

NORTH READING EDUCATOR EVALUATION

Ratified by NREA September 28, 2022

Approved by NRSC on November 28, 2022

1. Purpose of Educator Evaluation

This contract language is locally negotiated and based on M.G.L., c.71, § 38; M.G.L. c.150E; *and* the Educator Evaluation regulations, 603 CMR 35.00 et seq.;

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;
- ii. To provide a record of facts and assessments for personnel decisions;

The North Reading Public Schools' purposes of evaluation are to support and promote teacher excellence and improvement through collaboration, mentoring, and professional development.

2. Definitions

Artifacts of Professional Practice: Educator developed work products which may include photography, videotaping or audio taping and student work samples that demonstrate the Educator's knowledge and skills with respect to specific performance standards.

Caseload Educator: Educators who teach or counsel individual or small groups of students through consultation with the regular classroom teacher, for example, school nurses, guidance counselors, school psychologists, speech and language pathologists, and some reading specialists and special education teachers.

Classroom Teacher: Educators who teach preK-12 whole classes, and teachers of special subjects as such as art, music, library, and physical education. May also include special education teachers and reading specialists who teach whole classes.

Categories of Evidence: Multiple measures of student learning, growth, and achievement, judgements based on observations and artifacts of professional practice, and additional evidence relevant to one or more Standards of Effective Teaching Practice.

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

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:

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 for an Educator with Professional Teacher Status who has been assigned a position which requires the use of a different Educator license and for at least 40% of his/her assignment.

Self-Directed Growth Plan shall mean a plan developed by the Educator for two school years for Educators with PTS who are rated proficient or exemplary. Some exceptions may be made for Educators who have been rated proficient or exemplary on three summative evaluations but who have not yet met the standard for Professional Teacher Status (see below) due to partial years of service.

- One-year Self-Directed Growth Plan will also remain an option for those Educators with PTS who have an overall rating of proficient or exemplary but who the evaluator determines would benefit from more frequent check-ins and feedback.

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. There shall be a summative evaluation at the end of the period determined by the plan and if the Educator does not receive a proficient rating he or she shall be rated unsatisfactory and shall be placed on an improvement plan.

Improvement Plan shall mean a plan developed by the Evaluator for a realistic time period sufficient to achieve the goals outlined in the Improvement Plan, but not less than 30 school days and no more than one school year for Educators with PTS who are rated unsatisfactory with goals specific to improving the Educator's unsatisfactory performance.

DESE: The Massachusetts Department of Elementary and Secondary Education.

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").

Evaluator: Any licensed administrator designated by the superintendent who has 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 list of evaluators and the Educators to whom they are assigned to evaluate each school year will be included in the opening day material.

Primary Evaluator shall be the Building Principal who determines the Educator's performance ratings and evaluation, except in the case of Educators assigned to more than one (1) building.

Supervising Evaluator may be the Superintendent, Assistant Superintendent, Principal, Assistant Principal, Student Services Director, Assistant Director of Special Education, Secondary Coordinator of Special Education, Director of Digital Learning, or other “Unit B” administrator. The Supervising Evaluator shall be the person responsible for supervising the Educator’s progress through formative assessments, evaluating the Educator’s progress toward attaining the Educator Plan goals, and making recommendation about the evaluation ratings to the Primary Evaluator at the end of the Educator Plan. The Supervising Evaluator may be the Primary Evaluator.

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 principal of each building in which the Educator serves must review and sign the evaluation, and may add written comments. In cases where there is no predominant assignment, the superintendent will determine who the evaluator will be.

Notification: The Educator shall be notified in writing of his/her Evaluator at the outset of each new evaluation cycle. The Evaluator(s) may be changed upon notification in writing to the Educator.

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.

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

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

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.

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.

Goal: SMARTIE (specific, strategic, measurable, action-oriented, rigorous, realistic, results-focused, timed, and tracked, inclusive, equitable) goals 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 a team of Educators, departments, or other groups of Educators who have the same role. Team goals can be developed by grade level or subject area teams.

