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SECTION I – SCOPE, PURPOSE and AUTHORITY OF EDUCATOR EVALUATION

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:
 - i) To promote student learning, growth, and achievement by providing Educators with feedback for improvement, enhanced opportunities for professional growth, and clear structures for accountability, 603 CMR 35.01(2)(a);
 - ii) To provide a record of facts and assessments for personnel decisions, 35.01(2)(b);
 - iii) To ensure that every school committee has a system to enhance the professionalism and accountability of teachers and administrators that will enable them to assist all students to perform at high levels, 35.01(3); and
 - iv) To assure effective teaching and administrative leadership, 35.01(3).

DISTRICT PURPOSES OF EVALUATION

Educators are at the core of the educational process. Educator performance makes a difference in students' achievement, sense of fulfillment and feeling of well-being.

AWRSD Educator Evaluation is an addendum to the collective bargaining agreement.

The purpose of educator evaluation is to:

- A) Assist each educator in providing a high quality education for students;
- B) Provide a means of periodically assessing the performance of educators over time;
- C) Provide information to describe an educator's current performance level, areas needing improvement, and recommendations that will lead to improve educator and thus provide enhanced student achievement;

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- D) Identify outstanding educator practices and performance.

Although the emphasis of educator evaluation is on the concepts listed above, it also provides information for personnel matters relating to renewal, promotion, assignment and dismissal.

Evaluation can encourage and facilitate professional growth while assessing performance. It is a cooperative process with the responsibility for accomplishment shared by teacher and evaluator. Educators will be active participants in all phases of the evaluation process.

SECTION II - DEFINITIONS

Administrator: Any person employed in a school district in a position requiring a certificate or license in 603 CMR 7.09(1) through (5) or who has been approved as an administrator in the area of vocational education as provided in 603 CMR 4.00 et. Seq., and who is not employed under an individual employment contract. In this District, administrator roles can include such roles as principal/assistant principal, superintendent/assistant superintendent, director of special education and pupil services, and district coordinators.

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 and student work samples that demonstrate student knowledge and skill attainment, which may include, but are not limited to, informal checks of student understanding, running records, demonstration of knowledge and/or skills, presentations, performances, projects, experiments, tests, quizzes, reports, essays, and/or portfolios.

Categories of Evidence: Multiple measures of student learning, growth, and achievement, judgments based on observations and artifacts of professional practice, and, data points relevant to one or more Standards of Effective Teaching Practice (603 CMR 35.03).

Common Assessments: Identical or comparable assessments of student learning, growth and achievement related to the Massachusetts Curriculum Frameworks, Massachusetts Vocational Technical Education Frameworks or other relevant frameworks used by educators in the same role across the district. These assessments may be commercial assessments or district developed, and may include, but are not limited to: portfolios, pre- and posttests, unit and course assessments, performance assessments and capstone projects.

Data Points: No single **data point** can paint a complete picture of an **educator's** performance. Classroom observation is one such data point; however, other data points must be included to uncover the depth of what educators do. Unannounced observations of practice of any duration, 10 minutes or more, work samples, student samples, student feedback, meetings, school-wide activities and engagement, being active in professional organizations, community engagement, matriculation in college, and committee work are examples of data points. No single point is *THE* data point, but it is the sum of these points that help evaluate educators.

Educator(s): Inclusive term that applies to all classroom teachers and caseload educators who are identified as being covered by the AWRSD Collective Bargaining Agreement, Part IB.

