

Memorandum of Agreement
between the
Belmont School Committee
and the
Belmont Education Association

Re: Unit D Evaluation Reopener

WHEREAS, the parties of this Agreement are the Belmont School Committee (Committee) and the Belmont Education Association (Association); and

WHEREAS, the parties are party to a Unit D collective bargaining agreement for certain education support personnel effective September 1, 2014 through August 31, 2017 (CBA); and

WHEREAS, the Memorandum of Agreement to extend the CBA to August 31, 2017, contained a clause providing that the parties would jointly negotiate a new evaluation process for bargaining unit members during the life of the agreement; and

WHEREAS, the parties have bargained over this issue consistent with the parties' agreement and M.G.L. ch. 150E;

THEREFORE, the parties agree that in consideration of mutual covenants, the terms and conditions of employment set forth in the CBA shall remain in full force and effect except as is amended herein.

1. **Effective starting at the beginning of the 2016-2017 school year, replace Article 9.1 with the following:**

9.1 Evaluations

- A. All unit members are evaluated annually by the Building Principal, Building Assistant Principal or other administrator deemed appropriate by the District. The evaluator and bargaining unit member may solicit feedback from teachers. Teachers shall not be obligated to provide such feedback.
- B. The process for evaluation shall be as follows:
 - i. Evaluators shall meet with unit members to discuss the evaluation process, individually or in groups. If requested, the evaluator shall meet with a unit member individually to discuss individual Concerns regarding the evaluation process. These meetings shall occur by November 1.
 - ii. Unit members shall be observed a minimum of once per year by the evaluator. The evaluator shall provide feedback within one week of the observation by e-mail. At the request of either the unit member or the evaluator, a meeting will take place within two weeks to discuss the observation. The unit member may

attach a response to the feedback within two weeks. The first such observation shall occur by March 1.

- iii. All Unit members will complete a written self-assessment of their job performance and professional growth, annually, using the Unit D evaluation rubric as a guide. The self-assessment will be completed during the workday and shared with their evaluator no later than May 1.
- iv. No later than two weeks before the end of the school year, the evaluator shall present the final evaluation on the Educational Support Personnel Evaluation Form. At the request of either the unit member or the evaluator, a meeting shall take place within one week to discuss the evaluation. The unit member may attach a response to the evaluation within two weeks.
- iii. No employee should hear of a performance issue, for the first time, at their evaluation.

2. Add an "Appendix C – Evaluation Forms" containing the Evaluation Form, Rubrics, and Self-Assessment Form as attached hereto.

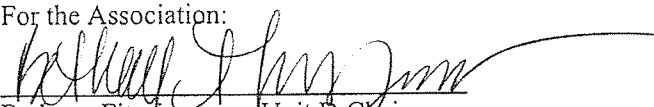
WHEREFORE, the parties have caused this Memorandum of Agreement to be executed, contingent on the ratification by the parties.

For the Committee:

Laurie Slap, Chair

Date: _____

For the Association:



Bethany Fitzsimmons, Unit D Chair

Date: 4/27/16

APPENDIX C – Evaluation Forms

Belmont Public Schools Unit D Evaluation Rubric

Element	1. Instruction and Professional Growth			Exemplary	
	Unsatisfactory	Needs Improvement	Proficient		
A. Instructional Materials and Learning Activities (<i>N/A Campus Monitors</i>)	Does not prepare, when appropriate, or use instructional material or learning activities effectively	Requires support to prepare, when appropriate, and use instructional material and learning and activities	Prepares, when appropriate, and uses instructional material and learning activities effectively	Creates and or modifies instructional material and learning activities to meet individual student needs	
B. Instruction/Guidance	Does not provide effective instruction/guidance to students in groups or individuals in and or outside the classroom	Requires significant support to provide instruction/guidance to students in groups or individually in and/or outside the classroom	Effectively provides direct instruction/guidance to groups of students or individual students in and/or outside the classroom	Able to differentiate/tailor instruction for groups of students or individual students in and outside of the classroom.	
C. Professional Development	Does not attend all required trainings	Attend professional development required by the district	Appropriately engages in all professional development required by the district	Appropriately translates content from trainings into day to day work	
2. Professional behavior					
Element	Unsatisfactory	Needs Improvement	Proficient	Exemplary	
	A. Respectful Workplace	Does not respect all students, staff, parents, and public.	Inconsistently exhibits respect for students, staff, parents, and public.	Demonstrates respect for all students, staff, parents, and public.	Promotes an atmosphere of respect for all students, staff, parents, and public
B. Ethics	Discloses confidential information; engages in unethical behavior.	Inconsistently manages confidential information; exhibits disregard for some ethical standards.	Inconsistently manages confidential behavior.	Demonstrates ethical and confidential behavior.	Encourage others to act in an ethical manner; models high degree of confidentiality.
C. Attendance/work schedule	Frequently arrives late/leaves early; Pattern of attendance abuse; does not follow protocols for requesting leave	Inconsistently adheres to work schedule, e.g. comes in late, leaves early; Inconsistently follow protocols for requesting leave.	Demonstrates responsible behavior toward attendance and work schedule. Follows protocols for requesting leave	Models responsible behavior toward attendance and work schedule.	

