

Falmouth Public Schools - Educator Evaluation

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1) **Purpose of Educator Evaluation**

- A) This contract language is locally negotiated and based on M.G.L., c.71, § 38; M.G.L. c.150E; the Educator Evaluation regulations, 603 CMR 35.00 et seq.; and the Model System for Educator Evaluation developed by the Department of Elementary and Secondary Education as of June 2012. See 603 CMR 35.02 (definition of model system). In the event of a conflict between this collective bargaining agreement and the governing laws and regulations, the laws and regulations will prevail.
- B) The regulatory purposes of evaluation are:
 - i) To promote student learning, growth, and achievement by providing Educators with feedback for improvement, enhanced opportunities for professional growth, and clear structures for accountability, 603 CMR 35.01(2)(a);
 - ii) To provide a record of facts and assessments for personnel decisions, 35.01(2)(b);
 - iii) To ensure that every school committee has a system to enhance the professionalism and accountability of 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).

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

- A) ***Artifacts of Professional Practice:** Products of an Educator’s work and student work samples that demonstrate the Educator’s knowledge and skills with respect to specific performance standards.
- B) **Caseload Educator:** Educators who teach or counsel individual or small groups of students through consultation with the regular classroom teacher, for example, school nurses, guidance counselors, speech and language pathologists, ~~occupational therapists*~~, ~~physical therapists*~~, and some reading specialists and special education teachers. **This may also include other district staff with licensure specific to their profession where ESE licensure is not available. For example, occupational therapists and physical therapists.**
- C) ***Classroom Educator:** Educators who teach preK-12 whole classes, and Educators of special subjects as such as art, music, library, and physical education. May also include special education Educators and reading specialists who teach whole classes.
- D) **Categories of Evidence:** Multiple measures of student learning, growth, and achievement, conclusions based on observations and artifacts of professional practice, including unannounced (informal) observations of practice of any duration; and additional evidence relevant to one or more Standards of Effective Teaching Practice (603 CMR 35.03).
- E) ***District-determined Measures:** Measures of student learning, growth and achievement related to the Massachusetts Curriculum Frameworks, Massachusetts Vocational Technical Education 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, district-developed pre and post unit and course assessments, and

capstone projects. The parties agree to review sample materials relative to district-determined measures (DDMs) and review or adapt as needed. As a result of a change in regulation or policy that affects the definition or application of DDMs, the working group will reconvene to reconcile those inconsistencies.

- F) ***Educator(s):** Inclusive term that applies to all classroom Educators, caseload Educators, and Administrators, unless otherwise noted.
- G) ***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 less for an Educator without Professional Teacher Status (PTS).
 - 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. A One-Year Self-Directed Growth Plan is also for Proficient or Exemplary Educators with PTS who undertake new assignments within a district that require a different licensure.
 - iii) **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.
 - iv) **Improvement Plan** shall mean a plan developed by the Evaluator of at least 30 calendar days and no more than one school year for Educators with PTS who are rated unsatisfactory with goals specific to improving the Educator’s unsatisfactory performance. In those cases where an Educator is rated unsatisfactory near the close of a school year, the plan may include activities during the summer preceding the next school year.
- H) ***ESE:** The Massachusetts Department of Elementary and Secondary Education.
- I) ***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”).
- J) ***Evaluator:** Any person designated by a Superintendent who has primary and/or supervisory responsibility for observation and evaluation. The Superintendent is responsible for ensuring that all Evaluators have successfully completed training in the principles of supervision and evaluation. Each Educator will have one primary Evaluator at any one time responsible for determining performance ratings.
- i) **Primary Evaluator** shall be the person who determines the Educator’s performance ratings and evaluation.
 - ii) **Supervising Evaluator** shall be the person responsible for developing the Educator Plan, supervising the Educator’s progress through formative assessments, evaluating the Educator’s progress toward attaining the Educator Plan goals, and making recommendations about the evaluation ratings to the primary Evaluator at the end of

the Educator Plan. The Supervising Evaluator may be the primary Evaluator or his/her designee.

- iii) **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 predominate assignment, the Superintendent will determine who the primary Evaluator will be.
- iv) **Notification:** The Educator shall be notified in writing of his/her primary Evaluator and supervising Evaluator, if any, at the outset of each new evaluation cycle. The Evaluator(s) may be changed upon notification in writing to the Educator.
- v) **Designation of Evaluator:** One Evaluator(s) will be designated by the Superintendent or his designee for each Educator. The Employer Evaluator(s) shall notify all Educators - in writing - for whom they are the designated Evaluator(s); this will be no later than the first Friday school is in session for students. For educators hired after the school year begins, the Employer Evaluator(s) will notify late hires of their designated Evaluator(s) within thirty days. The Educator and the Evaluator shall mutually agree upon timelines different from those set forth in Section 21 A and B if warranted to facilitate the effective implementation of the evaluation process.
 - (a) Each Principal shall be the Primary Evaluator for his/her building's Educators.
 - (b) Each Educator will be designated a Supervisory Evaluator which may be the same as his/her Primary Evaluator.
 - (c) Each designated Supervisory Evaluator shall be in the role of Principal, Assistant Principal, Department Head, Director or Special Education Building Administrator, and shall be in a position to be responsible for the Educator. The Superintendent shall have all final decisions in regards to designation of Primary and Supervisory Evaluator.

Either the Educator or the his/her designated Evaluator(s) may request at any point in the process - but not later than February 15 - the participation of another Administrator (separate from the designated primary or supervisory Evaluator) in the evaluation process to do one or more observations. The Superintendent will not unreasonably withhold requests for an additional second Administrator to observe, but he/she must approve the request and the specific Administrator.

Should a change of an Evaluator occur at any point during the Educator's evaluation cycle, any/all artifacts collected within the cycle will be included in the summative/formative evaluation. If the Educator objects to the use of these artifacts, he/she may choose to invoke grievance procedures.

- K) **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.
- L) ***Experienced Educator:** An educator with Professional Teacher Status (PTS).
- M) ***Family:** Includes students' parents, legal guardians, foster parents, or primary caregivers.

