due
Prior to the start of school Educators who are new to the district participate in an Evaluation System overview as part of the New Educator Orientation activities		<b>Prior to start of school</b>
Educators receive written notification of their primary Evaluator and supervising Evaluator (if applicable)		<b>September 10th</b>
Evaluators supply/identify student data relevant to data analysis toward student goal setting and are provided with an overview of the Evaluation System by administrators.		<b>Prior to September PD Day</b>
District Administration identifies and notifies Educators of District “Look-for” Indicators.		<b>Prior to September PD Day</b>
After-school workshop for all Non-PTS Educators and their mentors for Self-Assessment and Goal Setting	<input type="checkbox"/> After-school workshop required for non-PTS Educators offered as optional to PTS Educators.	<b>Prior to September PD Day</b>
Educators use early release professional development time to analyze data, complete self-assessments, and craft goals.		<b>September PD Day</b>
Educators complete Self-Assessment and Goal Setting forms (2) and “share” in Teach Point (Vector): 1. <a href="#">DCRSD - Student Data Analysis and Student Goal Setting Form</a> 2. <a href="#">DCRSD - Professional Practice Self-Assessment and Professional Practice Goal Setting Form</a>		<b>by October 15th</b>
Educator and Evaluator meet to review Self-Assessment and Goal Setting Forms.	Upon request of either Educator(s) and Evaluator, the aforementioned meet to review Self-Assessment and Goal Setting Forms.	<b>November 1st</b>
Evaluators sign off on all plans in Teach Point (Vector)		<b>November 1st</b>
Educators sign off on Educator Plan in Teach Point (Vector)		<b>November 8th</b>
First observation completed		<b>November 15th</b>
After-school workshop for all Non-PTS Educators and their mentors for Evidence Collection/ Submission	<input type="checkbox"/> After-school workshop required for non-PTS Educators offered as optional to PTS Educators.	<b>by December 15th</b>

Educators fill out and share a NEW <a href="#">Evidence Collection Form</a> in Teach Point (Vector)		<b>by January 15th</b>
	First observation completed	<b>by January 15th</b>
Formative Assessment shared in Teach Point (Vector) by Evaluator		<b>by February 1st</b>
Educator and Evaluator meet to review formative assessment		<b>by February 15th</b>
Educators fill out and share an <a href="#">Evidence Collection Form</a> in Teach Point (Vector). (If this is the beginning of your evaluation cycle, start a NEW form. If you have one started in this cycle already, continue on the existing form.)		<b>by May 1st</b>
Summative Evaluation shared in Teach Point (Vector) by Evaluator	Formative Evaluation (year 1)/Summative Evaluation (year 2)shared in Teach Point (Vector) by Evaluator for Educators receiving an overall rating of Needs Improvement or Unsatisfactory	<b>May 15th</b>
Educator and Evaluator meet to review Summative Evaluation		<b>by June 1st</b>
	Formative Evaluation (year 1)/Summative Evaluation (year 2) shared in Teach Point (Vector) by Evaluator for Educators receiving an overall rating of Proficient or Exemplary	<b>no later than 5 school days prior to the last day of school</b>
	Upon request of Educator or Evaluator, the aforementioned meet to review Formative/ Summative Evaluation	<b>within 5 school days of Evaluation share date</b>
	Non-renewals will be notified on or around June 1st if such instances occur	<b>On or around June 1st</b>

# ***Appendix B: Forms***

Models – Teach Point (Vector) formatting may look different

## DCRSD - Student Data Analysis and Student Goal Setting Form

### Student Data Analysis

- Identify student data sources appropriate to your teaching/instructional assignment.
- Analyze the data looking for potential areas of growth in student learning, performance, or behavior.
- Target an area for growth.
- Use data to explain why this area is being targeted for growth.

### What student data source will inform your instruction in this evaluation cycle?

- List student data sources being examined
- Attach data documents and/or links to this box.

### After analyzing the above listed student data sources, identify an area for growth.

- This area must be a Massachusetts framework, or widely accepted national or international educational or developmental standard used in your field.

### What points in the student data led you to identify this area for growth?

### Student Learning Goal

Write a student learning goal which addresses the area for growth in student learning, performance, or behavior identified in your student data analysis.

Your goal should be specific, measurable, action-oriented, rigorous, realistic, and results-focused, timed, and tracked. Use the following questions to guide your goal writing.

