

APPENDIX F – Handbook for Evaluation

**EDUCATOR EVALUATION PROCEDURE
OF UNIT A PERSONNEL
IN BELMONT**

WITH FORMS, SMART GOALS AND RUBRICS

June 10, 2013

Amended November 20, 2015

Amended September 1, 2017

1) Purpose of Educator Evaluation

- A) The purpose of the Belmont Public Schools' Educator Evaluation Procedure is to provide for the continuous growth of staff and the continuous improvement in the quality of education for all students. Evaluation of teacher performance is an essential component of an effective educational program, as well as a requirement of the state law and regulations (MGL c. 71, s. 38; 603 CMR 35.00). We believe that professional growth and development, and the resulting improvement in the quality of education, are best achieved by a cooperative process, characterized by mutual respect, teamwork and trust. Teachers and administrators share responsibility in this evaluation process.

The Educator Evaluation Procedure described here has been designed to:

- i) Raise the quality of instruction and educational services to the children.
- ii) Recognize, encourage and support growth and improvement in teaching.
- iii) Define goals, identify, gather and use information as part of a process to improve professional performance, and to assess total job effectiveness and make personnel decisions.

This Handbook is part of the collective bargaining agreement between Unit A of the Belmont Education Association and the Belmont School Committee. (See Article 24 of this contract.)

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 educators 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).

- C) Educator Evaluation Procedures are not meant to be disciplinary in nature; neither do the Educator Evaluation Procedures prevent the Committee from imposing discipline.

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

- A) ***Artifacts of Professional Practice:** Products of an Educator's work and student work samples that demonstrate the Educator's knowledge and skills with respect to specific performance standards.
- B) **Classroom teacher:** Educators who teach preK-12 classes.
- C) **Categories of Evidence:** Multiple measures of student learning, growth, and achievement, evidence-based judgments based on observations, artifacts of professional practice, and additional evidence relevant to one or more Standards of Effective Teaching Practice (603 CMR 35.03).

- D) ***District-determined Measures:** Measures of student learning, growth and achievement related to the Massachusetts Curriculum Frameworks, or other relevant frameworks, that are comparable across grade or subject level district-wide. These measures may include, but shall not be limited to: portfolios, approved commercial assessments and district-developed pre- and post- unit and course assessments, and capstone projects.
- E) ***Educator(s):** Inclusive term that applies to all Classroom Teachers and Specialized Instructional Support Personnel, unless otherwise noted.
- F) ***Educator Plan:** The growth or improvement actions identified as part of each Educator’s evaluation. The type of plan is determined by the Educator’s career stage, overall performance rating, and the rating of impact on student learning, growth and achievement. There shall be four types of Educator Plans:
- i) **Developing Educator Plan** shall mean a plan developed by the Educator and the Evaluator for one school year *or from the effective date of hire to the end of the school year* for an Educator without Professional Teacher Status (PTS)); or, at the discretion of an Evaluator, for an Educator with PTS in a new assignment. A new assignment shall be defined as the first year working under a different educator’s license.
 - ii) **Self-Directed Growth Plan** shall mean a plan developed by the Educator for one or two school years for Educators with PTS who are rated proficient or exemplary.
 - iii) **Directed Growth Plan** shall mean a plan developed by the Educator and the Evaluator of one school year for Educators with PTS who are rated needs improvement.
 - iv) **Improvement Plan** shall mean a plan developed by the Evaluator of at least 90 school days and no more than one school year for Educators with PTS who are rated unsatisfactory with goals specific to improving the Educator’s unsatisfactory performance.
- G) ***ESE:** The Massachusetts Department of Elementary and Secondary Education
- H) ***Evaluation:** The ongoing process of defining goals and identifying, gathering, and using information as part of a process to improve professional performance (the “formative evaluation”) and to assess total job effectiveness and make personnel decisions (the “summative evaluation”).
- I) ***Evaluator:** Any person designated by a 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. Evaluators shall be evaluated pursuant to 603 CMR 35.00 and such other standards as may be established. Each Educator will have one Evaluator at any one time responsible for developing the Educator Plan, supervising the Educator’s progress, evaluating the Educator’s progress toward attaining the Educator Plan goals, and determining performance ratings and summative evaluation.
- i) **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.