- N) ***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.
- O) ***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.
- P) ***Goal:** A specific, actionable, and measurable area of improvement as set forth in an Educator's plan. A goal may pertain to any or all of the following: Educator practice in relation to Performance Standards, Educator practice in relation to indicators, or specified improvement in student learning, growth and achievement. Goals may be developed by individual Educators, by the Evaluator, or by teams, departments, or groups of Educators who have the same role.
- Q) ***Measurable:** That which can be classified or estimated in relation to a scale, rubric, or standards.
- R) **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 ACCESS** gain scores. ~~This definition may be revised as required by regulations or agreement of the parties upon issuance of ESE guidance expected by July 2012.~~
- S) **Non-Professional Teacher Status:** An educator without PTS. See definition of Professional Teacher Status.
- T) ***Observation:** A data gathering process that includes notes made and sound, reliable conclusions reached during one or more classroom or worksite visits(s) of any duration by the Evaluator and may include examination of artifacts of practice including student work. An observation shall occur in person and be conducted openly and with full knowledge of the Educator. Classroom or worksite observations conducted pursuant to this article must result in **written** feedback to the Educator. **Observations will only be composed by the educator's primary and/or supervisory Evaluator.** ~~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, constructive, and written feedback to the Educator, are not observations as defined in this Article.~~
- U) **Parties:** The parties to this agreement are the Falmouth School Committee and the Falmouth Educators' Association.
- V) ***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.

- iv) Descriptors: Describes practice at four levels of performance for each element
- BB) ***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 judgment of the Educator's performance **considering contextual factors including but not limited to learning environments**, Performance Standards and the Educator's attainment of goals set forth in the Educator's Plan.
- CC) ***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.
- DD) ***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. ~~(See Recognition Clause in the Unit A contract for comprehensive list of positions.)~~
- EE) ***Trends in student learning:** At least two years of data from the district-determined measures and state assessments used in determining the Educator's rating on **the impact on** of student learning as high, moderate or low.

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:
 - 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 the Massachusetts Vocational Technical Education 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~~ **students' growth scores from state assessments** (e.g., ACCESS results) ~~gain scores, if applicable, in which case at least two 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 should be based on the Educator's role and responsibility.
- B) Conclusions based on observations and artifacts of practice including:
 - i) Unannounced (informal) observations of practice of any duration.

- ii) Announced observation(s) for non-PTS Educators in their first year of practice in a school, Educators on Improvement Plans, and as determined by the Evaluator.
- iii) Examination of Educator work products.
- iv) Examination of student work samples.
- v) The Evaluator’s judgment of the Educator’s performance considering contextual factors including but not limited to learning environments.

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

- i) Evidence compiled and presented by the Educator, including:
 - (a) Evidence of fulfillment of professional responsibilities and growth such as self-assessments, peer collaboration, professional development linked to goals in the Educator plans, contributions to the school community and professional culture;
 - (b) Evidence of active outreach to and engagement with families;
- ii) Evidence of progress towards professional practice goal(s);
- iii) Evidence of progress toward student learning outcomes goal(s);
- iv) Student and Staff Feedback – see Sections #24-25 below; and
- v) Any other relevant evidence from any source that the Educator or Evaluator shares with the Educator other. Other relevant evidence could include information provided by other Administrators such as the Superintendent; and
- vi) Once resources are made available by the DESE relative to Role Specific Indicators for Specialized Instructional Support Personnel – expected by July 2012 – the parties agree to review these materials and adopt, adapt, or revise as needed through the collective bargaining process. Resources relative to role-specific indicators (i.e., Guidance, Nurse and SISP).

4) **Rubrics**

The rubrics are a scoring tool used for the Educator’s self-assessment, the formative assessment, the formative evaluation, and the summative evaluation. The district will use the comprehensive rubrics developed and adapted by the district and the association, as reviewed and approved by ESE. These comprehensive rubrics are attached included as appendices to this document.

5) **Evaluation Cycle: Training --** The evaluation timelines included herein delineate the due dates according to the appropriate bargaining Unit.

- A) Prior to the implementation of the a new component of the evaluation process contained in this article agreement, the districts at the request of the Evaluation Subcommittee, shall arrange training for all Educators, principals, and other Evaluators that outlines the new component(s) 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.
- B) By October 1st During initial district orientation days all Educators shall complete a professional learning activity about self-assessment and goal-setting satisfactory to the Superintendent or principal. Any Educator hired after the October 1st initial district orientation days, or any

Educator returning from long-term absence or professional leave after the initial district orientation days and who has not previously completed such an activity, shall complete such a professional learning activity about self-assessment and goal-setting within thirty days of their his/her date of hire or return to school. The district will provide all Educators with training materials to guide them through the self-assessment and goal-setting activity. The district through the superintendent shall determine the type and quality of the learning activity.

C) The district shall provide any Educator who is new to the district and assigned a mentor through the Mentoring and Induction program training on the evaluation procedures and protocols to which the district adheres.

6) **Evaluation Cycle: Annual Orientation** -- The evaluation timelines included herein delineate the due dates according to the appropriate bargaining Unit.

A) 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:

i) Provide an overview of the evaluation process, including goal setting and the Educator plans, which may be digitally recorded to facilitate orientation of Educators hired after the beginning of the school year. Any such recording will be announced prior to recording. Any Educator hired after the meeting must have access to any recorded training video prior to the submission of his/her SMART Goals.

ii) Inform the Educator as to which rubric(s) is (are) applicable to his/her role will be used to evaluate their performance. The chosen final determination of which rubric shall be mutually agreed upon between the Evaluator and the Educator.

iii) Provide all Educators with directions for obtaining a copy of the forms used by the district. These may be electronically provided. (See electronic data collection tools).

7) **Evaluation Cycle: Electronic Data Collection Tools and Formal Evaluation Forms/Documents**

Any electronic data collection tool used in the evaluation process is intended to inspire and foster a culture of collaboration between Educators and Evaluators to improve school and district performance, identify opportunities for professional development, and manage the evaluation process. This tool shall include the ability to upload documents, photos, images, and videos to be included as artifacts; tag evidence and artifacts to Standards, Indicators, and/or Elements; and record unannounced observations used to support any evaluative conclusions, judgments and/or ratings. Ultimately, evidence collection and submission will not be limited to the use of the electronic data collection tool.

A) Any electronic tool used for this purpose is considered an extension of an individual's personnel file and is protected as outlined in each Unit's contract. Any data or information that school districts or the Department (Department of Elementary and Secondary Education) or both create, send, or receive in connection with Educator evaluation that is evaluative in nature and may be linked to an individual Educator, including information concerning an Educator's formative assessment or evaluation or summative evaluation or performance rating or the student learning, growth, and achievement data that may be used as part of an individual Educator's evaluation, shall be considered personnel information within the meaning of M.G.L. c. 4, § 7(26)(c) and shall not be subject to disclosure under the public records law.