- Which students will make this growth?
- What growth will these students make?
- How will you know that they made this growth?/ How will this growth be measured?
- What will the status of your growth be by the mid-cycle assessment (formative).
- What will the status of your goal be by the end of the evaluation cycle (summative).

Scaffold: In the [years of cycle] school years, [percentage measurement] of \_\_\_ students will be able to [action for improvement] according to [measure being used] when [degree or condition under which action will be assessed]. (See DCRSD Eval Handbook Exemplar 1.)

What **Student Learning Goal** do you propose during this evaluation cycle?

**Educator Plan:**  
List the actions that you will take in order to attain these goals, including but not limited to professional development activities, self-study, and coursework, as well as other supports and resources for completing these actions.

### Anticipated Student Learning Gains

**Anticipated Student Learning Gains.**

Evaluators will consider evidence of an educator’s expected impact on student learning when determining performance ratings in Standard II: Teaching All Students.

For Educators who are responsible for content assessed by statewide student growth measures such as MCAS or ACCESS for ELLs, these measures must be considered in the assessment of impact on student learning. Other educators should use benchmark or similar common assessments that are used district wide. If these measures still do not apply to the educator, the educator and evaluator should identify appropriate growth measures at the beginning of the evaluation cycle. Educator developed assessments must be approved by the curriculum director and/ or his/her designee.

In the box below identify the student growth measures you will be using during this evaluation cycle and the anticipated growth for each.

Evaluator’s signature indicating goal & plan approval

\_\_\_\_\_

Educator’s signature indicating acknowledgement of goal & plan approval

\_\_\_\_\_

**DCRSD - Professional Practice Self-Assessment and  
Professional Practice Goal Setting Form**

**Professional Practice Self-Assessment**

- Use the DESE rubric appropriate to your teaching/professional assignment to assess yourself
- Identify an indicator or indicators to target for growth
- Support the identification of this area for growth with evidence (or cite a lack thereof) from your professional practice

**Which Rubric are you using to self-assess your professional practice?**

- Classroom Teacher OR Specialized Instructional Support Personnel

**After using the rubric to self-assess your professional practice, identify one or more indicators to target for growth.**

- Specifically list the indicator and description of proficient. (E.g. II-B-2. Collaborative Learning Environment and Proficient: Develops students' interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers.)

**What evidence (or lack thereof) from your professional practice supports the identification of this indicator(s) to be targeted for growth?**

**Professional Practice Goal**

Write a professional practice learning goal which addresses the indicator(s) identified for growth in your professional practice self-assessment.

Your goal should be specific, measurable, action-oriented, rigorous, realistic, and results-focused, timed, and tracked. Use the following questions to guide your goal writing.

- What new or improved skill or practice will you develop?
- To what degree will you develop this skill/practice?

- What will the evidence of goal attainment be?
- What will the status of your goal progress be by the mid-cycle assessment (formative)?
- What will the status of your goal progress be by the end of the evaluation cycle (summative)?

Scaffold: During the [years of cycle] school year(s), I will [action leading to improvement] by [what you will do within a specific timeframe] as documented [how you will measure and when]. (See DCRSD Eval Handbook Exemplar 2.)

**What Professional Practice Goal do you propose during this evaluation cycle?**

**Educator Plan:**

**List the actions that you will take in order to attain these goals, including but not limited to professional development activities, self-study, and coursework, as well as other supports and resources for completing these actions.**

Evaluator's signature indicating goal & plan approval

\_\_\_\_\_

Educator's signature indicating acknowledgement of goal & plan approval

\_\_\_\_\_



DCRSD - Evidence Collection Form

DCRSD - Evidence Collection Form

Educators should submit:

- Evidence of progress toward or achievement of goal completion
- Evidence for District “Look-For” indicators in standards I and II. (This item may be omitted if “clear evidence” or “partial evidence” was indicated on observation forms)
- Evidence for the anticipated student learning gains agreed upon at the beginning of the evaluation cycle.
- A summary and/or highlights AND reflection of the Student Survey Feedback
- 2-3 pieces of evidence for standard III (in total by Summative Evaluation).
- 2-3 pieces of evidence for standards IV (in total by Summative Evaluation).
  
