

## Teacher and Caseload Educator Model Contract Language

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 and which may be updated from time to time by the Department of Elementary and Secondary Education. See 603 CMR 25.02 (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 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 the accountability of teachers and administrators that will enable them to assist all students to perform at high levels, 35.01 (3) and
    - iv. To ensure 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: Educator developed work products and student work samples that demonstrate 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, and some reading specialists and special education teachers.

- C. Classroom Teacher: Educators who teach preK-12 whole classes, and teachers of special subjects such as art, music, library and physical education. May also include special education teachers and reading specialists who teach whole classes.
- D. Categories of Evidence: Multiple measures of student learning, growth and achievement, observations, artifacts of professional practice (including unannounced observations of practice), and additional evidence relevant to one or more Standards of Effective Teaching Practice.
- 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 and district-developed pre and post unit and course assessments, and capstone projects.
- F. \*Educator(s): Inclusive term that applies to all classroom teachers and caseload educators, 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); or, at the discretion of an Evaluator, for an Educator with PTS in a new assignment. The educator shall be evaluated at least annually.
  - 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. For educators whose impact on student learning is either moderate or high, the Educator Plan may be for up to two years. 35.06 (7)(a)(1).
    - b. For educators whose impact on student learning is low, the Educator plan shall be for one year. The Plan shall include a goal related to examining elements of practice that may be contributing to low impact, 35.07(a)(2).

- iii. Directed Growth Plan shall mean a plan of one school year or less for educators with PTS who are in need of improvement, developed by the educator and the evaluator, 35.02. There shall be a summative evaluation at the end of the period determined by the plan and if the educator does not receive a proficient rating he or she shall be rated unsatisfactory and shall be placed on an improvement plan. 35.06(7)(b).
- iv. Improvement Plan shall mean a plan of at least thirty school days and no more than one school year for educators with PTS who are rated unsatisfactory, developed by the educator and administrator and subject to the administrator's final approval with goals specific to improving the educator's unsatisfactory performance. 35.02. In those cases where an Educator is rated unsatisfactory near the close of a school year, the plan may include activities during the summer.

\*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 or evaluation and who has successfully completed a professional learning program (see 603 CMR 35.11(7)) and is responsible for judging professional practice. The superintendent is responsible for ensuring that all evaluators have training in the principles of supervision and evaluation. Each classroom teacher and caseload educator will have one evaluator responsible for determining performance ratings. The classroom teacher and caseload educator shall be apprised of his/her evaluator at the beginning of the academic year. Each classroom teacher and caseload educator who is assigned to more than one building will be evaluated by the appropriate licensed administrator where the individual is primarily assigned most of the time. The administrator, assistant Principal or Director of each building in which the classroom teacher and caseload educator serves must review and sign the evaluation.
- 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 Assessment/Evaluation; (5) Summative Evaluation.

- K. \*Experienced Educator: An educator with Professional Teacher Status (PTS).
- L. \*Family: Includes students' parents, legal guardians, foster parents or primary caregivers.
- M. \*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.
- N. \*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.
- O. \*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 a team of Educators. Team Goals can be developed by grade-level or subject area teams, departments, or other groups of Educators who have the same role.
- P. \*Measurable: That which can be classified or estimated in relation to a scale, rubric or standards.
- Q. 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 growth scores. This definition may be revised as required by regulations or agreement of the parties upon issuance of ESE guidance expected by July 2012.
- R. \*Observation: A data gathering process specifically undertaken pursuant to this agreement that includes notes and judgments made during one or more classroom or worksite visit(s) of at least 5 minutes in duration by the Evaluator and may include examination of artifacts of practice. An observation shall occur in person. All observations will be done openly and with knowledge of the Educator. Classroom or worksite observations conducted pursuant to this article must result in feedback to the Educator using agreed-upon verbal or written protocols.