B) For matters involving accessibility:

- i) With reference to the electronic data collection tool, accessibility shall be defined for Educators and Administrators as the ability to access content via read and/or write privileges.
- ii) Each Principal shall be the Primary Evaluator for his/her building's Educators.
- iii) Each Educator will be designated a Supervisory Evaluator which may be the same as his/her Primary Evaluator.
- iv) Each designated Supervisory Evaluator shall be in the role of Principal, Assistant Principal, Department Head, Director and/or Special Education Building Administrator, and shall be in a position to be responsible for the Educator. The Superintendent shall have all final decisions in regards to designation of Primary and Supervisory Evaluator. Refer to Section 2:J:v: Designation of Evaluator:
 - (a) Evaluator(s) will be designated by the Superintendent or designee for each Educator. Evaluator(s) shall notify all Educators in writing for whom they are the designated Evaluator; this will be done during initial district orientation days each year. For Educators hired or returning from leave after the school year begins, the Evaluator(s) will notify them of their designated Evaluator(s) within thirty days.
 - (b) 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 predominate assignment, the superintendent, or designee, will determine who the Primary Evaluator will be.
 - (c) Either the Educator or the designated Evaluator may request at any point in the process but not later than February 15 the participation of another Administrator in the evaluation process to do one or more observations. The Superintendent will not unreasonably withhold requests for a second Administrator to observe, but the Superintendent must approve the request and the specific Administrator.
- v) If the Primary Evaluator is also an Educator's Supervisory Evaluator, only the Educator and the Primary Evaluator shall have read/write access. The Primary Evaluator of any Educator assigned to more than one building will be principal of the building in which the Educator spends the majority of time.
- vi) If the Primary Evaluator is not an Educator's Supervisory Evaluator, the Educator, the Supervisory Evaluator, and the Primary Evaluator shall have read/write access.
- vii) The Superintendent shall have read access for all members evaluated under this agreement; namely Units A, B, and D.
- viii) The Director of Technology and Library Media or designee shall have any and all access privileges required to uphold, maintain and meet state requirements and the agreements contained herein regarding the Evaluation system. (See 603 CMR 35.00: M.G.L. c.69, §1B; c.71, §38)

- a. Any and all instruments that the Director of Technology and Library Media utilized to carry out any required responsibilities and provisions of this agreement shall be held to all guidelines regarding confidentiality and access of personnel files.
- b. The Director of Technology and Library Media and his/her designee shall be identified in writing to the Association upon appointment to this role. It will be presumed that this person will continue in this role annually. Changes shall be submitted in writing to the Association within ten (10) school days of when such knowledge in the change of role is known or should have been known to the Director of Technology and Library Media.
- c. These said privileges do not allow for read and/or write access as the Educator and Administrator accounts allow.

C) Personnel Files:

See appropriate personnel file information in accordance with each unit's contract.

D) The Formative Evaluation and Summative Evaluation, which both include Performance Ratings, shall be delivered via the agreed upon electronic data collection tool to the Educator from his/her Evaluator. Upon receipt, the Educator must sign the Evaluation.

- i) The latest "Evaluation Timeline" delineates the due dates according to the appropriate bargaining Unit.
- ii) The timelines regarding Summative Evaluation do not start until the Educator receives a paper copy of the signed Summative Evaluation from their Evaluator.
- iii) After receiving the Educator's electronic signature, the Evaluator with read/write access for the Educator shall provide the signed paper copies of the Evaluation for the personnel file, the Primary Evaluator, and the Supervisory Evaluator, if not the Primary Evaluator.
- iv) The Primary Evaluator shall determine the performance rating that the Educator receives.
- v) The due date for the Evaluation report shall be honored in accordance with the "Evaluation Timeline." In the event that the pre-determined timeline cannot be followed due to extenuating circumstances;
 - (a) the PTS Educator on a Self-Directed Growth Plan (1- or 2-year) and his/her Evaluator shall mutually establish a new timeline confirmed by the Evaluator in writing. No agreements can extend beyond the last day that students are required to attend classes, or
 - (b) the PTS Educator on a Directed Growth Plan or Improvement Plan as well as the Non-PTS Educator and his/her Evaluator may mutually establish a new timeline confirmed by the Evaluator in writing. However, permission of this agreement shall be authorized by the Superintendent in writing. No agreements can start after May 1st nor extend beyond the last day that students are required to attend classes.
- vi) 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.

- vii) The Evaluator shall meet with the Educator rated needs improvement or unsatisfactory to discuss the Evaluation. The meeting shall occur by the due dates according to the appropriate "Evaluation Timeline". The Educator may request up to 48 hours to prepare for the meeting.
- ix) The Evaluator shall meet with the Educator rated Proficient or Exemplary to discuss the Evaluation, if either the Educator or the Evaluator requests such a meeting. The meeting shall occur by the due dates according to the appropriate "Evaluation Timeline".
- x) 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 Evaluation report.
- xi) The Educator shall sign the final Evaluation report by the due dates according to the appropriate "Evaluation Timeline". The signature indicates that the Educator received the Evaluation report. The signature does not indicate agreement or disagreement with its contents.
- xii) The Educator shall have the right to respond in writing to the Evaluation, which shall become part of the final Evaluation report(s).
- xiii) The signed Formative and Summative Evaluation reports shall be filed in the Educator's personnel file in the central office.

E) It is recognized that Administrators not formally designated as a Primary and/or Supervisory Evaluator of a Educator, but in a role in which they are responsible for that Educator, may choose to share feedback regarding the Educator's performance in regard to one or more area of the Educator's respective rubric.

- i) When the Administrator deems it necessary to provide feedback to an Educator, the Administrator shall concurrently notify the Educator's Primary and/or Supervisory Evaluator, and the feedback may be included as an artifact in the evaluation narrative.
- ii) In such cases whereby the Administrator deems it necessary to notify and/or inform the Educator's Primary and/or Supervisory Evaluator, the Educator will be promptly notified by the Administrator.
- iii) The Educator shall have the right to respond in writing or request a meeting to discuss the feedback with the Administrator, and Primary and/or Supervisory Evaluator. Any written response from the Educator regarding the feedback shall become part of the artifact or an additional artifact.

F) All required forms must be shared between the Educator and Evaluator. Completed forms must be both shared and signed in compliance within applicable timelines as outlined in Section 21 A and B.

G) In all instances where an Educator or Evaluator is required to sign any forms, the Educator's or Evaluator's electronic signature constitutes his/her valid signature.

H) An Educator's signature on written feedback signifies the Educator's acknowledgement of his/her receipt of the feedback and in no way signifies agreement with the contents of the feedback.

Educators have the opportunity to respond and comment on the feedback at the time of signature.