- Please explain using a bulleted list what each piece of evidence is and, if necessary, make it clear how this relates to the standard
- **Please attach documents or links for any evidence you are submitting.**

It is recommended that educators:

- Highlight new or updated practices in addition to current student data.
- Start with evidence supporting goal progress toward or achievement of goal completion as many of these pieces of evidence could also be used for Evidence in Standards I-IV.

***Ask Teach Point (Vector) to have Student Learning Goal populate here:***

**Student Learning Goal Evidence:**

***Ask Teach Point (Vector) to have Professional Practice Goal populate here:***

**Professional Practice Goal Evidence:**

**STANDARD I Evidence: Curriculum, Planning, and Assessment**

**STANDARD II Evidence: Teaching All Students**

*Ask Teach Point (Vector) to have Anticipated Student Learning Gains populate here:*

**INDICATOR II-C: Student Learning Evidence (Anticipated Student Learning Gains)**

**STANDARD III Evidence: Family and Community Engagement**

**STANDARD IV Evidence: Professional Culture**

**DCRSD - Observation Form**

DCRSD - OBSERVATION FORM		
Date of Observation:	<input type="checkbox"/> Announced	<input type="checkbox"/> Unannounced
Observation Start Time:	Observation End Time:	
In 2-4 sentences describe what was observed:		

STANDARD I: Curriculum, Planning, and Assessment
<p><b>I-A-1. Subject Matter Knowledge.</b></p> <p><i>Proficient:</i> Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments.</p>
<p> <input type="checkbox"/> Clear Evidence               <input type="checkbox"/> Partial Evidence               <input type="checkbox"/> No Evidence               <input type="checkbox"/> Contradictory Ev.         </p>
<p>Comments:</p>
<p><b>I-A-2. Child and Adolescent Development.</b></p> <p><i>Proficient:</i> Demonstrates knowledge of the developmental levels of students in this grade or subject and the different ways they learn by providing differentiated learning experiences that enable all students to exercise self-management, make responsible decisions, and progress toward meeting intended outcomes.</p>
<p> <input type="checkbox"/> Clear Evidence               <input type="checkbox"/> Partial Evidence               <input type="checkbox"/> No Evidence               <input type="checkbox"/> Contradictory Ev.         </p>

Comments:

**I-A-3. Well-Structured Units and Lessons.**

*Proficient:* Adapts as needed and implements standards-based units comprised of well-structured lessons with challenging tasks and measurable outcomes; appropriate student engagement strategies, pacing, sequence, resources, and grouping; purposeful questioning; and strategic use of technology and digital media; such that students are able to learn the knowledge and skills defined in state standards/local curricula.

Clear Evidence     Partial Evidence     No Evidence     Contradictory Ev.

Comments:

**I-B-1. Variety of Assessment Methods.**

*Proficient:* Uses a variety of informal and formal assessments methods, including common interim assessments, to measure students' learning, growth, and progress toward achieving state/local standards.

Clear Evidence     Partial Evidence     No Evidence     Contradictory Ev.

Comments:

**I-B-2. Adjustments to Practice**

*Proficient:* Analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement differentiated interventions and enhancements for students.

Clear Evidence     Partial Evidence     No Evidence     Contradictory Ev.

Comments:

**I-C-1. Analysis and Conclusions.**

*Proficient:* Draws appropriate conclusions from a thorough analysis of a wide range of assessment data to inform instructional decisions and improve student learning.

Clear Evidence     Partial Evidence     No Evidence     Contradictory Ev.

Comments:

**I-C-2. Sharing Conclusions With Colleagues.**

*Proficient:* 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.

Clear Evidence     Partial Evidence     No Evidence     Contradictory Ev.

Comments:

**I-C-3. Sharing Conclusions With Students**

*Proficient:* Based on assessment data, provides descriptive feedback to students, engages them in constructive conversation, and seeks feedback that focuses on how students can improve their performance.

Clear Evidence     Partial Evidence     No Evidence     Contradictory Ev.

Comments:

**STANDARD II: Teaching All Students**

**II-A-1. Quality of Effort and Work.**

*Proficient:* Consistently defines high expectations for the quality of student work and the perseverance and effort required to produce it; often provides exemplars, rubrics, and guided practice.

Clear Evidence     Partial Evidence     No Evidence     Contradictory Ev.

Comments:

**II-A-2. Student Engagement.**

*Proficient:* Consistently uses instructional practices that are likely to motivate and engage most students in the content of the lesson.