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 and overall performance rating. There shall be four types of Educator Plans:

- A) **Developing Educator Plan** shall mean a plan developed by the Educator and the evaluator for one school year or less for an Educator without Professional Teacher Status (PTS, see Ch. 71, sec. 41 for definition); or, at the discretion of the evaluator, for an Educator with PTS in a new assignment.
- B) **Self-Directed Educator Plan** shall mean a plan developed by the PTS Educator. A two year Self-Directed Educator Plan is for Educators who are rated proficient or exemplary and have demonstrated expected impact on student learning. A one year Self-Directed Educator Plan is for Educators who are rated proficient or exemplary but have not demonstrated expected impact on student learning.
- C) **Directed Growth Plan** shall mean a plan developed by the Educator and the evaluator of one school year or less for Educators with PTS who have an overall rating of needs improvement.
- D) **Improvement Plan** shall be developed by the evaluator and will be at least 30 school days but no more than one school year, for Educators with PTS who are rated unsatisfactory. The plan will include goals specific to improving the Educator's unsatisfactory performance. In those cases where an Educator is rated unsatisfactory near the close of the school year, the plan may include activities during the summer preceding the next school year.

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

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.

- A) **Primary Evaluator** shall be the person who determines the Educator's performance ratings and completes the formative and summative evaluations.
 - i) The Primary Evaluator for educators involved with classroom teaching, including building specific special education teachers, library media

specialists, guidance counselors, school adjustment counselors, and nurses (SISP's) are the principal and the assistant principal in each school.

- ii) The Primary Evaluator for school psychologists, speech pathologists, ABA, ETL, and ELL staff is the Director of Special Education and Pupil Services, K-12.
- iii) The evaluator for Curriculum Coordinators, Athletic Director, and Nurse Supervisor/Lead Nurse, who are all part of the Ashburnham-Westminster Teachers Association bargaining unit, is the superintendent of schools.

- B) **Supervising Evaluator** shall be the person responsible for developing the Educator Plan, supervising the Educator's progress through formative assessments, evaluating the Educator's progress toward attaining the Educator Plan goals, and making recommendations about the evaluation ratings to the primary Evaluator at the end of the Educator Plan. The Supervising Evaluator may be the primary Evaluator or his/her designee.
- C) **Bargaining Unit Members:** No member of the bargaining unit shall evaluate or formally observe. However, factual input, which includes no judgments, may be given to evaluators by high school department coordinators and the Nurse Supervisor/Lead Nurse.

No written observation reports will be required from department coordinators or other members of the bargaining unit.

- D) **Teaching Staff Assigned to More Than One Building:** Each Educator who is assigned to more than one building will be evaluated by the appropriate administrator where the individual is assigned most of the time. The superintendent will determine the primary and input evaluators.
- E) **Notification:** The Educator shall be notified in writing of his/her primary Evaluator and/or 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. Members of the Bargaining Unit will be assigned evaluators prior to September 20th each year.

Expected Impact: The educator meets or exceeds anticipated student learning gains on multiple measures of student learning, growth and achievement as described in DESE Rubric for Teachers, Standard 2.C Teaching All Students, Student Learning Indicator. The evaluator shall use professional judgment to determine whether the educator is having expected impact on student learning, based on student learning gains on common assessments, and where

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

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

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

Formative Evaluation: The process used to assess progress towards attaining goals set forth in Educator plans and performance on standards. As a part of this process an overall rating will be assigned, as well as a rating for each standard. This process must take place by Feb 15th for educators on a one (1) year plan and by June 15th for educators on a two (2) year plan.

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 (in the case of those on a Directed Growth Plan or an Improvement Plan), or by teams, departments, or groups of Educators who have the same role. Educator goals shall be submitted to evaluators by October 15th.

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

Multiple Measures of Student Learning: Measures must include a combination of classroom, school and district assessments, student growth percentiles where available and ACCESS scores. This definition may be revised as required by regulations or agreement of the parties upon issuance of ESE guidance.

New Assignment: An educator with PTS shall be considered in a new assignment when teaching under a different license.

Observation: A data gathering process that includes evidential notes made during one or more classroom or worksite visits(s) of any duration, **ten minutes or more**, 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 verbal and written feedback to the Educator. Normal supervisory responsibilities of administrators will cause administrators to drop into classes and other activities in the worksite at various times as deemed necessary by an 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 and may not be used as evidence to support a Needs Improvement or Unsatisfactory rating unless there is feedback and discussion with the Educator as provided in the Agreement.