I) Any and all exceptions to any portion of these provisions shall be agreed upon between the Educator, the Association, and Administration. Any and all violations of this provision are covered by the grievance procedure.

J) If an Educator is unable to access the electronic data collection tool in accordance with this provision, he/she shall meet with his/her Evaluator to discuss other alternative options. Notification of this special circumstance shall be within 10 school days of when the Educator knew or should have known this special circumstance *could* impact his/her ability to access the electronic collection tool.

8) **Evaluation Cycle: Self-Assessment -- to be completed by October 15**

A) Completing the Self-Assessment

i) The evaluation cycle begins with a self-assessment, with the Educator completing and submitting to the Primary or Supervising Evaluator a self-assessment, which the Educator completes and submits to his/her Supervision Evaluator. Educator completes and submits to his/her Supervising Evaluator. Any Educator hired after October 1st the initial district orientation days or any Educator returning from long-term absence or professional leave after October 1st the initial district orientation days, and who has not previously completed such an activity, shall complete such a professional learning activity about self-assessment and goal-setting within thirty days of their date of hire or return to school.

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 district's rubric.

(c) Proposed goals to pursue:

(1st) At least one goal directly related to improving the Educator's own professional practice.

(2nd) At least one goal directedly 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 15th or within thirty days of the Educator's first day of employment if the Educator begins employment after September 15th the initial district orientation days to assist the Educator in completing the self-assessment and drafting

the professional practice and student learning goals, which ~~must~~ may include ~~induction and mentoring and induction~~ activities.

- iii) ~~Unless the Evaluator may indicates that an Educator in his/her second or third years of practice should continue to address induction and mentoring and induction goals outcomes pursuant to 603 CMR 7.12, the Educator may address shared grade level or subject area team goals.~~
- iv) Non-PTS Educators may propose goals related to mentoring and induction outcomes, or, with the approval of their Evaluators, team goals. Regardless, the Non-PTS Educator's Evaluator must approve the proposed goals.
- v) 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.
- vi) For Educators with PTS and ratings of needs improvement or unsatisfactory, the professional practice goal(s) must address specific standards and indicators identified for improvement. In addition, the goals may address shared grade level or subject area team goals.

9) **Evaluation Cycle: Goal Setting and Development of the Educator Plan (to be completed by October 15)**

- 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. See Sections ~~15-19~~ 16-20 for more on Educator Plans.
- B) To determine the goals to be included in the Educator Plan, the Evaluator reviews the goals the Educator has proposed in the Self-Assessment, using evidence of Educator performance and impact on student learning, growth and achievement based on the Educator's self-assessment and other sources that the Evaluator shares with ~~the~~ Educator. The process for determining the Educator's impact on student learning, growth and achievement will be determined after ESE issues guidance on this matter. See ~~#22, Section 23 below~~.
- C) Educator Plan Development Meetings shall be conducted as follows:
 - i) Educators ~~in the same school~~ may meet with the Evaluator in teams and/or individually at the end of the previous evaluation cycle or by October 15th of the next academic year to develop their Educator Plan. Educators shall not be expected to meet during the summer hiatus.
 - ii) For those Educators new to the school, the meeting with the Evaluator to establish the Educator Plan must occur by October 15th or within 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.

- iv) For Educators with PTS with ratings of Proficient and Exemplary the professional practice goal may be a team goal. In addition, these Educators may include professional practice goal(s) that address enhancing skills that enable the Educator to share Proficient practice with colleagues or develop leadership skills.

- D) The Evaluator ensures the Educator Plan is completed by ~~November 1st~~ **October 15**. The Educator shall sign the Educator Plan within 5 school days of its receipt and may use the Educator Response Form to include a written response and/or rebuttal, which shall be attached to the Educator Plan. The Educator's signature indicates that the Educator received the plan. The signature does not indicate agreement or disagreement with its contents. The Evaluator retains final authority over the content of the Educator's Plan.

10) **Evaluation Cycle: Observation of Practice and Examination of Artifacts – ~~Non-PTS~~ Educators ~~without Non-PTS~~**

- A) ~~In the first year as a~~ All Non-PTS Educators of practice or first year assigned to a school shall have at least one announced (formal) observation during the school year using the protocol described in Section ~~11B 12B~~

- i) ~~The Educator shall have at least one announced (formal) observation during the school year using the protocol described in Section 11B 12 B below.~~

- ii) ~~The Educator shall have at least four unannounced (informal) observations during the school year.~~

- B) ~~In their second and third years of practice or second and third years as a Non-PTS Educators in the school~~ shall also be evaluated through unannounced observations:

- i) ~~In year 1, the~~ Non-PTS Educators shall have at least four unannounced (informal) observations during the school year.

- ii) ~~In years 2 and 3, the~~ Non-PTS Educators shall have at least three unannounced (informal) observations during the school year.

- iii) ~~The Educator shall have at least one announced (formal) observation during the school year using the protocol described in Section 11B 12B below.~~

11) **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 ~~two~~ **one** unannounced (informal) observations 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~~ **three** unannounced (informal) observations.

- C) The Educator whose overall rating is unsatisfactory must be observed according to the Improvement Plan, which must include both unannounced (informal) and announced (formal) observations. 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 (formal) and four unannounced (informal) observations. For Improvement Plans of six months or fewer, there must be no fewer than one announced (formal) and two unannounced (informal) observations.

12) Observations

The Evaluator may conduct observations throughout the school year and is neither required nor expected to review all the indicators in a rubric during any one observation.

The Evaluator's first observation of the Educator ~~should normally must~~ must be completed ~~by November 15~~ in accordance with the "Evaluation Timeline." Observations required by the Educator Plan shall be completed ~~by May 15th~~ in accordance in accordance with the "Evaluation Timeline."