Clear Evidence     Partial Evidence     No Evidence     Contradictory Ev.

Comments:

**II-A-3. Meeting Diverse Needs.**

*Proficient:* Uses appropriate inclusive practices, such as tiered supports and scaffolded instruction, to accommodate differences in students' learning needs, abilities, interests, and levels of readiness, including those of academically advanced students, students with disabilities, and English learners.

Clear Evidence     Partial Evidence     No Evidence     Contradictory Ev.

Comments:

**II-B-1. Safe Learning Environment.**

*Proficient:* 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.

Clear Evidence     Partial Evidence     No Evidence     Contradictory Ev.

Comments:

**II-B-2. Collaborative Learning Environment.**

*Proficient:* Develops students' relationship and communication skills by providing opportunities for students to learn in groups with diverse peers and facilitating meaningful academic discourse.

Clear Evidence     Partial Evidence     No Evidence     Contradictory Ev.

Comments:

**II-B-3. Student Motivation.**

*Proficient:* Regularly creates learning experiences that guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; take academic risks; and challenge themselves to learn.

Clear Evidence     Partial Evidence     No Evidence     Contradictory Ev.

Comments:

**Indicator II-C. Student Learning.**

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

Clear Evidence     Partial Evidence     No Evidence     Contradictory Ev.

Comments:

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

*Proficient:* Establishes an environment in which students demonstrate respect for and affirm their own (self-awareness) and others' (social awareness) differences related to background, identity, language, strengths, and challenges, and responds appropriately if/when conflicts or misunderstandings arise related to such differences.

Clear Evidence     Partial Evidence     No Evidence     Contradictory Ev.

Comments:

**II-E-1. High Expectations.**  
*Proficient:* Clearly communicates high standards for student work, effort, and behavior, and consistently reinforces the expectation that all students can meet these standards through effective effort, rather than innate ability.

Clear Evidence     Partial Evidence     No Evidence     Contradictory Ev.

Comments:

**II-E-2. Access to Knowledge.**  
*Proficient:* Consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities.

Clear Evidence     Partial Evidence     No Evidence     Contradictory Ev.

Comments:

**STANDARD III: Family and Community Engagement**

**STANDARD IV: Professional Culture**

**Summary**

Overall Commendations:

Overall Recommendations:

Date of Written Feedback:

Date of Oral Feedback:

Evaluator Signature:

**Educator Response**

Staff Member Signature:

## ***Appendix C: Form Exemplars***





## EXEMPLAR 1: DCRSD - Student Data Analysis and Student Goal Setting Form

### Student Data Analysis

- Identify student data sources appropriate to your teaching/instructional assignment.
- Analyze the data looking for potential areas of growth in student learning, performance, or behavior.
- Target an area for growth.
- Use data to explain why this area is being targeted for growth.

### What student data source will inform your instruction in this evaluation cycle?

- List student data sources being examined
- Attach data documents and/or links to this box.

 [Grade 4 and 5 ELA MCAS Data Folder](#)  
 [Notes/Data from Grade 4-5 transition Meeting](#)

### After analyzing the above listed student data sources, identify an area for growth.

- This area must be a Massachusetts framework, or widely accepted national or international educational or developmental standard used in your field.

*Massachusetts ELA Framework, Grade 5 Writing:*

1. *Write opinion pieces on topics or texts, supporting a point of view with reasons and information*
  - a. *Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped in paragraphs and sections to support the writer's purpose.*
  - b. *Provide logically ordered reasons that are supported by facts and details.*
  - c. *Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).*
  - d. *Provide a concluding statement or section related to the opinion presented.*

### What points in the student data led you to identify this area for growth?

*Last year's MCAS data shows that only 58% of incoming 4th grade students are meeting or exceeding the above listed standard. This was the lowest percentage across ELA MCAS scores for the grade level as a whole.*

*Data shared by 4th grade teachers show that 93% of students have a DIBELS composite score at or above benchmark and 89% of students score 80% or above in their last CKLA unit assessment, indicating that reading fluency and comprehension are not areas for growth.*

### Student Learning Goal

Write a student learning goal which addresses the area for growth in student learning, performance, or behavior identified in your student data analysis.