Performance Level Rating: Describes the Educator's performance on each performance standard and overall. There shall be four performance ratings:

- A) Exemplary: the Educator's performance consistently and significantly exceeds the requirements of a standard or overall. The rating of exemplary on a standard indicates that practice significantly exceeds the proficient standard and could serve as a model of practice on that standard district-wide.
- B) Proficient: the Educator's performance fully and consistently meets the requirements of a standard or overall. Proficient practice is understood to be fully satisfactory.
- C) Needs Improvement: the Educator's performance on a standard or overall is below the requirements of a standard or overall, but is not considered to be unsatisfactory at this time. Improvement is necessary and expected.
- D) Unsatisfactory: the Educator's performance on a standard or overall has not significantly improved following a rating of needs improvement, or the Educator's performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

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.

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

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.

It is not intended that all performance standards are exhibited all the time. It must be understood, however, that proficiency is the desired goal.

Rubric: The rubrics for Standards and Indicators of Effective Teaching Practice provided by DESE are used to rate Educators on Performance Standards.

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.

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.

Team: Elementary Grade Levels, Specialist Teams, Middle School Teams, High School Departments, Vertical Teams, Co-Teaching Teams, and Content Area Groups.

SECTION III - EVIDENCE USED IN EVALUATION

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

- A) For educators responsible for direct instruction, multiple measures of student learning, growth, and achievement, which shall include:
 - i) Measures of student progress on classroom assessments that are aligned with the Massachusetts Curriculum Frameworks or other relevant frameworks and are comparable within grades or subjects in a school;
 - ii) Measures of student progress and/or achievement toward student learning goals set between the Educator and Evaluator for the school year or some other period of time established in the Educator Plan;
 - iii) Statewide growth measure(s) where available, including MCAS Student Growth Percentile and the Massachusetts English proficiency assessment;
 - iv) Common Assessments of student learning, growth and achievement.
- B) For Educators whose primary role is not as a classroom teacher, appropriate measures of the Educator's contribution to student learning, growth, and achievement will be set by the district, and bargained by the parties. Measures should be based on the Educator's role and responsibility.
- C) Judgments are based on observations and artifacts of practice including:
 - i) Unannounced observations of practice of any duration of 10 minutes or more.
 - ii) Announced observation(s) for non-PTS Educators in their first year of practice in a school, Educators on Improvement Plans, and as determined by the Evaluator.
 - iii) Examination of Educator work products.
 - iv) Examination of student work samples.
- D) Additional evidence relevant to one or more Performance Standards, including but not limited to:
 - i) Evidence compiled and presented by the Educator, including:
 - (a) Evidence of fulfillment of professional responsibilities and growth such as self-assessments, peer collaboration, professional development

linked to goals in the educator plans, contributions to the school community and professional culture;

- (b) Evidence of active outreach to and engagement with families;
 - ii) Evidence of progress towards professional practice goal(s);
 - iii) Evidence of progress toward student learning outcomes goal(s);
 - iv) Student feedback (with respect to teachers and support personnel);
 - v) Any other relevant evidence from any source that the Evaluator shares with the Educator. Other relevant evidence could include information provided by other administrators such as the superintendent.
- E) Evidence and professional judgment shall inform the Evaluator’s ratings of Performance Standards and overall educator performance.

SECTION IV - RUBRIC

The parties agree that the rubrics listed on the Massachusetts Department of Education website for teachers and Specialized Instructional Support Personnel shall be used. Rubrics will not be used as a classroom observation tool.

SECTION V - TRAINING

Any Educator hired after the start of the school year who has not previously completed a professional development activity on self-assessment and goal-setting, shall complete such a professional learning activity about self-assessment and goal-setting within the first four weeks of the date of hire. The superintendent working with the AWTA shall determine the type and quality of the learning activity based on guidance provided by ESE.