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 on state assessments if state

assessments are available; and student ACCESS gain scores. This definition may be revised as required by regulations or agreement of the parties upon issuance of DESE guidance.

Observation: A data gathering process specifically undertaken pursuant to this agreement that includes notes and judgments made during one or more classroom or worksite visits(s) of at least ten (10) minutes in duration by the Evaluator and may include examination of artifacts of practice including student work. An observation shall occur in person. All observations will be done openly and with knowledge of the Educator. Classroom or worksite observations conducted pursuant to this article must result in feedback to the Educator using the agreed upon protocols. The Educator, in consultation with his/her Evaluator, may choose to share a video recording of a lesson or meeting for formative reflection.

Parties: The Association and the School Committee are the parties to this agreement

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

Exemplary: the Educator's performance consistently and significantly exceeds the requirements of a standard, or the overall evaluation.

Proficient: the Educator's performance fully and consistently meets the requirements of a standard, or the overall evaluation.

Needs Improvement: the Educator's performance on a standard or the overall evaluation is below the requirements of a standard or the overall evaluation but is not considered to be unsatisfactory at this time. Improvement is necessary and expected.

Unsatisfactory: the Educator's performance on a standard or the overall evaluation has not significantly improved following a rating of needs improvement, or the Educator's performance is consistently below the requirements of a standard or the overall evaluation 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.

Professional Teacher Status: PTS is the status granted to an Educator pursuant to M.G.L. c. 71, § 41. A teacher must work three full consecutive school years in order to obtain PTS and may complete more than three evaluation cycles prior to earning PTS.

Educator 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:

Standard 1: Curriculum, Planning and Assessment

Standard 2: Teaching All Students

Standard 3: Family and Community Engagement

Standard 4: Professional Culture

Attainment of Professional Practice Goal(s)

Attainment of Student Learning Goal(s)

Rubric: In rating Educators on Performance Standards for the purpose of formative assessments, formative evaluations, or summative evaluations, a rubric must be used. The rubric is a scoring tool used to judge the Educator's practice at the four levels of performance. The rubric consists of:

- Standards and Indicators of Effective Teaching Practice: Defined in 603.CMR 35.03. These standards and indicators are used in the rubrics incorporated into this evaluation system.
- Elements: define the individual components of each of the indicators under the standards.
- Performance Ratings: describe the practice at four levels of performance: Exemplary, Proficient, Needs Improvement, and Unsatisfactory for each element.
- For Educators without Professional Status, there are focus elements and indicators that are included on the website. These areas of focus may be updated in accordance with DESE initiatives and in alignment with the district's strategic plan.

Self-Assessment: The evaluation cycle shall include self-assessment addressing Performance Standards. The Educator shall provide to the evaluator such information, in the form of self-assessment, between October 1st and October 15th. The self-assessment shall inform the goals and plan development, which are to be completed and submitted to the Evaluator by October 15th.

Summative Evaluation: An evaluation used to arrive at a rating on each standard, an overall rating, and as a basis to make personnel decisions. The summative evaluation includes the Evaluator's judgments of the Educator's performance against Performance Standards and the Educator's attainment of goals set forth in the Educator's Plan. The summative evaluation rating must be based on evidence from multiple categories of evidence. To be rated Proficient overall, an Educator shall, at a minimum, have been rated Proficient on the Curriculum, Planning and Assessment and the Teaching all Students standards for teachers. Evaluations used to determine the Educator's overall performance rating and the rating on each of the four standards may inform personnel decisions such as reassignments, transfers, PTS or dismissal pursuant to Massachusetts general laws.

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.

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.