**EXEMPLAR 1: DCRSD - Student Data Analysis and Student Goal Setting Form**

Your goal should be specific, measurable, action-oriented, rigorous, realistic, and results-focused, timed, and tracked. Use the following questions to guide your goal writing.

- Which students will make this growth?
- What growth will these students make?
- How will you know that they made this growth?/ How will this growth be measured?
- What will the status of your growth be by the mid-cycle assessment (formative).
- What will the status of your goal be by the end of the evaluation cycle (summative).

Scaffold: In the [years of cycle] school years, [percentage measurement] of \_\_\_ students will be able to [action for improvement] according to [measure being used] when [degree or condition under which action will be assessed].

**What Student Learning Goal do you propose during this evaluation cycle?**

*In the 2022-2023 and 2023-2024 school years 85 % of 5th grade ELA students will be able to score a 3 or 4 according to the 2021 Grade 5 MCAS Scoring Guide (to be used by the 5th grade team) for Idea Development when writing an opinion essay in response to a teacher provided writing prompt about a recently read text.*

 [2021 Grade 5 MCAS Scoring Guide for Idea Development](#)

**Educator Plan:**

**List the actions that you will take in order to attain these goals, including but not limited to professional development activities, self-study, and coursework, as well as other supports and resources for completing these actions.**

1. *Attend professional development on providing effective feedback on writing to middle school students.*
2. *Bring strategies on providing effective feedback to my department meeting to share with colleagues (monthly PLC)*
3. *Begin using feedback strategies in class for each piece of writing*
4. *Monitor student writing for revisions based on feedback (biweekly)*
5. *Support students in class with self-assessment of writing using the class rubric (ongoing)*
6. *Look at writing samples with colleagues across the discipline in fall, winter and spring to calibrate assessment and problem solve student challenges*
7. *Obtain feedback from students via survey on if and how writing feedback has helped improve their writing (midyear)*
8. *Use information from survey to inform future feedback choices (ongoing)*

Evaluator's signature indicating goal & plan approval

\_\_\_\_\_

Educator's signature indicating acknowledgement of goal & plan approval

\_\_\_\_\_

**EXEMPLAR 2: DCRSD - Professional Practice Self-Assessment and Professional Practice Goal Setting Form**

**Professional Practice Self-Assessment**

- Use the DESE rubric appropriate to your teaching/professional assignment to assess yourself
- Identify an indicator or indicators to target for growth
- Support the identification of this area for growth with evidence (or cite a lack thereof) from your professional practice

**Which Rubric are you using to self-assess your professional practice?**

- Classroom Teacher OR Specialized Instructional Support Personnel

*SISP*

**After using the rubric to self-assess your professional practice, identify one or more indicators to target for growth.**

- Specifically list the indicator and description of proficient. (E.g. II-B-2. Collaborative Learning Environment and Proficient: Develops students' interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers.)

*II-A-2. Student Engagement*

*Proficient: Consistently uses instructional and clinical practices that are likely to motivate and engage most students during the lesson, activity, or session.*

*II-B-3. Student Motivation*

*Proficient: 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.*

**What evidence (or lack thereof) from your professional practice supports the identification of this indicator(s) to be targeted for growth?**

*In the past several years, I have had some students that have had to be cajoled into doing work on a daily basis. So far, I've tried reward systems, holding them accountable to finishing at some time, and parent involvement. I would like to see if I can diversify my strategies for student engagement so those reluctant learners are taking a more active role in our time together and their own education.*

**Professional Practice Goal**

Write a professional practice learning goal which addresses the indicator(s) identified for growth in your professional practice self-assessment.

Your goal should be specific, measurable, action-oriented, rigorous, realistic, and results-focused, timed, and tracked. Use the following questions to guide your goal writing.

**EXEMPLAR 2: DCRSD - Professional Practice Self-Assessment and Professional Practice Goal Setting Form**

- What new or improved skill or practice will you develop?
- To what degree will you develop this skill/practice?
- What will the evidence of goal attainment be?
- What will the status of your goal progress be by the mid-cycle assessment (formative)?
- What will the status of your goal progress be by the end of the evaluation cycle (summative)?

Scaffold: During the [years of cycle] school year(s), I will [action leading to improvement] by [what you will do within a specific timeframe] as documented [how you will measure and when]. (See DCRSD Eval Handbook Exemplar 2.)