SECTION VI – 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. The superintendent, principal or designee shall:

- A) Provide an overview of the evaluation process, including goal setting and the educator plans.
- B) Provide all educators with directions for obtaining a copy of the forms used by the district. These are provided electronically through the Teachpoint portal.
- C) The faculty meeting may be digitally recorded to facilitate orientation of educators hired after the beginning of the school year.

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- D) The participants will evaluate the effectiveness of this process as a means of providing the joint labor-management committee with actionable feedback.

SECTION VII - EVALUATION CYCLE: SELF-ASSESSMENT

Completing the Self-Assessment

- A) The evaluation cycle begins with the Educator completing and submitting to the Primary Evaluator by October 15th or within the first four weeks of employment an Assessment of Practice Against Performance form and an Analysis of Student, Learning, Growth and Achievement form.
- B) The self-assessment includes:
 - i) An analysis of evidence of student learning, growth and achievement for students under the Educator's responsibility;
 - ii) An assessment of practice against each of the four Performance Standards of effective practice using the designated rubric;
 - iii) Proposed goals to pursue to improve practice and student learning, growth and achievement.
- C) For Educators on a one year plan, the Evaluator or his/her designee will meet with each Educator by October 1 (or within four weeks of the Educator's first day of employment if the Educator begins employment after the start of the school year) to assist the Educator in completing the self-assessment and drafting the professional practice and student learning goals.

Administration may provide time for self-assessment and goal proposal during faculty meetings, department meetings and team meetings.

SECTION VIII - EVALUATION CYCLE: GOAL SETTING AND DEVELOPMENT OF THE EDUCATOR PLAN

- A) Prior to the goal-setting process, school and/or district leaders will provide educators with assessment data analysis and copies of the school and/or district goals. State assessment data will be provided at the start of the school year. The district will provide this data by September 15th.
- B) Every Educator has an Educator Plan that includes, but is not limited to, one SMART goal related to the growth of an educator's practice and one SMART goal for the improvement of student learning. The Plan also outlines actions the Educator must take attain the goals established in the Plan and benchmarks to assess progress. Goals may be developed by individual Educators, by the Evaluator, or by teams, departments, or

groups of Educators who have the similar roles and/or responsibilities. See Sections XI, Educator Plans, pages 16-19.

- C) Educator Plan Development Meetings shall be conducted as follows:
- i) Educators in the same school may meet with the Evaluator in teams and/or individually at the end of the previous evaluation cycle or by October 15th of the next academic year to develop their Educator Plan. Educators shall not be expected to meet during the summer hiatus.
 - ii) For those Educators new to the school, the meeting with the Evaluator to establish the Educator Plan must occur by October 15th or within four weeks of the start of their assignment in that school.
 - iii) The Evaluator shall meet individually with Educators with PTS and ratings of needs improvement or unsatisfactory to develop professional practice goal(s) that must address specific standards and indicators identified for improvement. In addition, the goals may address shared grade level or subject matter goals.
- D) During the development of the Educator Plan, evaluators shall communicate clear expectations for educator impact, including but not limited to expected impact on student learning for the multiple measures that will be used as evidence of educator performance. Expected impact on student learning must be consistent across the district for common assessments and agreed upon by the educator and evaluator for other classroom assessments and will be listed on the Student Learning Goal form. The Department shall establish anticipated student learning gains for statewide growth measures.
- E) The Evaluator approves the Educator Plan by November 1st. In cases of disagreement, the Evaluator will meet with the Educator to work toward mutually agreed upon goals. The Evaluator retains final authority over the content of the Educator’s Plan.