- ii) **Notification:** The Educator shall be notified in writing of his/her Evaluator, if any, at the outset of each new evaluation cycle. The Evaluator(s) may be changed upon notification in writing to the Educator. The Association shall be notified of all assignments by October 15, with updates as appropriate.
- J) **Evaluation Cycle:** A five-component process that all Educators follow consisting of 1) Self-Assessment; 2) Goal-setting and Educator Plan development; 3) Implementation of the Plan; 4) Formative Evaluation; and 5) Summative Evaluation.
- K) ***Family:** Includes students' parents, legal guardians, foster parents, or primary caregivers.
- L) ***Formative Evaluation:** An evaluation conducted at mid-cycle 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.
- M) ***Goal:** A specific, actionable, and measurable area of improvement as set forth in an Educator's plan, consistent with the SMART Goals framework. 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 individual or team goals. "Team Goals" can be developed by grade-level or subject area teams, departments, or other groups of Educators who have a common interest.
- N) ***Measurable:** That which can be classified or estimated in relation to a scale, rubric, or standards.
- O) **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 MEPA gain scores.
- P) ***Observation:** A data gathering process that includes notes and judgments made during one or more classroom or worksite visits(s) 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 written feedback to the Educator. Normal supervisory responsibilities of department, building and district administrators will also cause administrators to drop in on classes and other activities in the worksite at various times as deemed necessary by the administrator. Carrying out these supervisory responsibilities, when they do not result in targeted and constructive feedback to the Educator, are not observations as defined in this Article. Upon request of the educator, the educator and evaluator shall discuss any visit that had not previously resulted in feedback.
- Q) **Parties:** The Association and the Committee are the parties to this agreement
- R) ***Performance Rating:** Describes the Educator's performance on each performance standard and overall. There shall be four performance ratings:
 - Exemplary: the Educator's performance consistently and significantly exceeds the requirements of a standard or overall. The rating of exemplary on a standard indicates that practice significantly exceeds proficient and could serve as a model of practice on that standard district-wide.
 - Proficient: the Educator's performance fully and consistently meets the requirements of a standard or overall. Proficient practice is understood to be fully satisfactory.

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

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

- S) ***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. See Rubrics.
- T) ***Professional Teacher Status:** PTS is the status granted to an Educator pursuant to M.G.L. c. 71, § 41.
- U) **Rating of Educator Impact on Student Learning:** A rating of high, moderate or low based on trends and patterns on state assessments and district-determined measures. The parties will negotiate the process for using state and district-determined measures to arrive at an Educator's rating of impact on student learning, growth and achievement, using guidance and model contract language from ESE.
- V) **Rating of Overall Educator Performance:** The Educator's overall performance rating is based on the Evaluator's professional judgment and examination of evidence of the Educator's performance against the four Performance Standards and the Educator's attainment of goals set forth in the Educator Plan, as follows:
 - i) Standard 1: Curriculum, Planning and Assessment
 - ii) Standard 2: Teaching All Students
 - iii) Standard 3: Family and Community Engagement
 - iv) Standard 4: Professional Culture
 - v) Attainment of Professional Practice Goal(s)
 - vi) Attainment of Student Learning Goal(s)
- W) ***Rubric:** A scoring tool that describes characteristics of practice or artifacts at different levels of performance. The rubrics for Standards and Indicators of Effective Teaching Practice are used to rate Educators on Performance Standards, these rubrics consist of:
 - i) Standards: Describes broad categories of professional practice, including those required in 603 CMR 35.03
 - ii) Indicators: Describes aspects of each standard, including those required in 603 CMR 35.03
 - iii) Elements: Defines the individual components under each indicator
 - iv) Descriptors: Describes practice at four levels of performance for each element
- X) **Specialized Instructional Support Personnel:** Educators who teach or counsel individual or small groups of students through consultation with the regular classroom teacher.

- Y) ***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.
- Z) ***Trends in student learning:** At least three (3) consecutive years of data from the district-determined measures and state assessments used in determining the Educator's rating on impact on student learning as high, moderate or low.
- AA) **Worksite:** Any location where an educator is carrying out his/her functions as an educator, including in a school building and on sanctioned trips.

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, when available, 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) At least two district-determined measures of student learning related to the Massachusetts Curriculum Frameworks or other relevant frameworks that are comparable across grades and/or subjects district-wide. These measures may include: portfolios, approved commercial assessments and district-developed pre and post unit and course assessments, and capstone projects. One such measure shall be the MCAS Student Growth Percentile (SGP) or Massachusetts English Proficiency Assessment gain scores, if applicable, in which case at least three years of data is required.
 - iii) 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.
 - iv) For Educators whose primary role is not as a classroom teacher, the appropriate measures of the Educator's contribution to student learning, growth, and achievement set by the district. The measures set by the district shall be based on the Educator's role and responsibility.
- B) Evidence-based judgments based on observations and artifacts of practice including;
 - i) Unannounced observations.
 - ii) Announced observation(s).
 - iii) Examination of Educator work products and artifacts.
 - iv) Examination of student work samples.
- C) Other Evidence relevant to one or more Performance Standards and Goals, including but not limited to:
 - i) Evidence compiled and presented by the Educator, including: Evidence of fulfillment of professional responsibilities and growth such as, but not limited to: self-assessments, peer collaboration, professional development linked to goals in the Educator plans, contributions to the school community and professional culture, and outreach to families;