**What Professional Practice Goal do you propose during this evaluation cycle?**

*During the 2022-2023 school year, I will increase my knowledge of engagement strategies by participating in a minimum of 3 professional development experiences (I'm looking at books, workshops, and site visits) as documented in a self-created engagement strategy menu.*

*During the 2023-2024 school year, I will increase my use of student engagement strategies by using at least 1 new strategy per month (October -May) from the self-created menu as documented in my lesson plans and an engagement strategy Google Doc (and possibly a student engagement survey).*

**Educator Plan:**

**List the actions that you will take in order to attain these goals, including but not limited to professional development activities, self-study, and coursework, as well as other supports and resources for completing these actions.**

- *Attend district-provided UDL Workshops during the 2022-2023 and 2023-2024 school years*
- *Read one book on engagement strategies for my age group (22-23)*
- *Do site visit to a Groton Dunstable school where UDL was adopted several years ago (23-24)*
- *Use student preference/learning style survey to help select strategies that will best meet students' needs (22-23, 23-24)*
- *Create student engagement menu (22-23)*
- *Use student survey and engagement menu to select 1 strategy for implementation per month.*

Evaluator's signature indicating goal & plan approval

---

Educator's signature indicating acknowledgement of goal & plan approval

---

### EXEMPLAR 3: DCRSD - Evidence Collection Form

#### DCRSD - Evidence Collection Form

Educators should submit:







- Evidence of progress toward or achievement of goal completion
- Evidence for District “Look-For” indicators in standards I and II. (This item may be omitted if “clear evidence” or “partial evidence” was indicated on observation forms)
- Evidence for the anticipated student learning gains agreed upon at the beginning of the evaluation cycle.
- A summary and/or highlights AND reflection of the Student Survey Feedback
- 2-3 pieces of evidence for standard III (in total by Summative Evaluation).
- 2-3 pieces of evidence for standards IV (in total by Summative Evaluation).
  
- Please explain using a bulleted list what each piece of evidence is and, if necessary, make it clear how this relates to the standard
- **Please attach documents or links for any evidence you are submitting.**

It is recommended that educators:

- Highlight new or updated practices in addition to current student data.
- Start with evidence supporting goal progress toward or achievement of goal completion as many of these pieces of evidence could also be used for Evidence in Standards I-IV.

#### Student Learning Goal Evidence:





- *Formative: Writing Rubric Score Chart*
- *Formative: Student Writing Sample from Beginning of Year*
- *Formative: Student Graphic Organizer*
- *Summative: Student Writing Sample from End of Year*
- *Summative: Student Self-Assessment*
- *Summative: Writing Rubric Score Chart 2024 (with new scores)*

-  [Writing Rubric Score Chart\(doc\)](#)
-  [Student Writing Sample from Beginning of Year\(image\)](#)
-  [Student Graphic Organizer\(doc\)](#)
-  [Student Writing Sample from End of Year\(image\)](#)
-  [Student Self-Assessment \(qcdoc\)](#)
-  [Writing Rubric Score Chart 2024\(doc\)](#)

**Ask Teach Point (Vector) to have Professional Practice Goal populate here:**

#### Professional Practice Goal Evidence:

- *Formative: PD Certificate from Workshop*
- *Summative: New Unit Outline*
- *Summative: New Unit Lesson 5*
- *Summative: New Unit Assessment Data (Shows unit was implemented, including assessment.)*


-  [PD Certificate from Workshop\(image\)](#)
-  [New Unit Outline\(qcdoc\)](#)
-  [New Unit Lesson 5\(qcdoc\)](#)
-  [New Unit Assessment Data \(doc\)](#)

### EXEMPLAR 3: DCRSD - Evidence Collection Form

#### STANDARD I Evidence: Curriculum, Planning, and Assessment





- See Professional Practice Goal Evidence
- See Student Learning Goal Evidence: Writing Rubric Score Charts

#### STANDARD II Evidence: Teaching All Students

- Summative: See Student Learning Goal Evidence
  - Summative: Photos of student projects (essay, slide show, small group skit) shows multiple means of representation
  - Summative: See Professional Practice Goal Evidence: New Unit Lesson 5 (note student engagement options and multiple means of presentation used in background and demo in first portion of lesson)
-  [December Project Samples \(gcimage\)](#)