SECTION IX - EVALUATION CYCLE: OBSERVATION OF PRACTICE

Teachers will be observed a **MINIMUM** number of times annually per educator cycle as follows:

<u>Educator Plan</u>	<u>Unannounced Observation</u> (Annual Minimum)	<u>Announced Observation</u>
Developing Educator Plan Year 1 Non-PTS Educators	One - 30 minutes or more and Three – 10 minutes or more	One - 30 minutes or more

Developing Educator Plan Year 2 and 3 Non-PTS Educators	Three – 10 minutes or more	One - 30 minutes or more
Self-Directed Growth Plan PTS Teacher with Overall Rating of Proficient or Exemplary	One - 30 minutes or more	*
Directed Growth Plan PTS Teacher with Overall Rating of Needs Improvement	Two - 30 minutes or more and Two – 10 minutes or more	*
Improvement Plan Less Than 6 Months PTS Teacher with Overall Rating of Unsatisfactory	Two - 30 minutes or more	One - 30 minutes or more
Improvement Plan No More Than 1 Year PTS Teacher with Overall Rating of Unsatisfactory	One - 30 minutes or more and Three – 10 minutes or more	One - 30 minutes or more

*Evaluator and/or Educator may request at least one Announced Observation.

Any Educator not on a Self-Directed Growth plan shall have the first observation by November 15th. The Evaluator’s first observation of PTS teachers on a Self-Directed Growth Plan should take place by January 15th of the first year. The Evaluator’s second observation of PTS teachers on a Self-Directed Growth Plan should take place January 15th of the second year. The Evaluator may conduct additional observations after these date. Observations beyond plan minimums may continue but should be completed by May 15th.

- A) Unannounced Observations
 - i) Unannounced observations may be in the form of partial or full-period classroom visitations of 10 minutes or more.
 - ii) If requested by either the Evaluator or Educator, and within five school days of the observation, the Evaluator and Educator may meet to discuss the classroom observation.
 - iii) The Educator will be provided with written feedback from the Evaluator within 10 school days of the observation. The written feedback shall be delivered to the Educator through Teachpoint. Upon receiving the observation form, the Educator has the opportunity to respond to the evaluation in person or through

the Response Form on Teachpoint. If contradictory evidence is noted, recommendations addressing this indicator should be made.

- B) Announced Observation
- i) The Evaluator shall select the date and time of the lesson or activity to be observed and discuss with the Educator any specific goal(s) for the observation.
 - ii) Within three school days of the scheduled observation, upon request of either the Evaluator or Educator may meet for a pre-observation conference. In lieu of a meeting, the Educator will inform the Evaluator in writing of the nature of the lesson, the student population served, and any other information that will assist the Evaluator to assess performance
 - iii) 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 Educator as soon as reasonably practical.
 - iv) If requested by either the Evaluator or Educator, and within five school days of the observation, the Evaluator and Educator may meet to discuss the classroom observation.
 - v) The Educator will be provided with written feedback from the Evaluator within 10 school days of the observation. The written feedback shall be delivered to the Educator through Teachpoint. Upon receiving the observation form, the Educator has the opportunity to respond to the evaluation in person or through the Teacher Response Form on Teachpoint. If contradictory evidence is noted, recommendations addressing this indicator should be made.

SECTION X - EVALUATION CYCLE: EVALUATION REPORTS

FORMATIVE EVALUATION

- A. Formative Evaluation may be ongoing throughout the evaluation cycle but typically takes place mid-cycle when a Formative Evaluation report is completed.
- 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 Performance Standards and an overall rating. The educator is rated on anticipated student learning gains on multiple measures of student learning, growth and achievement as described in the DESE Rubric for Teachers, Standard 2.C Teaching All Students, Student Learning Indicator.
- C. The Educator shall provide to the Evaluator evidence of family outreach and engagement, fulfillment of professional responsibility and growth, and progress on

attaining professional practice and student learning goals by January 15th for Educators on a one year cycle and for Educators on a two-year cycle by May 1st of the first year. It is the educators' responsibility to provide evidence for standards for which there was not "clear" evidence recorded in the classroom observation.