3. Evidence Used in Evaluation

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

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

- 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;
- Statewide growth measure(s) where available, including the MCAS Student Growth Percentile and at least two (2) locally bargained district determined measures of student learning comparable across grade or subject district-wide.
- 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.
- For Educators whose primary role is not as a classroom teacher, the appropriate measures of the Educator's contribution to student learning, growth, and achievement shall be locally bargained. The district determined measures shall be based on the Educator's role and responsibilities.

B. Observations and artifacts of practice including:

- Unannounced observations of practice
- Announced observations of practice
- Examination of Educator work products
- Examination of student work products

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

- Evidence compiled and presented by the Educator, including:
 - 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;
 - Evidence of active outreach to and engagement with families;
 - Evidence of progress towards professional practice goal(s);
 - Evidence of progress toward student learning outcomes goal(s);
 - Student feedback collected by the Educator

- Any other relevant evidence from any source that the Evaluator or Educator shares. Other relevant evidence could include information provided by other administrators such as the superintendent.

4. Rubric

The rubrics are a scoring tool used for the Educator's self-assessment, the formative assessment, the formative evaluation and the summative evaluation. Those rubrics are attached to this agreement. A joint labor-management evaluation team will review the updated DESE rubrics prior to the 2023-24 school year for consideration of piloting that year.

5. Evaluation Cycle: Training

A. Prior to the implementation of the new evaluation process contained in this article, districts shall arrange training for all Educators, principals, and other evaluators that outlines the components of the new evaluation process and provides an explanation of the evaluation cycle. The district through the superintendent shall determine the type and quality of training based on guidance provided by DESE. The district will continue to hold informational trainings and provide information via the district's website as needed.

B. The district will include the topic of Educator Evaluation as a part of its new Educator induction program and will work with all new Educators at induction program seminars as well as through the mentor program to assist new Educators in understanding this system.

Evaluation Cycle: Annual Orientation

The superintendent, assistant superintendent, principal or designee shall:

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

7. Evaluation Cycle: Self-Assessment

A. Completing the Self-Assessment

- i. The evaluation cycle begins with the Educator completing and submitting to the Primary or Supervising Evaluator a self-assessment between October 1st and October 15th (or within four weeks of the start of his/her employment at the school).
- ii. The self-assessment includes:

- An analysis of evidence of student learning, growth and achievement for students under the Educator's responsibility.
- An assessment of practice against each of the four Performance Standards of effective practice using the district's rubric.
- Proposed goals to pursue:
 - At least one goal directly related to improving the Educator's own professional practice.
 - At least one goal directed related to improving student learning.

B. Proposing the goals

i. 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 (ii) below. Educators may meet with teams to consider establishing team goals. Evaluators may participate in such meetings.

ii. For Educators in their first year of practice, the Evaluator or his/her designee will meet with each Educator by October 1st (or within four weeks of the Educator's first day of employment if the Educator begins employment after September 15th) to assist the Educator in completing the self-assessment and drafting the professional practice and student learning goals which must include induction and mentoring activities.

iii. Unless the Evaluator indicates that an Educator in his/her second or third year of practice should continue to address induction and mentoring goals pursuant to 603 CMR 7.12, the Educator may propose team goals.

iv. For Educators with PTS and ratings of proficient or exemplary, the goals may be team goals. In addition, these Educators may include individual professional practice goals that address enhancing skills that enable the Educator to share proficient practices with colleagues or develop leadership skills.

v. For Educators with PTS and ratings of needs improvement or unsatisfactory, the professional practice goal(s) must address specific standards and indicators identified for improvement as directed by the Evaluator. In addition, the goals may address shared grade level or subject area team goals.

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

A. Every Educator has an Educator Plan that includes, but is not limited to, one goal related to the improvement of practice and 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 the similar roles and/or responsibilities. The Evaluator retains authority over goals to be included in an Educator's plan. During an Educator's first three years in the district will communicate the focus areas that will serve as the focus areas for goals and evidence against the rubric.