**Ask Teach Point (Vector) to have Anticipated Student Learning Gains populate here:**

#### INDICATOR II-C: Student Learning Evidence (Anticipated Student Learning Gains)

-  [iReady Class Growth Report EOY 2022-2023\(gcimage\)](#)
-  [iReady Class Growth Report EOY 2023-2024\(gcimage\)](#)
-  [MCAS ELA Results 2022 \(gcimage\)](#)
-  [MCAS ELA Results 2023 \(gcimage\)](#)



#### STANDARD III Evidence: Family and Community Engagement

- Formative: Scope and Sequence Parent Summary and Class Expectations (shared with families by email at beginning of year and after any updates)
- Formative: Notes from conference with J.C.'s dad (Student struggled with work completion. Met with parent and then parent & student)
- Formative: Email strand with J.C.'s dad (ongoing communication to support student in 1st per class)

-  [Term 1 Scope & Expectations Parent Version \(qcdoc\)](#)
-  [JC Conf notes \(image\)](#)
-  [Email Strand JC Dad\(gcimage\)](#)

#### STANDARD IV Evidence: Professional Culture

- Summative: Dept. Meeting notes 2022-2023
- Summative: IST Forms for PK

-  [Dept. Meet Notes 2022-23 \(qcdoc\)](#)
-  [IST Form PK\(doc\)](#)

## ***Appendix D: Sample Surveys***

These surveys are recommended for PreK-12.  
See *Section 10 D.* to request the use of a different survey

## DESE Model K-2 Discussion Prompts and Administration Protocol

(DCRSD identifies this as a prompt for preschool discussion as well.)

### Overview

The K – 2 discussion prompts represent a subset of items that were piloted with students in Kindergarten, first, and second grades during the ESE Model Pilot Survey Project. These items are intended to serve as discussion prompts for early elementary teachers to use with their students to collect feedback about their practice.

The following items may be used by teachers in a conversational setting with individual students or small groups of students. They are listed in no particular order. A teacher may choose to use them in any way that he/she and his/her evaluator deem helpful. Teachers may want to record notes as students respond.

K-2 Discussion Prompts
1. Students help each other to learn.
1. When asked, I can talk about what I am learning.
1. When I am stuck, my teacher wants me to try again before she or he helps me.
1. I have to explain my thinking when I write, answer questions and talk about my work.
1. When my teacher is talking, he or she asks us if we understand.
1. After I talk to my teacher, I know how to make my work better.

### Instructions for Administering

Districts should work with their K – 2 teachers to determine the best way to administer the discussion prompts – whether it is soliciting responses from individual students, small groups of students, or a full class. If a teacher or school wants to preserve student confidentiality in the solicitation of verbal feedback, another staff member familiar to the students may engage them in responses to these discussion prompts. However, steps must be taken to ensure that younger students are clear about the subject (their teacher) of the discussion.

It is important to make students feel comfortable responding to the discussion prompts. Prior to beginning the discussion, classroom teachers or proctors should inform students of its purpose. Communicate to students that they are having this discussion to help their teacher learn how they feel about being a student their (the teacher's) class. The reason for the discussion is to help their teacher make their class even better. Students should be assured that there are no right or wrong answers, and that they should answer honestly.

Students in Grades K – 2 will require guidance and support when engaging in discussion about the prompts. The classroom teacher or survey proctor may clarify or rephrase words if a student does not understand.

The following table provides a crosswalk between discussion prompts and the [Standards and Indicators of Effective Teaching Practice](#). You may sort the table differently by selecting it and finding the Sort function in the Table Layout tab.



Standard I: Curriculum, Planning & Assessment	Standard II: Teaching All Students
I.A: Curriculum & Planning I.B: Assessment I.C: Analysis	II.B: Learning Environment II.E: Expectations

Standard/ Indicator	#	Item
II.B	1.	Students help each other to learn
II.E	2.	When asked, I can talk about what I am learning.
II.B	3.	When I am stuck, my teacher wants me to try again before she or he helps me.
I.A	4.	I have to explain my thinking when I write, answer questions and talk about my work.
I.B	5.	When my teacher is talking, he or she asks if we understand.
I.C	6.	After I talk to my teacher, I know how to make my work better.

## DESE Model Student Feedback Survey Grades 3-5: Mini-Form Standard II

Name of **Teacher**: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Read each statement and then choose one answer choice that you think fits best. There are no right or wrong answers. Your teacher will use your class's answers to better understand what it's like to be a student in this class. Your teacher will not see your individual answers.