- ii) Evidence of progress towards professional practice goal(s);
- iii) Evidence of progress toward student learning outcomes goal(s); and
- iv) Student Feedback – see # 20;
- v) Any other relevant evidence from any source that the Evaluator substantiates and shares with the Educator. 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 evaluation and the summative evaluation. Those rubrics are attached to this agreement.

5) Evaluation Cycle: Training for new educators

- A) Prior to the implementation of the evaluation process contained in this article for new educators, the district shall arrange training that outlines the components of the 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 ESE.
- B) By November 1st of the first year of employment, new Educators shall complete a professional learning activity about self-assessment and goal-setting satisfactory to the superintendent or principal. Any Educator hired after the November 1st date, and who has not previously completed such an activity, shall complete such a professional learning activity about self-assessment and goal-setting within one (1) month of the date of hire. The district through the superintendent shall determine the type and quality of the learning activity based on guidance provided by ESE.
- C) All mandatory training or learning activities shall occur during the contractual work day.

6) 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 District and School goals and priorities, listings of professional development opportunities, and data needed to complete the self-assessment and propose the goals.
- C) Provide all Educators with directions for obtaining a copy of the forms used by the district. These shall be electronically provided and employees may print or copy them using district machines.
- D) The faculty meeting 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.
- E) Provide a mechanism for Educators to collect and present artifacts, with both electronic and hard-copy options, including but not limited to: folders, templates, lists, software.

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

A) Completing the Self-Assessment

- i) The evaluation cycle begins with the Educator completing a self-assessment by October 15th (or for an educator who started employment at a school after the beginning of the year, within a month after starting employment or within two (2) weeks of receiving Training for New Educators (Section 5), whichever is later). The teacher may choose to submit a written self-assessment to his/her Evaluator.
- ii) The self-assessment includes:
 - (a) An analysis of evidence of student learning, growth and achievement for students under the Educator's responsibility.
 - (b) An assessment of practice against each of the four Performance Standards of effective practice using the rubric.
 - (c) Proposed goals to pursue as described below:
 - (1st) At least one goal directly related to improving the Educator's own professional practice.
 - (2nd) At least one goal directed related to improving student learning.

B) Proposing the goals

- i) Educators shall submit goals on the Educator SMART Goals and Plans Form. Educators are encouraged to 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 will meet with each Educator by October 15th (or within one month of the Educator's first day of employment if the Educator begins employment after September 15th) to assist the Educator in completing the self-assessment and drafting the professional practice and student learning goals which must include induction and mentoring activities.
- iii) Unless the Evaluator indicates that an Educator in his/her second or third years of practice should continue to address induction and mentoring goals pursuant to 603 CMR 7.12, the Educator may 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. In addition, the goals may address 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; 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. See Sections 13-17 for more on Educator Plans

- B) To determine the goals to be included in the Educator Plan, the Evaluator reviews the goals the Educator has proposed, 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. If the Evaluator determines that the Educator’s goals shall be different from he/she proposed, the Evaluator shall meet with the Educator to explain the difference. The process for determining the Educator’s impact on student learning, growth and achievement will be determined pursuant to #19, below.
- C) Educator Plan Development Meetings shall be conducted as follows:
- i) Educators in the same school shall meet with the Evaluator in teams and/or individually at the end of the previous evaluation cycle or by November 1st of the next academic year to develop their Educator Plan. Educators shall not be expected to meet during the summer hiatus.
 - ii) For those Educators new to the school, the meeting with the Evaluator to establish the Educator Plan must occur by November 1st or within six 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) The Evaluator completes the Educator Plan by November 15th. The Educator shall sign the Educator Plan within 5 school days of its receipt. The Educator may include a written response within 10 school days, which shall be attached to the plan. The Educator’s signature does not indicate agreement or disagreement with its contents. The Evaluator retains final authority over the content of the Educator’s Plan.

If there is no agreement on the contents of the plan, the Educator and Association President may submit the issue to the Superintendent for final approval.