B. To determine the goals to be included in the Educator Plan, the Evaluator reviews the goals the Educator has proposed in the Self-Assessment, using evidence of Educator performance and impact on student learning, growth and achievement based on the Educator's self-assessment and other sources that Evaluator shares with the Educator. Educator

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

- 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 Plans. Educators shall not be expected to meet during the summer hiatus.
- For those Educators new to the school, the meeting with the Evaluator to establish the Educator Plan must occur by October 15th or within six weeks of the start of the Educators' assignment in that school.
- 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 completes the Educator Plan by November 1st. The Educator shall sign the Educator Plan within 5 school days of its receipt and may include a written response. The Educator's signature indicates that the Educator received the plan in a timely fashion. The signature does not indicate agreement or disagreement with its contents. The Evaluator retains final authority over the content of the Educator's Plan.

9. Evaluation Cycle: Observation of Practice and Examination of Artifacts – Educators without PTS

- A) In the first year of practice or first year assigned to a school:
 - i) The Educator shall have at least one announced observation during the school year using the protocol described in section 11, below.
 - ii) The Educator shall have at least four unannounced observations during the school year.
- B) In his/her second and third years of practice or second and third years as a non-PTS Educator in the school:
 - i) The Educator shall have at least three unannounced observations during the school year.

10. Evaluation Cycle: Observation of Practice and Examination of Artifacts – Educators with PTS

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

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

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

11. Observations

The Evaluator's first observation of the Educator should take place by November 15th. Observations required by the Educator Plan should be completed by May 15th. 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. Supervisory Visits: Normal supervisory responsibilities of building and district administrators also will 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 the Article.

B. Unannounced Observations: All unannounced observations shall be conducted according to the following:

- The evaluator shall observe the Educator typically for a minimum of ten (10) minutes.
- The Educator will be provided with written feedback from the Evaluator as promptly as possible and within 5 school days of the observation. The written targeted and specific feedback shall be delivered to the Educator in person, placed in the Educator's mailbox or sent via email or other secure electronic channels. If either the Educator or the Evaluator requests a meeting to discuss the observation, such a meeting will take place within 5 school days of receipt of written feedback.

The Educator will have the opportunity to use the reflection form and may choose to include this form as an artifact in the formative or summative portfolio.

- The reflection form is required after every observation for teachers on a developing Educator plan.
- Those on two year self-directed plans must complete at least one reflection form per cycle and are encouraged to complete this for every observation.
- Any observation or series of observations resulting in one or more standards judged to be unsatisfactory or needs improvement must be followed by at least one announced

observation of at least 30 minutes in duration within 30 school days. The Educator shall be given a written document that summarizes the issues, the action(s) to be taken to correct it, and a time frame for the subsequent observation to demonstrate the completion of such action(s).

C. Announced Observations: All non-PTS Educators in their first year in the school, PTS Educators on Improvement Plans, and other Educators at the discretion of the evaluator shall have at least one 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. The observation shall be at least thirty (30) minutes in duration.
- ii. Within 5 school days of the scheduled observation, upon request of either the Evaluator or Educator, the Evaluator and Educator shall meet for a pre-observation conference. In lieu of a meeting, the Educator may inform the Evaluator in writing of the nature of the lesson, the student population served, and any other information that will assist the Evaluator to assess performance.
 - a. The Educator shall provide the Evaluator a draft of the lesson, student conference, IEP plan or activity. If the actual plan is different, the Educator will provide the Evaluator with a copy prior to the observation.
 - b. The Educator will be notified as soon as possible if the Evaluator will not be able to attend the scheduled observation. The observation will be rescheduled with the Educator as soon as reasonably practical.
- iii. 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.
- iv. The Evaluator shall provide the Educator with written feedback within 10 school days from the post conference. For any standard where the Educator's practice was found to be unsatisfactory or needs improvement, the feedback must:
 - Describe the basis for the Evaluator's judgment.
 - Describe actions the Educator should take to improve his/her performance.
 - Identify support and/or resources the Educator may use in his/her improvement.
 - State that the Educator is responsible for addressing the need for improvement.
- v. The District will comply with the Educator's request of one additional observation or observer.