A. Unannounced (Informal) Observations

- i. Unannounced (informal) observations may be in the form of partial or full-period visitations by the Evaluator, Principal, Superintendent, or other Administrator.
- ii. The Educator will be provided with written feedback from the Evaluator within five (5) school days of the observation. The written feedback shall be delivered to the Educator ~~in person, placed in the Educator's mailbox, or mailed to the Educator's home~~ via the agreed upon electronic data collection tool. Educators must sign the written feedback within 5 school days of its receipt. An Educator's signature on written feedback signifies the Educator's acknowledgement of his/her receipt of the feedback and in no way signifies agreement with the contents of the feedback. Educators have the opportunity to respond and comment on the feedback at the time of signature.
- iii. ~~Any observation or series of observations, which result in written feedback that expects an Educator to take corrective action or to adjust his/her practice, must be followed by at least one observation within twenty (20) school days of the written feedback to review progress relative to those practices.~~

Any observation or series of observations, which result in written feedback that expects an Educator to take corrective action or to adjust his/her practice, must be followed by at least one observation no sooner than 10 school days and no later than 20 school days following the Educator's signed receipt of the written feedback to review progress relative to those practices. Prior to this subsequent observation, the Educator and Evaluator shall meet within 5 school days following the Educator's signed receipt of the written feedback so as to discuss the feedback and areas suggested for corrective action and/or adjustment to practice. Educators must sign the written feedback within 5 school days of its receipt. An Educator's signature on written feedback signifies the Educator's acknowledgement of his/her receipt of the feedback and in no way signifies agreement with the contents of the feedback. Educators have the opportunity to respond and comment on the feedback at the time of signature. An Educator's signature and response/comments, if any, shall signify the start of the timelines set forth in this section.

If necessary and requested, coverage shall be provided to allow Educators and Evaluators to meet in accordance with this section. All such meetings shall take place on a date and time mutually agreed upon by the Educator and the Evaluator within the timelines provided herein. Unless otherwise expressly agreed upon by the Educator and

the Evaluator, all such meetings shall take place during contractual time hours and during the Educator's prep or planning time.

An Evaluator's failure to comply with any of the timelines set forth herein shall result in the original written feedback in which corrective action and/or adjustment to practice was identified becoming null and void and having no force or effect whatsoever, and as such, the original written feedback must be permanently purged from any and all online and/or hard copy versions of the Educator's evaluation file within 3 school days following the date of the Evaluator's noncompliance herewith, and shall not be referenced directly in any subsequent evaluation. Nothing in this paragraph shall prevent an Educator from filing a grievance with respect to written feedback that expects an Educator to take corrective action or to adjust his/her practice. Assuming any such grievance is filed in accordance with applicable deadlines, the filing of the grievance shall suspend the running of the timelines set forth in this paragraph, and depending on the outcome of the grievance, if necessary, the timelines set forth in this section shall begin to run anew on the date the Educator receives the grievance decision.

- iv. ~~Evaluators will provide written feedback using the approved form for unannounced observations of practice electronic data collection tool.~~

B. Announced (Formal) Observations

- i. 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 (Formal) Observation.
 - a. The Evaluator shall select the date and time of the lesson or activity to be observed observation and discuss with the Educator any specific goal(s) focus/foci for the observation.
 - b. Within 5 school days of the scheduled observation, the Evaluator will schedule and meet with the Educator for a pre-observation conference. 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.
 - (1st) If not provided during the pre-conference, the Educator shall provide the Evaluator, in writing, with information related to the anticipated nature of the observation of the lesson, student conference, IEP plan, or activity in advance of the observation. If the actual plan is different, the Educator will provide the Evaluator with a copy prior to the observation.
 - (2nd) 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. If agreeable between the Educator and Evaluator, the Evaluator will make a reasonable effort to observe content of a similar nature.

- c. 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.
- d. The Evaluator shall use the “Announced Observation Form” to provide the Educator with written feedback within 5 school days of the post-observation conference via the agreed upon electronic data collection tool. All parties acknowledge that Announced Observations may generate sufficient data to support evaluative ratings on one or more performance standard(s). For any standard(s) where the Educator’s practice was found to be unsatisfactory or needs improvement, the feedback must:
 - (1st) Describe the basis for the Evaluator’s conclusion.
 - (2nd) Describe concrete actions the Educator should take to improve his/her performance along with reasonable and measurable anticipated outcomes.
 - (3rd) Identify support and/or resources the Educator may use in his/her improvement.
 - (4th) State that the Educator is responsible for addressing the need for improvement.
 - (5th) In a situation which is disputed because of “Unsatisfactory” or “Needs Improvement” ratings, either the Educator or the Evaluator may request, within ten (10) school days after the observation is signed, a second, separate observation by another Administrator. The Superintendent will not unreasonably withhold requests for a second observation, but he/she must approve the request and the specific Evaluator.

13) **Evaluation Cycle: Formative Assessment for All One-Year Plans**

- 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 (informal) 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 and/or Effective Administrative Leadership Practice and/or goals.
- B) Formative Assessment may be ongoing throughout the evaluation cycle but typically takes place mid-cycle when a Formative Assessment report is completed. For an Educator on a Two-Year Self-Directed Growth Plan, the mid-cycle Formative Assessment report is replaced by the Formative Evaluation report at the end of year one. See Section 14.
- C) The Formative Assessment report provides written feedback to the Educator about his/her progress towards attaining the goals set forth in the Educator Plan, performance on Performance Standards and overall, or both. These are determined based on the Evaluator’s professional

conclusions, considering contextual factors including but not limited to learning environments, an examination of evidence against the Performance Standards, and evidence of the attainment of the Educator Plan goals.

- D) The due date for the Formative Assessment report shall be mutually established by the Evaluator and the Educator with written notice provided to the Educator. No less than two weeks before the due date for the Formative Assessment report, but no later than February 8th, 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. Please refer to Section 21 A and B of this document for specific guidance on "Evaluation Timeline" documents.
- E) Upon the request of either the Evaluator or the Educator, the Evaluator and the Educator will meet within five school days of the request, regardless of whether the request is made 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, or to the Educator's school mailbox or home. (Once agreed upon, F will be stricken and G-J will be re-lettered as F-I.)~~
- G) The Educator may reply in writing to the Formative Assessment report within 5 school days of receiving the report by using the Educator Response Form.
- H) The Educator shall sign the Formative Assessment report within 5 school days of receiving the report. The signature indicates that the Educator received the Formative Assessment report. The signature does not indicate agreement or disagreement with its contents.
- I) As a result of the Formative Assessment Report, the Educator, in agreement with the Evaluator, may change the activities in the Educator Plan.
- J) ~~If the Formative Evaluation report differs from the last summative rating the Educator received, the Evaluator must schedule a meeting with the Educator prior to placing the Educator on a different Educator Plan, appropriate to the new rating.~~

14) **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 by June 1st of the first year of the two year cycle in accordance with the "Evaluation Timeline." 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. These are determined based on the Evaluator's professional conclusions, considering contextual factors including but not limited to learning

environments, an examination of evidence against the Performance Standards, and evidence of the attainment of the Educator Plan goals.