9) Evaluation Cycle: Observation of Practice

Teachers will be observed a minimum number of times per educator plan cycle as follows:

Educator Plan	Unannounced Observations	Announced Observations
Developing Educator Plan, year 1	4	1
Developing Educator Plan, years 2 and 3	3	0
Two-Year Self-Directed Growth Plan	2	0
One-Year Self-Directed Growth Plan	2	0
Directed Growth Plan	2	1
Improvement Plan of greater than 6 months	4	1
Improvement Plan of six month or less	2	1

Upon request of the educator, the evaluator shall perform an additional observation, the details of which the educator and evaluator shall discuss prior to the observation. The educator may withdraw the request.

Receiving more than the prescribed minimum number of observations should be viewed as routine and is not indicative of performance issues unless noted in the written feedback.

10) Observations

A) General

- i) The Evaluator's first observation of the Educator shall take place between September 15 and November 30. Observations required by the Educator Plan shall be completed by June 1st. The Evaluator may conduct additional observations after this date, provided there is mutual agreement between the educator and evaluator.
- ii) The Evaluator is not required nor expected to review all the indicators in a rubric during an observation. The parties agree that individual teaching styles vary and not all of the indicators on the rubric may be observed during any one class or lesson.
- iii) The written feedback shall be delivered to the Educator in person, by email, placed in the Educator's mailbox or mailed to the Educator's home on the Observation Report Form. The Educator shall sign the Observation Report Form within 5 school days of its receipt. The Educator's signature does not indicate agreement or disagreement with its contents. The Educator may include a written response within 10 school days, which shall be attached to the report.
- iv) Any observation or series of observations resulting in one or more standards judged to be unsatisfactory or needs improvement (for an unannounced observation only, for the first time) must:
 - (a) Be long enough to view the evidence in context.
 - (b) Describe the basis for the Evaluator's judgment.
 - (c) Describe actions the Educator should take to improve his/her performance.
 - (d) Identify support and/or resources the Educator may use in his/her improvement.
 - (e) Be followed by a meeting between the Educator and Evaluator, if requested by either one.
 - (f) For unannounced observations, Be followed by at least one observation of at least 30 minutes in duration within 20 school days but no sooner than the day after the feedback has been provided.
- v) All announced and unannounced observations must take place during one continuous time period.

B) Unannounced Observations

- i) Unannounced observations may be in the form of partial or full-period classroom or worksite visitations.
- ii) The Educator will be provided with at least brief written feedback from the Evaluator within five (5) school days of the observation.

C) Announced Observations

Announced observations shall be conducted for at least the entire lesson as described to the evaluator/observer before the observation. Announced Observations shall be conducted according to the following:

- i) The Evaluator and Educator shall select the date and time of the lesson or activity to be observed and discuss any specific goal(s) for the observation.
- 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 in collaboration 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 must occur within 10 school days of the original observation.
- iv) The Evaluator shall provide the Educator with written feedback within 5 school days of the post-observation conference.

11) Evaluation Cycle: Formative Evaluation

- A) Educators receive a Formative Evaluation report at mid-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, performance on each performance standard and overall, or both.
- C) No less than two weeks before the due date for the Formative Evaluation report, which due date shall be collaboratively agreed upon by the Educator and Evaluator, 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. The educator may also provide to the evaluator additional evidence of the educator's performance against the four Performance Standards.
- 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 to the Educator's school mailbox or home.
- E) Upon the request of either the Evaluator or the Educator, the Evaluator and the Educator will meet within five (5) school days before and/or after completion of the Formative Evaluation Report.
- F) The Educator may reply in writing to the Formative Evaluation report within ten (10) school days of receiving the report or the Formative Evaluation meeting(s), whichever is later. The Educator's reply shall be attached to the report.

- G) The Educator shall sign the Formative Evaluation report within 5 school days of receiving the report. The signature does not indicate agreement or disagreement with its contents.
- H) As a result of the Formative Evaluation report, the Evaluator may change the activities in the Educator Plan.
- I) If the rating in the Formative Evaluation report differs from the last summative rating the Educator received, the Evaluator may place the Educator on a different Educator Plan, appropriate to the new rating.
- J) After the formative assessment and upon request of the educator, another trained supervisor, chosen by mutual agreement between the educator and the Superintendent or his/her designee, and an Association representative, if requested by the Educator, shall be assigned to perform an observation to be used as evidence in the educator's summative evaluation. Without mutual agreement the Superintendent shall choose the supervisor; after which the educator may withdraw the request. The observation shall be unannounced and least 30 minutes in duration, and preceded by a meeting between the educator and observing supervisor.