12. Evaluation Cycle: Formative Assessment

A. A specific purpose for evaluation is to promote student learning, growth and achievement by providing Educators with feedback for improvement. Evaluators are expected to make frequent unannounced visits to classrooms. Evaluators are expected to give targeted constructive feedback to Educators based on their observations of practice, examination of artifacts, and analysis of multiple measures of student learning, growth and achievement in relation to the Standards and Indicators of Effective Teaching Practice.

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

C. The Formative Assessment 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 overall, or both.

D. No less than two weeks before the due date for the Formative Assessment report, which due date shall be collaboratively agreed upon by the Educator and the Evaluator, the Educator shall provide to the Evaluator evidence of progress toward meeting the student learning goal, progress toward meeting the professional practice goal, and evidence for each of the four standards, including family outreach and engagement, and fulfillment of professional responsibility and growth. The Educator may provide to the evaluator additional evidence of the Educator's performances against the four Performance Standards. The recommended window for this submission is around January 8th – 15th of each year as indicated on the calendar.

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 Assessment Report.

F. The Evaluator shall complete the Formative Assessment report and provide a copy to the Educator. All Formative Assessment reports must be signed by the Evaluator and delivered face-to-face, by email, or delivered to the Educator's school mailbox or by a secure electronic channel. Vector Solutions (or a similar tool) will be considered a secure electronic channel.

G. The Educator shall sign the Formative Assessment report by within 5 school days of receiving the report. The signature indicates that the Educator received the Formative Assessment report in a timely fashion. The signature does not indicate agreement or disagreement with its contents.

H. The Educator may reply in writing to the Formative Assessment report within 10 school days of receiving the report. The Educator's reply shall be attached to the report.

I) As a result of the Formative Assessment Report, the activities in the Educator Plan may be modified with the agreement of both the Educator and Evaluator. Modifications are subject to the approval of the Evaluator.

J) If the rating 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, appropriate to the new rating.

13. 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 no later than July 31st 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 significant change in performance in which case the rating on the performance standards may change, and the Evaluator may place the Educator on a different Educator plan, appropriate to the new rating.
- B. The Formative Evaluation report provides written feedback and ratings to the Educator about his/her progress towards attaining the goals set forth in the Educator Plan, and performance on each performance standard and overall (if applicable).
- C. No later than May 15th in Year One of the two- year cycle, the Educator shall provide to the Evaluator evidence of progress toward meeting the student learning goal and progress toward meeting the professional practice goal. If the Educator and evaluator have discussed the Educator striving for "exemplary" the Educator will also submit evidence for each of the four standards that has been discussed..
- D. The Evaluator shall complete the Formative Evaluation report and provide a copy to the Educator. All Formative Evaluation reports must be signed by the Evaluator and delivered face-to-face, by email, or by delivery to the Educator via email or other secure electronic channel.
- E. Upon the request of either the Evaluator or the Educator, the Evaluator and the Educator will meet either before *and/or* after completion of the Formative Evaluation Report.
- F. 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 in a timely fashion. The signature does not indicate agreement or disagreement with its contents.
- G. The Educator may reply in writing to the Formative Evaluation report within 10 school days of receiving the report. The Educator's reply shall be attached to the report.
- H) As a result of the Formative Assessment Report, the activities in the Educator Plan may be modified with the agreement of both the Educator and Evaluator. Modifications are subject to the approval of the Evaluator.
- I) If the rating in the Formative Evaluation report differs from the last summative rating the Educator received, the Evaluator may place the Educator on a different Educator Plan, appropriate to the new rating.