- C) The due date for the Formative Evaluation report shall be mutually established by the Evaluator and the Educator with written notice provided to the Educator. No less than two weeks before the due date for the Formative Evaluation report, but no later than May 15th, 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. Please refer to Section 21 A and B of this document for specific guidance on "Evaluation Timeline" documents.
- D) ~~The Evaluator shall complete the Formative Evaluation report and provide a copy to the Educator via the agreed upon electronic data collection tool. All Formative Evaluation reports must be signed by the Evaluator and delivered face-to-face, or to the Educator's school mailbox or home. (Once agreed upon, D will be stricken and E-I will be re-lettered as D-H.)~~
- E) Upon the request of either the Evaluator or the Educator, the Evaluator and the Educator will meet within five school days of the request, regardless of whether the request is made before or after completion of the Formative Evaluation Report.
- F) The Educator may reply in writing to the Formative Evaluation report within 5 school days of receiving the report.
- G) The Educator shall sign the Formative Evaluation report within 5 school days of receiving the report. The signature indicates that the Educator received the Formative Evaluation report. The signature does not indicate agreement or disagreement with its contents.
- H) As a result of the Formative Evaluation report, the Educator, in agreement with the Evaluator, may change the activities in the Educator Plan.
- I) If the Formative Evaluation report differs from the last summative rating the Educator received, the Evaluator must schedule a meeting with the Educator prior to placing the Educator on a different Educator Plan, appropriate to the new rating.

15) Evaluation Cycle: Summative Evaluation for All Plans Regardless of Duration

- 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 June 1st in accordance with the "Evaluation Timeline."
- B) The Evaluator determines a rating on each standard and an overall rating based on the Evaluator's professional conclusions, considering contextual factors including but not limited to learning environments, an examination of evidence against the Performance Standards, and evidence of the attainment of the Educator Plan goals.
- C) The primary 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.

The Superintendent can serve as a Primary Evaluator, but only when all other Evaluators have been considered. In cases where the Superintendent is the Primary Evaluator, the Superintendent's decision on the rating shall not be subject to review. See 603.CMR35.09(4).

- E) The summative evaluation rating must be based on evidence from multiple categories of evidence. MCAS or PARCC Standardized assessment Growth scores from state assessments shall not be the sole basis for a summative evaluation rating.
- F) For an Educator to receive a rating of Proficient or Exemplary in any Standard of Effective Teaching and/or Effective Administrative Leadership Practice, the Educator cannot receive a rating of Unsatisfactory on any element and must receive a rating of Proficient or Exemplary on every High Priority Element as identified by the district.
- G) To be rated Proficient overall, the Educator shall, at a minimum, have been rated Proficient on the Curriculum, Planning, and Assessment Standard and the Teaching All Students Standard of Effective Teaching Practice.

To be rated Proficient overall, the Administrator shall, at a minimum, have been rated Proficient on the Instructional Leadership Standard of Effective Administrative Leadership Practice.

- H) The due date for the Summative Evaluation report shall be mutually established by the Evaluator and the Educator, with written notice provided to the Educator. No less than four weeks before the due date for the Summative Evaluation report, but no later than May 15th, 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. Please refer to Section 21 A and B of this document for specific guidance on "Evaluation Timeline" documents.
- I) ~~The Summative Evaluation report should recognize areas of strength as well as identify recommendations for professional growth.~~
- J) The Evaluator shall deliver a signed copy of the Summative Evaluation report to the Educator face-to-face, or to the Educator's school mailbox or home no later than June 1st via the agreed upon electronic data collection tool in accordance with the "Evaluation Timeline."
- K) ~~K) The Evaluator shall meet with the Educator rated needs improvement or unsatisfactory to discuss the summative evaluation. The meeting shall occur by June 10th. The Educator may request up to 48 hours to prepare for the meeting.~~
- L) ~~L) 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.~~
- M) ~~M) 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.~~
- N) The Educator shall sign the final Summative Evaluation report by June 15th in accordance with the "Evaluation Timeline." The signature indicates that the Educator received the Summative Evaluation report. The signature does not indicate agreement or disagreement with its contents.

- O) ~~The Educator shall have the right to respond in writing to the summative evaluation which shall become part of the final Summative Evaluation report.~~
- P) ~~The original signed final Summative Evaluation report shall be filed in the Educator's personnel file in the central office. A copy of the signed final Summative Evaluation report shall be provided to the building principal.~~

16) Educator Plans: General

- A) Educator Plans shall be designed to provide Educators with feedback for improvement and opportunities for professional growth and leadership, and to ensure Educator effectiveness for student growth and achievement 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:
 - 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 in 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, and implementing new programs.
- C) It is the Educator's responsibility to attain the goals in the Plan and to participate in any trainings and professional development provided through the state, district, or other providers in accordance with the Educator Plan.

17) Educator Plans: Developing Educator Plan

- A) The Developing Educator Plan is for all **non-PTS** Educators.
- B) The Educator shall be evaluated at least annually.

18) Educator Plans: Self-Directed Growth Plans

- A) A Two-Year Self-Directed Growth Plan is for those **PTS** Educators ~~with PTS~~ who have an overall rating of Proficient or Exemplary and whose impact on student learning is moderate or high **(Please refer to Section 23 for rating impact on student learning growth)**. A formative evaluation report is completed at the end of year 1 and a summative evaluation report at the end of year 2. **Please refer to Section 21 A and B of this document for specific guidance on "Evaluation Timeline" documents.**

Educators ~~pursuing~~ on a Two-Year Self-Directed Growth Plan shall have **a minimum** of two goals. Any additional goals are at the discretion of the Educator:

- i) One goal related to improvement of practice tied to one or more Performance Standards;
 - ii) One goal for the improvement in the learning, growth, and achievement of the students under the Educator's responsibility.
- B) A One-Year Self-Directed Growth Plan is for those PTS Educators who have an overall rating of Proficient or Exemplary but whose impact on student learning is low (Please refer to Section 23 for rating impact on student learning growth). 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 determine the cause(s) of the discrepancy.
- C) A One-Year Self-Directed Growth Plan is also for Proficient or Exemplary PTS Educators who undertake new assignments within a district that require a different licensure. If the PTS Educator with PTS has an overall rating of needs improvement, that Educator would be on a Directed Growth Plan.
- A formative assessment report is completed at the midpoint of the year and a summative evaluation report at the end of the year. Please refer to Section 21 A and B of this document for specific guidance on "Evaluation Timeline" documents.
- D) Additional goals for all Self-Directed Growth Plans are at the discretion of the Educator and require approval from the Evaluator.