12) Evaluation Cycle: Summative Evaluation

- A) The evaluation cycle concludes with a summative evaluation report. For Educators on a one or two year Educator Plan, the summative report must be written and provided to the educator by May 15th.
- 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 evaluator shall determine the overall summative rating that the Educator receives.
- D) For an educator whose overall performance rating is exemplary or proficient and whose impact on student learning is low, the evaluator's supervisor shall discuss and review the rating with the evaluator and the supervisor shall confirm or revise the educator's rating.
- E) The summative evaluation rating must be based on evidence from multiple categories of evidence. MCAS Growth scores shall not be used for a summative evaluation rating.
- F) To be rated proficient overall, the Educator shall, at a minimum, have been rated proficient on the Curriculum, Planning and Assessment and the Teaching All Students Standards of Effective Teaching Practice.
- G) No less than two weeks before the due date for the Summative Evaluation report, which due date shall be established by the Evaluator with written notice provided to the Educator, the Educator will provide to the Evaluator evidence of family outreach and engagement, fulfillment of professional responsibility and growth, and progress on attaining professional practice and student learning goals. The educator may also provide to the evaluator additional evidence of the educator's performance against the four Performance Standards.
- 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 home no later than May 15th

- J) The Evaluator shall meet with the Educator rated needs improvement or unsatisfactory to discuss the summative evaluation. The meeting shall occur by June 1st
- 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 10th
- 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 15th. 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 within 10 school days 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, and all electronic materials shall be maintained by the District and made accessible by the Educator.

13) Educator Plans – General

- 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:
 - i) At least one goal related to improvement of practice tied to one or more Performance Standards;
 - ii) At least one goal for the improvement of the learning, growth and achievement of the students under the Educator's responsibility;
 - iii) An outline of actions the Educator must take to attain the goals 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, confidential peer observations, and implementing new programs.
- C) It is the Educator's responsibility to attain the goals in the Plan.

14) Educator Plans: Developing Educator Plan

- A) The Developing Educator Plan is for all Educators without PTS.
- B) The Educator shall be evaluated at least annually.

15) Educator Plans: Self-Directed Growth Plan

- A) A Two-year Self-Directed Growth Plan is for those Educators with PTS who have an overall rating of proficient or exemplary, and whose impact on student learning is

moderate or high. A formative evaluation report is completed at the end of year 1 and a summative evaluation report at the end of year 2.

- B) A One-year Self-Directed Growth Plan is for those Educators with PTS who have an overall rating of proficient or exemplary, and whose impact on student learning is low. In this case, the Evaluator and Educator shall analyze the discrepancy between the summative evaluation rating and the rating for impact on student learning to seek to determine the cause(s) of the discrepancy.

16) Educator Plans: Directed Growth Plan

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

(ii) At the request of the educator who has PTS and is placed on a Directed Growth Plan, a mutually agreed upon Peer Assistant may be appointed to provide the educator technical assistance, information, and/or modeling of techniques, as required to meet the needs and goals specified in the Directed Growth Plan.
- 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 May 15th.
- D) For an Educator on a Directed Growth Plan whose overall performance rating is at least proficient, the Evaluator will place the Educator on a Self-Directed Growth Plan for the next Evaluation Cycle.
- E) For an Educator on a Directed Growth Plan whose overall performance rating is not at least proficient, the Evaluator will rate the Educator as unsatisfactory and will place the Educator on an Improvement Plan for the next Evaluation Cycle.

17) Educator Plans: Improvement Plan

- A) An Improvement Plan is for those Educators with PTS whose overall rating is unsatisfactory.
- B) The parties agree that in order to provide students with the best instruction, it may be necessary from time to time to place an Educator whose practice has been rated as unsatisfactory on an Improvement Plan of no fewer than 90 school days and no more than one school year.
- C) The Evaluator must complete a summative evaluation for the Educator at the end of the period determined by the Evaluator for the Plan.
- D) An Educator on an Improvement Plan shall be assigned an Evaluator who is responsible for providing the Educator with guidance and assistance in accessing the resources and professional development outlined in the Improvement Plan.
- E) The Improvement Plan shall define the problem(s) of practice identified through the observations and evaluation and detail the improvement goals to be met, the activities the Educator must take to improve and the assistance to be provided to the Educator by the district.
- F) The Improvement Plan process shall include:

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 evaluator shall suggest that the Educator request that an Association Representative attend the meeting.