		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	My teacher uses our mistakes as a chance for us all to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	My classwork is hard but not too hard for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	My teacher uses things that interest me to explain hard ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	I can show my learning in many ways (e.g., writing, graphs, pictures).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	I can do more challenging work when I am waiting for other students to finish.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	In this class, students help each other learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	When my class does not understand something, my teacher explains it another way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	My teacher encourages me even when my work is not my best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	In class, I teach other students how I solved a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.	My teacher shows us how to respect different opinions in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**OPTIONAL: If you have any additional feedback for your teacher, please share it here.**

This item key is not intended for distribution to students. The following table provides a crosswalk between survey items and the [Standards and Indicators of Effective Teaching Practice](#) addressed in the model survey. You may sort the table differently by selecting it and finding the Sort function in the Table Layout tab.

Standard I: Curriculum, Planning & Assessment		Standard II: Teaching All Students	
I.A:	Curriculum & Planning	II.A:	Instruction
I.B:	Assessment	II.B:	Learning Environment
I.C:	Analysis	II.D:	Cultural Proficiency
		II.E:	Expectations

Standard/ Indicator	#	Item
II.B	1.	My teacher uses our mistakes as a chance for us all to learn.
II.E	2.	My classwork is hard but not too hard for me.
II.A	3.	My teacher uses things that interest me to explain hard ideas.
II.A	4.	I can show my learning in many ways (e.g., writing, graphs, pictures).
II.A	5.	I can do more challenging work when I am waiting for other students to finish.
II.B	6.	In this class, students help each other learn.
II.E	7.	When my class does not understand something, my teacher explains it another way.
II.B	8.	My teacher encourages me even when my work is not my best.
II.A	9.	In class, I teach other students how I solved a problem.
II.D	10.	My teacher shows us how to respect different opinions in class.

## DESE Model Student Feedback Survey Grades 6–12: Mini-Form Standard II

Name of **Teacher**: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Read each statement and then choose **one** answer choice that you think fits best. There are no right or wrong answers. Your teacher will use your class's answers to better understand what it's like to be a student in this class. Your teacher will not see your individual answers.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. My teacher demonstrates that mistakes are a part of learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I can show my learning in many ways (e.g., writing, graphs, pictures).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The work in this class is challenging but not too difficult for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. If I finish my work early in class, my teacher has me do more challenging work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. In this class, students work together to help each other learn difficult content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. My teacher encourages us to accept different points of view when they are expressed in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. In this class, students teach other classmates a part or whole lesson.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. My teacher supports me even when my work is not my best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. During a lesson, my teacher is quick to change how he or she teaches if the class does not understand (e.g., switch from using written explanations to using diagrams).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. To help me understand, my teacher uses my interests to explain difficult ideas to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**OPTIONAL:** If you have any additional feedback for your teacher, please share it here.

**This item key is not intended for distribution to students.** The following table provides a crosswalk between survey items and the [Standards and Indicators of Effective Teaching Practice](#) addressed in the model survey. You may sort the table differently by selecting it and finding the Sort function in the Table Layout tab.

Standard I: Curriculum, Planning & Assessment		Standard II: Teaching All Students	
I.A: Curriculum & Planning		II.A:	Instruction
I.B: Assessment		II.B:	Learning Environment
I.C: Analysis		II.D:	Cultural Proficiency
		II.E:	Expectations

Standard/ Indicator	#	Item
II.B	1.	My teacher demonstrates that mistakes are a part of learning.
II.A	2.	I can show my learning in many ways (e.g., writing, graphs, pictures).
II.E	3.	The work in this class is challenging but not too difficult for me.
II.A	4.	If I finish my work early in class, my teacher has me do more challenging work.
II.B	5.	In this class, students work together to help each other learn difficult content.
II.D	6.	My teacher encourages us to accept different points of view when they are expressed in class.
II.A	7.	In this class, students teach other classmates a part or whole lesson.
II.B	8.	My teacher supports me even when my work is not my best.
II.E	9.	During a lesson, my teacher is quick to change how he or she teaches if the class does not understand (e.g., switch from using written explanations to using diagrams).
II.A	10.	To help me understand, my teacher uses my interests to explain difficult ideas to me.