- S. Parties: The Association and the Committee are the parties to this agreement.
- T. \*Performance Rating: Describes the Educator’s performance on each performance. There shall be four performance ratings:
- ❖ Exemplary: The Educator’s performance consistently and significantly exceeds the requirements of a standard or overall.
  - ❖ Proficient: The Educator’s performance fully and consistently meets the requirements of a standard or overall.
  - ❖ 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.
- U. \*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 CMR35.03.
- V. \*Professional Teacher Status: PTS is the status granted to an Educator pursuant to M.G.L. c.71, §41.
- W. 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 measure to arrive at an Educator’s rating of impact on student learning, growth and achievement, using guidance and model contract language from ESE.
- X. Rating of Overall Educators Performance: The Educator’s overall performance rating is based on the Administrator’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 Educators 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)
- Y. \*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
- Z. Self-Assessment: The evaluation cycle shall include self-assessment addressing Performance Standards established through collective bargaining. 603 CMR 35.603(2). The educator shall provide such information, in the form of self-assessment, in a timely manner to the administrator at the point of goal setting and plan development 35.03(2)(b). Administrators shall use evidence of educator performance and impact on student learning, growth and achievement in goal setting with the educator based on the educator's self-assessment and other sources that the administrator shares with the educator 35.06(3)(a).
- AA. \*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 Administrator judgments of the Educator's performance against Performance Standards and the Educator's attainment of goals set forth in the Educator's Plan. The summative evaluation rating must be based on evidence from multiple categories of evidence. MCAS growth scores cannot be the sole basis for

a summative evaluation rating 603 CMR 35.08(3). To be rated Proficient overall, a teacher shall, at a minimum, have been rated Proficient on the Curriculum, Planning and Assessment and the Teaching all Students standards for teachers 603CMR 35.03(1) and 35.03 (2).

BB. \*Superintendent: The person employed by the school committee pursuant to M.G.L. c.71, §59 or §59A. The superintendent is responsible for the implementation of 603 CMR 35.00. The superintendent shall be evaluated by the school committee pursuant to 603 CMR 35.00 and such other standards as may be established by the school committee.

CC. \*Teacher: An Educator employed in a position requiring a certificate or license 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.

DD. \*Trends in student learning: At least two (2) years of data from locally bargained, measures and state assessments used in determining the Educator's rating on impact on student learning as high, moderate or low in collaboration with the Administration and Educators.

EE. \*Walkthroughs: Walkthroughs, Learning Walks, Instructional Rounds and other like procedures by any other name (herein called "walkthroughs") are intended to gauge the overall climate, culture and instruction within a school, program or department, and entail walking into multiple classrooms, for five (5) minutes or less. Observations from walkthroughs summarize the aggregate climate, culture and instruction rather than commenting on individual teachers, and are used to talk about observed patterns and trends across classrooms. Walkthroughs are not observations for the sake of this evaluation system but may result in feedback to individual educators. A walkthrough can be announced or unannounced. There are no limits on the number of walkthroughs that can be conducted, provided that all educators in a school shall have a similar number of such visits.

3. Evidence Used In Evaluation

The following categories of evidence shall be used in evaluating in 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 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 Percentiles (SGP) or Massachusetts English Proficiency Assessment 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 Administrator 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 shall be set by the district as locally bargained. The measures set by the district shall be based on the Educator's role and responsibility.
- B. Observations and artifacts of practice including unannounced observations of practice.
- 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. Student feedback collected by the district, starting in the 2013-2014 school year, on or before July 1, 2013, DESE shall identify one or more instruments for collecting student feedback and shall publish protocols for administering the instrument(s), protecting student confidentiality, and analyzing student feedback.

4. Rubric

The rubrics are a scoring tool used for the Educator's self-assessment, the formative assessment, the formative evaluation and the summative evaluation. Those rubrics are attached to this agreement.

5. Evaluation Cycle: Training

- A. Prior to the implementation of the new evaluation process contained in this article, districts shall arrange training for all Educators, principals, and other evaluators that outlines the components of the new evaluation process and provides an explanation of the evaluation cycle. The district through the superintendent shall determine the type and quality of training based on guidance provided by DESE.
- B. By November 1<sup>st</sup> of the first year of this agreement, 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 November 1<sup>st</sup> 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 DESE and input from the Association.