- G) The Improvement Plan shall:
- i) Define the improvement goals directly related to the performance standard(s), and/or student learning outcomes that must be improved;
 - ii) Describe the activities and work products the Educator must complete as a means of improving performance;
 - iii) Describe the assistance and resources that the district will provide to the Educator;
 - iv) Articulate the measurable outcomes that will be accepted as evidence of improvement;
 - v) Detail the timeline for completion of each component of the Plan, including at a minimum a mid-cycle formative evaluation report of the relevant standard(s) and indicator(s);
 - vi) Identify the individuals assigned to assist the Educator which must include minimally the Evaluator; and, at the request of the Educator, a mutually agreed upon Peer Assistant to provide technical assistance, information, and/or modeling of techniques, as required to meet the needs and goals specified in the Improvement Plan; and,
 - vii) Include the signatures of the Educator and Evaluator.
- H) A copy of the signed Plan shall be provided to the Educator. The signature does not indicate agreement or disagreement. For an Improvement Plan beginning at the start of a school year, the Evaluator and Educator will meet to discuss the contents of the Improvement Plan by October 1.
- I) Decision on the Educator's status at the conclusion of the Improvement Plan.
- i) All determinations below must be made no later than June 1. One of three decisions must be made at the conclusion of the Improvement Plan:
 - (a) If the Evaluator determines that the Educator has improved his/her practice to the level of proficiency, the Educator will be placed on a Self-Directed Growth Plan.
 - (b) If the Evaluator determines that the Educator is making substantial progress toward proficiency, the Evaluator shall place the Educator on a Directed Growth Plan.
 - (c) If the Evaluator determines that the Educator is not making substantial progress toward proficiency, the Evaluator may recommend to the superintendent that the Educator be dismissed or put the Educator on another Improvement Plan.

18) Timelines (Dates in italics are provided as guidance)

A) Educators on One Year Plans

Activity:	Completed By:
Superintendent, principal or designee meets with evaluators and educators to explain evaluation process	<i>September 15</i>
Evaluator meets with first-year educators to assist in self-assessment and goal setting process Educator submits self-assessment and proposed goals	October 15
Evaluator meets with Educators in teams or individually to establish Educator Plans (Educator Plan may be established at Summative Evaluation Report meeting in prior school year)	November 1
Evaluator authorizes Educator Plans	November 15
Evaluator should complete first observation of each Educator	November 30
Educator submits evidence on parent outreach, professional growth, progress on goals (and other standards, if desired) * or two weeks before Formative Evaluation Report date	<i>January 15*</i>
Evaluator should complete mid-cycle Formative Evaluation Reports for Educators on one-year Educator Plans	<i>February 1</i>
Evaluator holds Formative Evaluation Meetings if requested by either Evaluator or Educator	<i>February 15</i>
Educator submits evidence on parent outreach, professional growth, progress on goals (and other standards, if desired) *or two weeks prior to Summative Evaluation Report date established by evaluator	<i>May 1*</i>
Evaluator completes Summative Evaluation Report	May 15
Evaluator meets with Educators whose overall Summative Evaluation ratings are Needs Improvement or Unsatisfactory	June 1
Evaluator meets with Educators whose ratings are proficient or exemplary at request of Evaluator or Educator	June 10

B) Educators with PTS on Two Year Plans

Activity:	Completed By:
Superintendent, principal or designee meets with evaluators and educators to explain evaluation process	<i>September 15 of year 1</i>
Evaluator meets with first-year educators to assist in self-assessment and goal setting process Educator submits self-assessment and proposed goals	October 15 of year 1
Evaluator meets with Educators in teams or individually to establish Educator Plans (Educator Plan may be established at Summative Evaluation Report meeting in prior school year)	November 1 of year 1
Evaluator authorizes Educator Plans	November 15 of year 1
Educator submits evidence on parent outreach, professional growth, progress on goals (and other standards, if desired) * or two weeks before Formative Evaluation Report date established by Evaluator	May 15 of year 1 *
Evaluator completes Formative Evaluation Report	<i>June 1 of Year 1</i>
Evaluator conducts Formative Evaluation Meeting, if any	<i>June 10 of Year 1</i>
Educator submits evidence on parent outreach, professional growth, progress on goals (and other standards, if desired) * or two weeks before Summative Evaluation Report date established by Evaluator	May 1 of year 2 *
Evaluator completes Summative Evaluation Report	May 15 of Year 2
Evaluator conducts Summative Evaluation Meeting, if any	June 10 of Year 2