14. Evaluation Cycle: Summative Evaluation

- A. The evaluation cycle concludes with a summative evaluation report. For Educators on a one year Educator Plan, the summative report must be written and provided to the Educator by June 1st. For those completing year 2 of a 2 year plan, the summative report must be written and provided by June 10th. These dates assume that the Educator met all dates and deadlines with respect to submitting the portfolio.
- 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. The summative evaluation rating must be based on evidence from multiple categories of evidence. MCAS Growth scores shall not be the sole basis for a summative evaluation rating.

E. 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.

F. No later than May 15th (window May 1st- May 15th), the Educator will provide to the Evaluator evidence of progress toward meeting the student learning goal, progress toward meeting the professional practice goal, and evidence for each of the four standards, including family outreach and engagement, and fulfillment of professional responsibility and growth.

G. Educators on a two-year self-directed growth plan need only submit evidence of progress toward meeting the student learning goal and progress toward meeting the professional practice goal. These Educators may choose to submit evidence for any of the four standards if they have agreed at the beginning of the cycle to strive for an exemplary rating in that standard or overall.

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

I. The Evaluator shall deliver a signed copy of the Summative Evaluation report to the Educator face to face, by email, or to the Educator's School mailbox or other secure electronic channel no later than June 1st (for 1 year plans), June 10th (for 2 year plans). Vector Solutions (or a similar tool) will be considered a secure electronic channel.

J. The Evaluator shall meet with an Educator rated needs improvement or unsatisfactory to discuss the summative evaluation. The meeting shall occur by June 1st. The Evaluator shall deliver the summative evaluation report no fewer than ten (10) school days prior to the scheduled meeting date.

K. The Evaluator shall 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.

L. Upon mutual agreement, the Educator and the Evaluator may develop the Self-Directed Growth Plan for the following two years during the meeting on the Summative Evaluation report.

M. The Educator shall sign the final Summative Evaluation report by June 11th (1 year plans) and the tenth day of school (2 year plans) 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.

N. The Educator shall have the right to respond in writing to the summative evaluation which shall become part of the final Summative Evaluation report.

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

15. Educator Plans – General

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.

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 the learning, growth and achievement of the students under the Educator's responsibility;
- An outline of 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.

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.

16. Educator Plans: Developing Educator Plan

A) The Developing Educator Plan is for all Educators without PTS or for an Educator with Professional Teacher Status who has been assigned a position, which requires the use of a different Educator license and for at least 40% of their assignment.

B) The Educator shall be evaluated at least annually.

17. Educator Plans: Self-Directed Growth Plan

The Educator whose overall rating is proficient or exemplary will have at least one unannounced observation during the evaluation cycle.

A Two-year Self-Directed Growth Plan is for those Educators with PTS who have an overall rating of proficient or exemplary. A formative evaluation report is completed at the end of year 1 and a summative evaluation report at the end of year 2. Some exceptions may be made for Educators who have been rated proficient or exemplary on three summative evaluations but who have not yet met the standard for Professional Teacher Status (see definitions) due to partial years of service.

A One-year Self-Directed Growth Plan is for those Educators with PTS who have an overall rating of proficient or exemplary but who the evaluator determines would benefit from more frequent check-ins and feedback. In this case, the Evaluator and Educator shall meet to review goals and timelines for the year and discuss the acceptable evidence for submission for the formative and summative evaluations..

18. Educator Plans: Directed Growth Plan

A Directed Growth Plan is for those Educators with PTS whose overall rating is needs improvement.

The goals in the Plan must address areas identified as needing improvement as determined by the Evaluator.

The Evaluator shall complete a summative evaluation for the Educator at the end of the period determined by the Plan, but at least annually, and in no case later than June 1st.

For an Educator on a Directed Growth Plan whose overall summative performance rating is at least proficient, the Evaluator will place the Educator on a Self-Directed Growth Plan for the next Evaluation Cycle.

For an Educator on a Directed Growth Plan whose overall summative performance rating is not at least proficient, the Evaluator will rate the Educator as unsatisfactory and will place the Educator on an Improvement Plan for the next Evaluation Cycle.