- D. The Evaluator shall complete the Formative Evaluation report and provide a copy to the educator through Teachpoint by February 15th for Educators on a one year cycle and by June 15th of the first year for Educators on a two year cycle.
- E. Upon the request of either the Evaluator or the Educator, the Evaluator and the Educator will meet either before or after completion of the Formative Evaluation Report. When the Educator receives a rating of needs improvement or unsatisfactory in any category, a meeting must occur by February 15th for Educators on a one year cycle and by June 15th of the first year for Educators on a two year cycle.
- F. The Educator may reply in writing to the Formative Evaluation report within 5 school days of receiving the report either on the Formative Evaluation or through the Teacher Response Form on Teachpoint.
- G. The Educator shall sign the Formative Evaluation report within 5 days of receiving the report. The signature indicates that the Educator received the Formative Evaluation report in a timely fashion. The signature does not indicate agreement or disagreement with its contents.
- H. As a result of the Formative Evaluation report, the Evaluator, in conjunction with the educator, may change the activities in the Educator Plan.
- I. For Educators on two year Self-Directed Growth Educator Plans, the performance rating for that year shall be assumed to be the same as the previous summative rating unless evidence demonstrates a significant change in performance in which case the rating on the performance standards may change, and the Evaluator may place the Educator on a different Educator plan, appropriate to the new rating.

SUMMATIVE EVALUATION

- A) The evaluation cycle concludes with a Summative Evaluation report. For Educators on a one year Educator Plan, the summative report must be written and shared with the educator in Teachpoint by June 15th. For Educators on a two year Self-directed Educator Plan, the Summative Evaluation report must be written and shared with the educator in Teachpoint by June 15th of the second year. An Educator with PTS who will receive an overall rating of unsatisfactory must receive the Summative Evaluation by June 1st in order for the Improvement Plan to be created by the end of the school year.
- B) The Educator shall provide to the Evaluator evidence of family outreach and engagement, fulfillment of professional responsibility and growth, and progress on

attaining professional practice and student learning goals by May 15th for Educators on a one year cycle and for Educators on a two-year cycle by May 1st of the second year. It is the educators' responsibility to provide evidence for standards for which there was not "clear" evidence recorded in the classroom observation.

- C) The primary 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. The educator meets or exceeds anticipated student learning gains on multiple measures of student learning, growth and achievement as describe in the DESE Rubric for Teachers, Standard 2.C Teaching All Students, Student Learning Indicator. State assessment Growth scores shall not be the sole basis for a summative evaluation rating.
- D) To be rated proficient overall, the Educator shall, at a minimum, have been rated proficient on the Curriculum, Planning and Assessment and the Teaching All Students Standards of Effective Teaching Practice.
- E) The Summative Evaluation report should recognize areas of strength as well as identify recommendations for professional growth.
- F) The Evaluator shall meet with the Educator rated needs improvement or unsatisfactory to discuss the summative evaluation. The meeting shall occur by June 15th.
- G) The Evaluator may meet with the Educator rated proficient or exemplary to discuss the summative evaluation, if either the Educator or the Evaluator requests such a meeting. The meeting shall occur by June 15th.
- H) The Educator shall sign the final Summative Evaluation report within five days of when the report is received. The signature indicates that the Educator received the Summative Evaluation report in a timely fashion. The signature does not indicate agreement or disagreement with its contents.
- I) The Educator may reply in writing to the Summative Evaluation report within 5 days of receiving the report either on the Summative Evaluation or through the Teacher Response Form on Teachpoint.
- J) A copy of the signed final Summative Evaluation report shall be filed in the Educator's personnel file.

SECTION XI - EDUCATOR PLANS

GENERAL

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

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 defined as the first year working under a different educator's license.
- B) The Educator shall be evaluated at least annually.

SELF-DIRECTED GROWTH PLAN

- A) Two-year Self-Directed Growth Plan is for those Educators with PTS who have an overall rating of proficient or exemplary and who have demonstrated expected impact on student learning. A formative evaluation report is completed at the end of year 1 and a summative evaluation report at the end of year 2.
- B) One-year Self-Directed Growth Plan is for those Educators with PTS who have an overall rating of proficient or exemplary but have not demonstrated expected impact on student learning. In this case, the Evaluator and Educator shall analyze the discrepancy

between the summative evaluation rating and the rating for expected impact on student learning to seek to determine the cause(s) of the discrepancy.