C) Educators on Plans of Less than One Year

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

19) Rating Impact on Student Learning

A) Basis of the Student Impact Rating

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

(a) Statewide growth measure(s),

- (1) Where available, statewide growth measures must be selected each year as one of the measures used to determine the educator's Student Impact Rating.
 - (2) Statewide growth measures include the MCAS Student Growth Percentile, or its equivalent, and ACCESS for ELLs gain score.
 - (b) District-Determined Measures (DDMs) of student learning, growth, or achievement.
 - ii. The Student Impact Rating for each educator will be based on the trends and patterns of ratings of two measures each year over a three-year period.
- B) Identifying and Selecting District-Determined Measures (DDMs)
- i. The joint labor-management evaluation team ("team") maintains a list of DDMs
 - ii. The team shall annually review these DDMs by collecting feedback from educators and evaluators regarding the quality (e.g., alignment to curriculum, utility) of the DDMs. Where feedback suggests modifications to the DDMs or the need to create different DDMs, the team shall convene a cohort of educators to make recommendations to the team.
 - iii. DDM Selection Criteria
 - (a) DDMs may consist of *direct* or *indirect* measures.
 - (1) A *direct* measure assesses student growth in a specific content area or domain of social-emotional or behavioral learning over time.
 - (i) For all classroom educators, at least one measure in each year that will be used to determine an educator's Student Impact Rating must be a *direct* measure.
 - (ii) *Direct* measures shall be criterion-referenced, such as, but not limited to: formative, interim and unit pre- and post-assessments in specific subjects, assessments of growth based on performances and/or portfolios of student work judged against common scoring rubrics, and mid-year and end-of-course examinations.
 - (2) *Indirect* measures do not measure student growth in a specific content area or domain of social-emotional or behavioral learning but do measure the consequences of that learning.
 - (i) *Indirect* measures include, but are not limited to, changes in: promotion and graduation rates, attendance and tardiness rates, rigorous course-taking pattern rates, college course matriculation and course remediation rates, discipline referral and other behavior rates, and other measures of student engagement and progress.
 - (b) DDMs must be common across grade or subject level.
 - (c) DDMs must include consistent, transparent scoring processes that establish clear parameters for what constitutes *high*, *moderate*, and *low* student growth. (see B.iii below) If the actual scores are misaligned with

the parameters that were determined previously, the parameters will be recalibrated.

- (d) DDMs must be aligned to the Massachusetts Curriculum Frameworks, Massachusetts Vocational Technical Education Frameworks, or other relevant Frameworks.

iv. Process for Selecting DDMs

- (a) The team shall identify the DDMs in the list, provided there are at least two DDMs available per educator.
- (b) If the team cannot reach agreement on any DDM, it shall submit the issue to negotiations between the parties.
- (c) If the parties cannot reach agreement within a reasonable period of time, either party may file a petition for arbitration under G.L. c. 71, sec. 38.

C) Determining a Student Impact Rating (SIR)

- i. No later than November 1 of each year, each DDM will be reviewed by the educators and administrators using it, and they will determine if any changes need to be made or if it needs to be replaced. Any changes will be recommended to the team (B. ii).
- ii. Educators shall have an opportunity to review and confirm the roster of students whose scores will be used in the determination of their impact on student growth for each DDM.
 - (a) For full-year or fall semester courses, the DDM results from students who are not enrolled in the grade or course by October 1st or do not remain enrolled through the final date the DDM is administered shall not be used in the determination of an educator's impact on student growth.
 - (b) For spring semester courses, the DDM results from students who are not enrolled in the grade or course by the end of the fourth week of the semester or do not remain enrolled through the final date the DDM is administered shall not be used in the determination of an educator's impact on student growth.
 - (c) DDM results from students who are not present for instruction or education services for at least 90 percent of the allotted instructional or service time shall not be used in the determination of an educator's impact on student growth.
- iii. The evaluator shall use his/her professional judgment to determine whether an educator is having a *high*, *moderate*, or *low* impact on student learning. The evaluator will consider at least three years of data and will apply professional judgment to those determinations in order to designate the educator's Student Impact Rating. The evaluator's professional judgment must account for contextual factors including, but not limited to, learning challenges presented by the students and the learning environment.
 - (a) A rating of *high* indicates that the educator's students demonstrated significantly (50%) higher than one year's growth relative to academic peers in the grade or subject.