19. Educator Plans: Improvement Plan

An Improvement Plan is for those Educators with PTS whose overall rating is unsatisfactory.

The parties agree that in order to provide students with the best instruction, it may be necessary from time to time to place an Educator whose practice has been rated as unsatisfactory on an Improvement Plan of no fewer than 30 school days and no more than one school year. In the case of an Educator receiving a rating of unsatisfactory near the close of one school year, by mutual agreement, the Improvement Plan may include activities that occur during the summer before the next school year begins.

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

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.

The Improvement Plan shall define the problem(s) of practice identified through the observations and evaluation and detail the improvement goals to be met, the activities the Educator must take to improve and the assistance to be provided to the Educator by the district.

The Improvement Plan process shall include:

- 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.
- The Educator may request that a representative of the Association attend the meeting(s).
- If the Educator consents, the Association will be informed that an Educator has been placed on an Improvement Plan.

The Improvement Plan shall:

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

A copy of the signed Plan shall be provided to the Educator. The Educator's signature indicates that the Educator received the Improvement Plan in a timely fashion. The signature does not indicate agreement or disagreement with its contents.

Decision on the Educator's status at the conclusion of the Improvement Plan:

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

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

- In those cases where the Educator was placed on an Improvement Plan as a result of his/her summative rating at the end of his/her Directed Growth Plan, if the Evaluator determines that the Educator is not making substantial progress toward proficiency, the Evaluator shall recommend to the superintendent that the Educator be dismissed.
- If the Evaluator determines that the Educator's practice remains at the level of unsatisfactory, the Evaluator shall recommend to the superintendent that the Educator be dismissed.

20. Timelines for One-Year plans

Activity:	Completed By:
Evaluator meets with first-year Educators only to assist in self-assessment and goal setting process (or within four weeks of date of hire)	October 1
Educator submits self-assessment, proposed goals, and Educator Plan for Evaluator approval	October 1-15
Evaluator approves Educator Plans	November 1
Evaluator should complete first observation of each Educator	November 15
Educator submits initial evidence toward the Student Learning Goal, the Professional Practice Goal, and in relation to the Educator Evaluation Rubric * or two (2) weeks before Formative Assessment Report date established by Evaluator	January 8-15*
Evaluator should complete mid-cycle Formative Assessment Reports for Educators on one-year Educator Plans	February 1
Evaluator holds Formative Assessment Meetings if requested by either Evaluator or Educator	February 15
Educator submits final evidence toward the Student Learning Goal, the Professional Practice Goal, and in relation to the Educator Evaluation Rubric	May 1-15*

*or two (2) weeks before Summative Assessment Report date established by Evaluator	
Evaluator delivers Summative Evaluation Report	June 1
Evaluator meets with Educators whose overall Summative Evaluation ratings are Needs Improvement or Unsatisfactory (no fewer than ten (10) school days prior to the scheduled meeting date)	June 1
Evaluator meets with Educators whose ratings are proficient or exemplary at request of Evaluator or Educator	June 1
Educator signs Summative Evaluation Report and adds response, if any within 5 school days of receipt	June 11

21. Timelines for Educators with PTS on Two-Year Plans

Activity:	Completed By:
Educator submits self-assessment, proposed goals, and Educator Plan for Evaluator approval	October 1-15 (Year 1)
Evaluator approves Educator Plans	November 1 (Year 1)
Evaluator completes unannounced observation(s)	Any time during the 2-year evaluation cycle
Educator submits initial evidence toward the Student Learning Goal, the Professional Practice Goal, and in relation to the Educator Evaluation Rubric	May 1-15 (Year 1)
Evaluator shall meet with an Educator rated as Needs Improvement or Unsatisfactory to discuss the Formative Evaluation	June 15 (Year 1)