D. Protocols	Fails to comply with district protocols.	Inconsistently follows district protocols.	Follows district protocols.	Models responsible behavior toward following district protocols.
E. Direction	Shows disregard for direction.	Inconsistently follows direction.	Follows direction well.	Takes appropriate initiative without waiting for director or follows direction at a high level.
F. Safety	Does not follow building protocols relating to student safety.	Inconsistently follows building protocols relating to student safety.	Follows all building protocols relating to student safety.	Identifies ways to create a safe environment for students and staff.
3. Productivity				
Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
A. Skill set and adaptability	Exhibits low skill level and is resistant to change.	Generally capable of fulfilling job expectations; exhibits little flexibility in responding to changes in job requirements or skill set.	Employee possesses an overall aptitude for the position; is open to changing job expectations.	Exhibits high degree of skill and perceptiveness regarding job expectations and is willing to learn new skills.
B. Professional Judgment	Easily flustered; not able to exercise good judgment or perform duties under pressure.	Requires input from supervisor to remain calm and able to perform under pressure.	Remains calm; exercises good judgment and maintains high quality work while under pressure.	Creates an environment which facilitates others to remain calm and exercise good judgment.
4. Teamwork/Interpersonal Skills				
Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
A. Collaboration/cooperation	Does not work cooperatively or collaboratively with colleagues.	Works cooperatively with some colleagues.	Consistently works cooperatively with colleagues.	Promotes an environment of collaboration and cooperation with colleagues and shares best practices.
B. Communication skills	Is not an effective communicator; exhibits great difficulty communicating.	Exhibits some proficiency in communicating. Requires coaching for successful communication.	Demonstrates clear and effective communication skills.	Promotes effective communication among colleagues.

**Belmont Public Schools
Unit D Self-Assessment Form**

Reflect on your performance this school year, in the context of the following categories of the Unit D performance evaluation rubric:

1. Instruction and Professional Growth
2. Professional Behavior
3. Productivity
4. Teamwork/Interpersonal Skills

After reflecting on your performance, in the context of this rubric, complete a self-assessment of your job performance this year.

Employee Name:	
Position:	School Year:
Evaluator:	
Self-Assessment of My Job Performance	

**Belmont Public Schools
Educational Support Personnel Evaluation Form**

Employee Name: _____ School: _____

Assignment: _____ School Year: _____

Evaluator Name: _____

1. Instruction and Professional Growth	Exemplary	Proficient	Needs Improvement	Unsatisfactory
A. Instructional Materials and Learning Activities (N/A Campus Monitors)				
B. Instruction/Guidance				
C. Professional Development				

2. Professional Behavior	Exemplary	Proficient	Needs Improvement	Unsatisfactory
A. Respectful Workplace				
B. Ethics				
C. Attendance/Work Schedule				
D. Protocols				
E. Direction				
F. Safety				

3. Productivity	Exemplary	Proficient	Needs Improvement	Unsatisfactory
A. Skill Set And Adaptability				
B. Professional Judgment				

4. Teamwork/Interpersonal Skills	Exemplary	Proficient	Needs Improvement	Unsatisfactory
A. Collaboration/Cooperation				
B. Communication Skills				

Additional Comments/Examples:

Commendations:

Recommendations:

Overall Rating (circle one): Exemplary Proficient Needs Improvement Unsatisfactory

Date of post evaluation meeting, if so requested: _____

Evaluator Signature _____

Date _____

Employee Signature _____

Date _____

*Signature of employee indicates receipt, not necessarily agreement.

*The employee may respond to this report within two weeks of receipt