- (b) A rating of *moderate* indicates that the educator's students demonstrated one year's growth relative to academic peers in the grade or subject.
 - (c) A rating of *low* indicates that the educator's students demonstrated significantly (50%) lower than one year's growth relative to academic peers in the grade or subject.
 - iv. The evaluator shall meet with the educator rated *low* to discuss the Student Impact Rating. The evaluator shall meet with the educator rated *moderate* or *high* to discuss the Student Impact Rating, if either the educator or the evaluator requests such a meeting.
- D) Intersection between the Summative Performance Rating and the Student Impact Rating.
 - i. An educator's Summative Performance Rating is a rating of educator practice and remains independent from the educator's Student Impact Rating, which is a rating of impact on student learning and growth.
 - ii. Results from DDMs and the Student Impact Rating are used to inform the educator's Self-Assessment, to develop the professional practice goal or the student learning goal and the resulting Educator Plan.
 - iii. Educators with PTS whose overall Summative Performance Rating is exemplary or proficient and whose Student Impact Rating is low shall be placed on a one-year self-directed growth plan.
 - (a) In such cases, the evaluator's supervisor shall discuss and review the Summative Performance Rating with the evaluator and the supervisor shall confirm or revise the educator's rating. In cases where the superintendent serves as the evaluator, the superintendent's decision on the rating shall not be subject to review.
 - (b) The educator and the evaluator shall analyze the discrepancy between the Summative Performance Rating and Student Impact Rating to seek to determine the cause of the discrepancy.
 - (c) The Educator Plan may include a goal related to examining elements of practice that may be contributing to low impact.
 - iv. Evaluators shall use evidence of educator performance and impact on student learning and growth in the goal setting and educator plan development processes, based on the educator's self-assessment and other sources that the evaluator shares with the educator.

20) Using Student feedback in Educator Evaluation

The Educator shall establish an age-appropriate method for seeking student feedback prior to the end of the current educator plan. The Educator will inform students that identifying themselves on the feedback mechanism is optional. The feedback will be used only by the educator to inform his/her self-assessment and goal setting for the subsequent educator plan.

21) Using Staff feedback in Administrator Evaluation

All Educators are ensured the opportunity to provide feedback on administrators in a manner that assures the confidentiality of identity of the Educator unless the educator chooses to identify him-

or herself. Educators will have the opportunity to provide feedback to the Principal, Assistant Principal, and Director or Assistant Director.

22) General Provisions

A) The following chart of responsibilities lists who may serve as evaluators of Educators: .

<u>Educator</u>	<u>Evaluator</u>
High School	
English	English Director, Principal or Assistant Principal
Mathematics	Mathematics Director, Principal or Assistant Principal
Science	Director of Science and Technology, Principal or Assistant Principal
Technology/Engineering	Director of Science and Technology, Principal or Assistant Principal
Social Studies	Social Studies Director, Principal or Assistant Principal
Foreign Languages	Foreign Language Director, Principal or Assistant Principal
Art and Music	Director of Fine & Performing Arts, Principal or Assistant Principal
Physical Education	Director of Physical Education, Athletics, and Student Activities, Principal or Assistant Principal
Health	Principal, Assistant Principal, or Director of Physical Education, Athletics, and Student Activities
Librarian	Principal or Assistant Principal
Special Education	Director of Student Services, Principal or Assistant Principal
Guidance Counselor	Director of Student Services, Principal or Assistant Principal
Psychologist	Director of Student Services, Principal or Assistant Principal
Nurse	Nurse Coordinator
ELL	ELL Director

Middle School

Grade 5,	Principal or Assistant Principal
Grade 6, 7, 8	Curriculum Director, Principal or Assistant Principal
Reading	English Director, Principal or Assistant Principal
Foreign Languages	Foreign Language Director, Principal or Assistant Principal
Art and Music	Director of Fine and Performing Arts, Principal or Assistant Principal
Physical Education	Director of Physical Education, Principal or Assistant Principal
Librarian	Principal or Assistant Principal
Special Education	Director or Assistant Director of Student Services, Principal or Assistant Principal
Guidance Counselor	Director or Assistant Director of Student Services, Principal or Assistant Principal
Psychologist	Director or Assistant Director of Student Services, Principal or Assistant Principal
Technology/Engineering	Director of Science and Technology, Principal or Assistant Principal
Health	Principal, Assistant Principal, or Director of Physical Education, Athletics, and Student Activities
Nurse	Nurse Coordinator

ELL ELL Director

Elementary Schools

Classroom	Principal or Assistant Principal
Art and Music	Director of Fine and Performing Arts, Principal or Assistant Principal
Physical Education	Director of Athletics, Principal or Assistant Principal
Librarian	Principal or Assistant Principal
Special Education	Director or Assistant Director of Student Services, Principal or Assistant Principal
Guidance Counselor	Director or Assistant Director of Student Services, Principal or Assistant Principal
Psychologist	Director or Assistant Director of Student Services, Principal or Assistant Principal
Social Worker	Director or Assistant Director of Student Services, Principal or Assistant Principal
Nurse	Nurse Coordinator
ELL	ELL Director

Pre-School

Regular Educator	Early Childhood Coordinator
Special Educator (including SLP)	Director or Assistant Director of Student Services, Principal or Assistant Principal

- 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 ensure that Evaluators have initial and ongoing 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. An Association Representative shall attend any such meeting at the discretion of the Educator.
- E) Violations of this article are subject to the grievance and arbitration procedures.