Evaluator delivers the Formative Evaluation Report	July 31 (Year 1)
Educator submits final evidence toward the Student Learning Goal, the Professional Practice Goal, and in relation to the Educator Evaluation Rubric *or two (2) weeks before Summative Evaluation Report date established by Evaluator	May 1-15* (Year 2)
Evaluator shall meet with an Educator rated as Needs Improvement or Unsatisfactory to discuss the Summative Evaluation	June 1 (Year 2)
Evaluator delivers Summative Evaluation Report	June 10 (Year 2)
Evaluator and Educator sign Summative Evaluation Report	June 15 (Year 2)

22. Educators on Improvement Plans

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

23. Career Advancement

In order to attain Professional Teacher Status, the Educator should achieve ratings of proficient or exemplary on each Performance Standard and overall. A principal considering making an employment decision that would lead to PTS for an Educator who has not been rated proficient or exemplary on each performance standard and overall on the most recent evaluation shall confer with the superintendent by May 1. The principal's decision is subject to review and approval by the superintendent.

24. Rating Impact on Student Learning Growth

Educators and Administrators should use student learning growth as a part of their evidence for attainment of student learning goals and for Educator proficiency on the rubric.

25. Using Student feedback in Educator Evaluation

Student feedback:

The Educator shall establish a developmentally and cognitively appropriate method for seeking student feedback, aligned to the Educator Evaluation rubric, to administer annually to students. Educators are encouraged to explore the samples provided by the district as well as the recommendations for the sample sizes for the survey.

The Educator is encouraged to survey a range of students of varying levels of ability. While Educators have the flexibility to determine the number of students they survey, for Educators with a caseload in excess of 30 students a minimum number totaling at least forty percent (40%) of all students is recommended.

The Educator will inform students that identifying themselves on the feedback mechanism is optional.

The feedback will be used by the Educator to inform his/her self-assessment and goal setting for the subsequent Educator plan.

The Educator will review with the Evaluator how the feedback has informed his/her self-assessment and goal-setting.

26. Using Staff Feedback in Educator Evaluation

All Educators are ensured the opportunity to provide feedback on Administrators, aligned to the Administrator Evaluation rubric in a manner that assures the confidentiality of the Educator.

27. General Provisions

A) Only Educators who are licensed may serve as primary evaluators of Educators.

B) Evaluators shall not make negative comments about the Educator's performance, or comments of a negative evaluative nature, in the presence of students, parents or other staff, except in the unusual circumstance where the Evaluator concludes that s/he must immediately and directly intervene. Nothing in this paragraph is intended to limit an administrator's ability to investigate a complaint, or secure assistance to support an Educator.

C) The superintendent shall insure that Evaluators have training in supervision and evaluation, including the regulations and standards and indicators of effective teaching practice promulgated by ESE (35.03), and the evaluation Standards and Procedures established in this Agreement.

D) Should there be a serious disagreement between the Educator and the Evaluator regarding an overall summative performance rating of unsatisfactory, the Educator may meet with the Evaluator's supervisor to discuss the disagreement. Should the Educator request such a meeting, the Evaluator's supervisor must meet with the Educator. The Evaluator may attend any such meeting at the discretion of the superintendent.

E) The parties agree that the first three (3) years are pilot years and will establish a joint labor-management evaluation team which shall review the evaluation processes and procedures annually through the first three years of implementation and recommend adjustments to the parties, as well as discuss other parts of the evaluation process noted as needing further negotiations. Recommendations from this team shall be forwarded to the parties for further negotiations and ratification. Thereafter the parties will convene a joint labor-management evaluation team as needed.

F) Violations of this article are subject to the grievance and arbitration procedures set forth in the collective bargaining agreement between the parties.

Appendix A. Required Forms

For Educators:

(also [available on website](#) and in Google Docs)

Self-Assessment Form

Goal Setting Form

Educator Plan Form

Collection of Evidence Form

Artifact Cover Page

For Evaluators:

Formative Assessment Report

Formative Evaluation Report

Summative Evaluation Report