DIRECTED GROWTH PLAN

- A) A Directed Growth Plan is for those Educators with PTS whose overall rating is needs improvement.
- B) The goals in the Plan must address areas identified as needing improvement as determined by the Evaluator.
- C) The Evaluator shall complete a summative evaluation for the Educator at the end of the period determined by the Plan, but at least annually, and in no case later than June 15th.
- D) For an Educator on a Directed Growth Plan whose overall performance rating on the summative evaluation is at least proficient, the Evaluator will place the Educator on a Self-Directed Growth Plan for the next Evaluation Cycle.
- E) For an Educator on a Directed Growth Plan whose overall performance rating is not at least proficient, the Evaluator will rate the Educator as unsatisfactory and will place the Educator on an Improvement Plan for the next Evaluation Cycle.

IMPROVEMENT PLAN

- A) An Improvement Plan is for those Educators with PTS whose overall rating is unsatisfactory on a Formative or Summative Evaluation. An Improvement Plan must be created, signed and dated with the Educator within ten school days but no later than the last day of school after receiving the unsatisfactory rating.
- B) When an Educator is placed on an Improvement Plan, there must be a realistic time period to achieve the goals outlined in the Improvement Plan. The Improvement Plan cannot be fewer than 30 school days and no more than one calendar 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) An Educator on an Improvement Plan shall be assigned a Supervising Evaluator (see definitions). The Supervising Evaluator is responsible for providing the Educator with guidance and assistance in accessing the resources and professional development outlined in the Improvement Plan. The primary evaluator may be the Supervising Evaluator.
- D) The Improvement Plan process shall include:
 - i) Notification will be given to an educator, as soon as it is decided that the educator will be 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;

- ii) It is recommended that the Educator inform the Association that he/she is being placed on an Improvement Plan. At the Educator's request, a representative of the Executive Board of the Association may attend any meetings related to the Improvement Plan. It is the educator's responsibility to make this request.

E) The Improvement Plan shall:

- i) Define the improvement goals directly related to the performance standard(s) and/or expected impact on student learning that must be improved;
- ii) Describe the activities and work products the Educator must complete as a means of improving performance;
- iii) Describe the assistance that the district will make available to the Educator;
- iv) Articulate the measurable outcomes that will be accepted as evidence of improvement;
- v) Detail a timeline for completion of each component of the Plan which will be included in the Educator's Improvement Plan. Scheduled meetings to discuss progress shall also be specified in the plan. In addition, the plan will include a mid-cycle formative evaluation and a summative evaluation of the relevant standard(s) and indicator(s);
- vi) Identify the individuals assigned to assist the Educator which must include minimally the Supervising Evaluator. It is recommended that the Educator also identify an Association member with PTS who may assist them;
- vii) Include the signatures of the Educator and Supervising Evaluator.

F) The decision on the Educator's status shall be made at the conclusion of the Improvement Plan

- i) One of two decisions must be made at the conclusion of the Improvement Plan:

- (a) If the Educator is making substantial progress at the end of the Improvement Plan, the Educator shall be placed on a Directed Growth Plan.
 - (b) If the Evaluator determines that the Educator’s practice remains at the level of unsatisfactory, the Evaluator shall recommend to the superintendent that the Educator be dismissed.
- ii) Any educator who was placed on an Improvement Plan has a maximum of two years to return to a Self-Directed Growth Plan. If at the end of the two year period, the Educator has not returned to a Self-Directed Growth Plan, the Evaluator shall recommend to the superintendent that the Educator be dismissed.