19) Educator Plans: Directed Growth Plan

- A) A Directed Growth Plan is for those PTS Educators whose overall rating is needs improvement.
- B) The goals in the Plan must address areas identified as needing improvement as determined by the Evaluator most recent Formative or Summative Evaluation report.
- 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 the dates established in the "Evaluation Timeline."
- D) For an Educator on a Directed Growth Plan whose overall performance rating is Exemplary or Proficient, the Evaluator will place the Educator on a One-Year Self-Directed Growth Plan for the next Evaluation Cycle.
- E) For an Educator on a Directed Growth Plan whose overall performance rating is not Exemplary or Proficient, the Evaluator will rate the Educator as unsatisfactory and will place the Educator on an Improvement Plan for the that Educator's next Evaluation Cycle.

20) Educator Plans: Improvement Plan

- A) An Improvement Plan is for those PTS Educators whose overall rating is unsatisfactory.
- B) The parties agree that in order to provide students with the best instruction, it may be necessary to place an Educator whose practice has been rated as unsatisfactory on an Improvement Plan of no fewer than 30 calendar days and no more than one school year.
- C) The Evaluator must complete a summative evaluation for the Educator at the end of the period determined by the Evaluator for the Plan.

- D) An Educator on an Improvement Plan shall be assigned a 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.
- 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 **Action Plan and Benchmarks** 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:
- i) Within ten **(10) school contractual** days **after the Educator has received his/her Formative or Summative Evaluation indicating placement notification to the Educator that the Educator is being placed on an Improvement Plan, the Evaluator shall schedule and conduct** a meeting with the Educator. **At the meeting, the Educator and Evaluator will discuss the Improvement Plan. The Evaluator will develop review** the Improvement Plan. This Plan **which will have been developed by the Evaluator** and include the provision of specific assistance to the Educator. **The meeting will signify the start of the Improvement Plan.**
 - ii) The Educator may request that a representative of the Falmouth Educators' Association attend the meeting(s).
 - iii) If the Educator consents, the Falmouth Educators' Association will be informed that an Educator has been placed on an Improvement Plan.
- G) The Improvement Plan shall:
- i) Define the improvement goals directly related to the performance standard(s), indicator(s), or element(s) and/or student learning outcomes that must be improved;
 - ii) Describe the activities and work products the Educator should complete as a means of improving performance;
 - iii) Describe the assistance that the district will make available to the Educator;
 - iv) Articulate the measurable outcomes that will be accepted as evidence of improvement;
 - v) Detail 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);
 - vi) Identify the individuals assigned to assist the Educator which must include minimally the Supervising Evaluator; and,
 - vii) Include the signatures of the Educator and Supervising 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, but does not indicate agreement or disagreement with its contents. The Educator may use the Educator Response Form to write a response to the Plan and the response will be attached to the Plan. Please refer**

to Section 21 of this document for specific guidance on "Evaluation Timeline" documents.

H) Decision on the Educator's status at the conclusion of the Improvement Plan.

i) All determinations below must be made no later than June 1st the dates established in the "Evaluation Timeline." 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 resume efforts towards achieving goals outlined in the Directed Growth Plan that immediately preceded placement on the Improvement Plan a Self-Directed Growth Plan for the remainder of the school year.

(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 for a duration to be determined by the Evaluator.

(c) If the Evaluator determines that the Educator is not making substantial progress toward proficiency, or the Educator's practice remains at the level of unsatisfactory, the Evaluator shall recommend to the superintendent that the Educator be dismissed.

21) Timelines

A) Units A & D

Evaluation Timeline | Units A & D

All Educators	<p><u>During initial district orientation days</u>, educator receives explanation of evaluation process.</p> <p><u>No later than the first Friday students are in attendance</u>,</p> <ul style="list-style-type: none"> ✓ Educator is informed who his/her supervisory evaluator will be. ✓ Educator and evaluator reach mutual agreement on which rubric (Educator, SISP or Administrator) shall be used for the evaluation.
	<p>By October 15th,</p> <ul style="list-style-type: none"> ✓ Educator completes his/her self-assessment (analysis of student learning and analysis of professional practice) and proposed SMART goals. ✓ Evaluator meets with educator—individually and/or in team—to develop the Educator Plan. ✓ Evaluator meets with the first-year educators to assist in self-assessment and goal setting process. ✓ Evaluator ensures Educator Plan is completed.
	<p>By November 15th, evaluator completes one announced observation for all first-year non-PTS educators.</p> <p>By February 1st, evaluator completes formative assessment report.</p> <p>By April 1st, evaluator completes a minimum of four unannounced observations for each Year 1 non-PTS educator and a minimum of three unannounced observations for Year 2 and Year 3 non-PTS educators.</p> <p>By April 15th, educator submits evidence to evaluator on family-community engagement, professional culture, and progress toward SMART goals (and other standards, if desired).</p> <p>By June 1st, evaluator completes summative evaluation. Educators must achieve a rating of proficient or higher in all four standards in order to receive an overall rating of proficient.</p>
One Year SDGP	<p>By January 10th, educator submits evidence to evaluator on family-community engagement, professional culture, and progress toward SMART goals (and other standards, if desired). Educators should submit artifacts that reflect the "Focus Areas for Collection of Evidence", unless the evaluator has specifically requested artifacts from other areas.</p> <p>By February 8th, evaluator completes formative assessment report.</p> <p>By May 1st, evaluator completes a minimum of one unannounced observation.</p> <p>By May 15th, educator submits evidence to evaluator on family-community engagement, professional culture, and progress toward SMART goals (and other standards, if desired). Educator should submit artifacts that reflect the "Focus Areas for Collection of Evidence", unless the evaluator has specifically requested artifacts from other areas.</p> <p>By June 1st, evaluator completes summative evaluation and submits signed copy to central office. Educators must achieve a rating of proficient or higher in Standard I (Curriculum, Planning, and Assessment) and Standard II (Teaching All Students) to be eligible for an overall rating of proficient.</p>
	<p>By May 1st of each year, evaluator completes a minimum of one unannounced observation.</p> <p>By May 15th of each year, educator submits evidence to evaluator on family-community engagement, professional culture, and progress toward SMART goals (and other standards, if desired).</p> <p>By June 1st of the first year, evaluator completes formative evaluation and submits signed copy to central office.</p> <p>By June 1st of the second year, evaluator completes summative evaluation and submits signed copy to central office. Educators must achieve a rating of proficient or higher in Standard I (Curriculum, Planning, and Assessment) and Standard II (Teaching All Students) to be eligible for an overall rating of proficient.</p>

**This document is provided to assist educators and Evaluators with timelines. Every effort has been made to ensure the dates and expectations align with contractual language; if any discrepancies exist, contractual language prevails.*

Evaluation Timeline | Unit B

All Educators	<p>During initial district orientation days, administrator receives explanation of evaluation process.</p>
	<p>No later than the first Friday students are in attendance,</p> <ul style="list-style-type: none"> ✓ Administrator is informed who his/her supervisory evaluator will be. ✓ Administrator and evaluator reach mutual agreement on which rubric (Educator, SISP or Administrator) shall be used for the evaluation.
	<p>By October 15th,</p> <ul style="list-style-type: none"> ✓ Administrator completes his/her self-assessment (analysis of student learning and analysis of professional practice) and proposed SMART goals. ✓ Evaluator meets with administrator—individually and/or in team—to develop the Educator Plan. ✓ Evaluator meets with the first-year administrators to assist in self-assessment and goal setting process. ✓ Evaluator ensures Educator Plan is completed.
Non-PTS Administrators	<p>By November 15th, evaluator completes one announced observation for all first-year non-PTS administrators.</p>
	<p>By February 1st, evaluator completes formative assessment report.</p>
	<p>By April 1st, evaluator completes a minimum of four unannounced observations for each Year 1 non-PTS administrator and a minimum of three unannounced observations for Year 2 and Year 3 non-PTS administrators.</p>
	<p>By April 15th, administrator submits evidence to evaluator on family-community engagement, professional culture, and progress toward SMART goals (and other standards, if desired).</p>
One Year SDGP	<p>By June 1st, evaluator completes summative evaluation. Administrators must achieve a rating of proficient or higher in all four standards in order to receive an overall rating of proficient.</p>
	<p>By January 10th, administrator submits evidence to evaluator on family-community engagement, professional culture, and progress toward SMART goals (and other standards, if desired). Administrators should submit artifacts that reflect the "Focus Areas for Collection of Evidence", unless the evaluator has specifically requested artifacts from other areas.</p>
	<p>By February 8th, evaluator completes formative assessment report.</p>
	<p>By May 1st, evaluator completes a minimum of one unannounced observation.</p>
Two Year SDGP	<p>Within five (5) contractual days post-graduation, administrator submits evidence to evaluator on family-community engagement, professional culture, and progress toward SMART goals (and other standards, if desired). Administrator should submit artifacts that reflect the "Focus Areas for Collection of Evidence", unless the evaluator has specifically requested artifacts from other areas.</p>
	<p>Within fifteen (15) contractual days post-graduation, evaluator completes summative evaluation and submits signed copy to central office. Administrators must achieve a rating of proficient or higher in Standard I (Instructional Leadership) and Standard II (Management & Operations) to be eligible for an overall rating of proficient.</p>
	<p>By May 1st of each year, evaluator completes a minimum of one unannounced observation.</p>
Two Year SDGP	<p>Within five (5) contractual days post-graduation, administrator submits evidence to evaluator on family-community engagement, professional culture, and progress toward SMART goals (and other standards, if desired).</p>
	<p>Within fifteen (15) contractual days post-graduation, evaluator completes formative evaluation and submits signed copy to central office. Within fifteen (15) contractual days post-graduation, evaluator completes summative evaluation and submits signed copy to central office. Educators must achieve a rating of proficient or higher in Standard I (Instructional Leadership) and Standard II (Management & Operations) to be eligible for an overall rating of proficient.</p>

*This document is provided to assist educators and Evaluators with timelines. Every effort has been made to ensure the dates and expectations align with contractual language; if any discrepancies exist, contractual language prevails. If any due date lands on a day when school is not in session, the due date will automatically extend to the next regularly scheduled school day.

C) Educators on Plans of Less than One Year

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

D) If any due date lands on a day when school is not in session, the due date will automatically extend to the next regularly scheduled school day.

22. **Professional Teacher Status / Career Advancement**

- A) In order to attain Professional Teacher Status, the Educator should achieve ratings of Proficient or Exemplary on each Performance Standard and overall. A principal who is considering an employment decision that would lead to PTS for any 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.

- B) Educators with PTS whose summative performance rating is Exemplary and whose impact on student learning is rated moderate or high, shall be recognized and rewarded with leadership roles, promotions, additional compensation, public commendation or other acknowledgement as determined by the district through collective bargaining where applicable.

23. Rating Impact on Student Learning Growth

ESE will ~~will~~ **has** provided **model contract language and guidance on rating educator impact on student learning growth based on state and district-determined measures of student learning. **By July 15, 2012. As of this agreement,** the parties agree to bargain with respect to this matter.**

24. Using Student Feedback in Educator Evaluation

ESE will provide model contract language, direction and guidance on using student feedback in Educator Evaluation by June 30, 2013. Upon receiving this model contract language, direction and guidance, the parties agree to bargain with respect to this matter. **(As of this agreement, ESE has extended the timeline.)**

25. Using Staff Feedback in Administrator Evaluation

ESE will provide model contract language, direction and guidance on using staff feedback in Administrator Evaluation by June 30, 2013. Upon receiving this model contract language, direction and guidance, the parties agree to bargain with respect to this matter. **(As of this agreement, ESE has extended the timeline.)**

~~26. Transition from Existing Evaluation System~~

- ~~A) The parties agree that 100% of the Educators in the district will be evaluated under the new procedures at the outset of this Agreement.~~
- ~~B) Educators who have received any ratings of unmet in the prior year will be placed on a 1-year Directed Growth or Improvement Plans at the discretion of their primary Evaluator, with the agreement of the Superintendent. The Directed Growth or Improvement Plan must address the unmet rating(s).~~
- ~~C) All other PTS Educators will be placed on Self-Directed Growth Plans by lottery in each building. The final distribution will reflect 50% of the PTS Educators on a 1-Year Self-Directed Growth Plan and 50% of PTS Educators on a 2-Year Self-Directed Growth Plan.~~
- ~~D) The existing evaluation system will remain in effect until the provisions set forth in this Article are implemented. The relevant timeframe for adopting and implementing new systems is set forth in 603-CMR 35.11(1).~~

26. General Provisions

- A) Only those Educators who are licensed may serve as 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 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) The parties agree to establish a joint labor-management evaluation team which shall review the evaluation processes and procedures annually ~~through the first three years of implementation~~ and **in order to** recommend changes to ~~evaluation~~ **this agreement** for consideration and negotiation by both parties of the CBA and adjustments to the parties.
- E) Violations of this agreement are subject to the grievance and arbitration procedures. The arbitrator shall determine whether there was ~~substantial~~ compliance with the totality of the evaluation process. When the evaluation process results in the termination or non-renewal of an Educator, then no financial remedy or reinstatement shall issue if there was ~~substantial~~ compliance.