SECTION XII – TIMELINES

TIMELINES

	1 – Year Plan Deadlines	2 - Year Plan Deadlines
Meeting to explain evaluation process led by evaluator(s)	September 15	September 15
District provides data to support creation of Educator Goals	September 15	September 15
Evaluator meets with educators on a one year plan to support self-assessment and goal development	October 1	N/A
Self-assessment and goal creation	October 15	October 15 of first year
Goal/plan approval *	November 1	November 1 of first year
First observation	November 15	January 15 of first year

Formative evidence submission	January 15	May 1 of first year
Formative Evaluation shared by evaluator	February 15	June 15 of first year
Second Observation	-	January 15 of second year
Plan-required observations complete (observations beyond plan minimums may continue)	May 15	May 15
Summative evidence submission	May 15	May 1 of second year
Summative Evaluation shared by evaluator **	June 15	June 15 of second year

*PTS Educators who are placed on an improvement plan will have their plan created within 10 days of receiving the rating that led to being placed on the plan.

** PTS Educators receiving overall rating of Needs Improvement on an end of year evaluation must receive the evaluation report by June 1.

SECTION XIII - CAREER ADVANCEMENT

Professional teacher status, pursuant to G.L. ch. 71 section 41, should be granted only to educators who achieved ratings of proficient or exemplary on each Performance Standard and overall. A principal considering making an employment decision that would lead to professional status for any educator who has not been rated proficient or exemplary on each Performance Standard and overall on the recent evaluation shall confer with the superintendent of schools by May 1. The principal's decision is subject to review and approval by the superintendent.

SECTION XIV - EDUCATOR FEEDBACK: USING STUDENT FEEDBACK IN EDUCATOR EVALUATION

Every educator shall collect student feedback prior to the end of each school year using one of the DESE, district provided, or district approved survey/feedback collection instruments. This feedback shall be

used by the educator to inform their goal setting process and daily teaching practices. This feedback may be discussed at the educator's Summative or Formative (if June) evaluation meeting at the request of either the evaluator or educator. However, this feedback is not to be used as evidence that informs ratings for each standard or the educator's overall rating.

SECTION XV - GENERAL PROVISIONS

- A) Only Educators who are licensed and serve as administrators may serve as primary evaluators of Educators.
- B) Evaluators shall not make negative comments about the Educator's performance, or comments of a negative evaluative nature, in the presence of students, parents or other staff, except in the unusual circumstance where the Evaluator concludes that s/he must immediately and directly intervene. Nothing in this paragraph is intended to limit an administrator's ability to investigate a complaint, or secure assistance to support an Educator.
- C) All monitoring or observation of the work performance of a teacher will be conducted openly and with the full knowledge of the teacher.
- D) No material derogatory to a teacher's conduct, service, character, or personality will be placed in his/her file unless the teacher has had an opportunity to review the material. The teacher will acknowledge that he/she has had the opportunity to review such material by affixing his/her signature to the file copy. It is understood that such signature in no way indicates agreement with the contents thereof. The teacher will have the right to submit a written answer to such material.
- E) The superintendent shall insure that Evaluators have training in supervision and evaluation, including the regulations and standards and indicators of effective teaching practice promulgated by ESE (35.03), and the evaluation Standards and Procedures established in this Agreement.
- F) 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.
- G) The parties agree to establish a joint labor-management evaluation team, which shall review the evaluation processes and procedures and recommend adjustments to the parties. Meetings with the evaluation team will be held in November, February and May so that adjustments can be made, if need be.

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- E) Correspondence regarding educator observation feedback, formative assessment, formative evaluation and summative evaluation shall be through the “Teach Point”.
 - F) 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. Where personnel actions are involved, the arbitrator will conclude that the district has substantially complied with the evaluation process only if
 - 1) the Educator was fully and fairly notified of each deficit in his or her performance upon which the Principal and/or the District has made a personnel decision and
 - 2) the Educator was given the sufficient resources and time to improve. If there was substantial compliance regarding the termination or non-renewal of the Educator, then reinstatement will not be an issue.