6. Evaluation Cycle: Annual Orientation

- 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.
  - ii. Provide District and School goals and priorities, as well as professional development opportunities related to those goals and priorities.
  - iii. Provide all Educators with directions for obtaining a copy of the forms used by the district. These may be electronically provided.
  - iv. 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 that it is being recorded and no one objects.

7. Evaluation Cycle: Self-Assessment

A. Completing the Self-Assessment

- i. The evaluation cycle begins with the Educator completing and submitting to the Administrator a self-assessment by October 15<sup>th</sup> or within four weeks of the start of their employment at the 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 rubric.
  - c. Proposed goals to pursue:
    - (1<sup>st</sup>) At least one goal directly related to improving the Educator's own professional practice.
    - (2<sup>nd</sup>) At least one goal directly related to improving student learning.

B. Proposing the goals

- i. Educators may 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 should meet with teams to consider establishing team goals. Administrators may participate in such meetings.
- ii. For Educators in their first year of practice, the Administrator will meet with Educator by October 1<sup>st</sup> or within four weeks of the Educator's first day of employment 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 and may be a team goal.

- iii. Unless the Administrator 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 address shared grade level or subject area, or 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 shared grade level, subject area, or 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 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 Administrator or by teams, departments, or groups of Educators who have the similar roles and or responsibilities.
- B. To determine the goals to be included in the Educator Plan, the Administrator 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 Administrator shares with the Educator. The process for determining the Educator's impact on student learning, growth and achievement will be determined after DESE issues guidance on this matter. (See #22 below)
- C. Educator Plan Development Meetings shall be conducted as follows:
  - i. Educators in the same school may meet with the Administrator in teams and/or individually at the end of the previous evaluation cycle or by October 15<sup>th</sup> 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 15<sup>th</sup> or within four weeks of the start of their assignment in that school.
- iii. The Administrator 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 or team goals.

- iv. For educators with Professional Teacher Status with ratings of Proficient and Exemplary, the professional practice goal may be team goals. In addition, these educators may include professional practice goals that address enhancing skills that enable the educator to share proficient practices with colleagues or develop leadership skills.
- v. Unless the Administrator indicates that educators in their second and third years of practice should continue to address induction and mentoring goals as outlined in 603 CMR 7.12 for teachers, the educator may propose team goals.

- D. The Administrator completes the Educator Plan by November 15<sup>th</sup>. The Educator shall sign the Educator Plan within five (5) school days of its receipt and may include a written response. The Educator's signature indicates that the Educator received the plan in a timely fashion. The signature does not indicate agreement or disagreement with its contents. The Evaluator retains final authority over the content of the Educator's Plan.

9. Evaluation Cycle: Observation of Practice and Examination of Artifacts – Educators without PTS or the first year of a new position.

- A. In the first three years of practice or first year in a new position:
  - i. The Educator shall have at least one announced observations during the school year.
  - ii. The Educator shall have at least two unannounced observations during the school year.

10. Evaluation Cycle: Observation of Practice and Examination of Artifacts – Educators with PTS
  - A. The Educator whose overall rating is proficient or exemplary must have one unannounced observation during the cycle
  - B. The Educator whose overall rating is needs improvement and must be observed according to the Directed Growth Plan during the period of Plan which must include two unannounced observations.
  - C. The Educator whose overall rating is unsatisfactory must be observed according to the Improvement Plan which must include both unannounced and announced observation. The number and frequency of the observations shall be determined by the Administrator, but in no case, for improvement plans of one year, shall there be fewer than one announced and four unannounced observations. For Improvement Plans of six months or fewer, there must be no fewer than one announced and two unannounced observations.

11. Observations

For non-PTS educators, the Evaluator’s first observation should take place by November 30th. For non-PTS educators all other observations required by the Educator Plan should be completed by May 15<sup>th</sup> .

For PTS educators, all observations should be completed by May 15<sup>th</sup> at the end of your cycle year.

The Evaluator is not required nor expected to review all the indicators in a rubric during an observation. However, every effort will be made to observe for a period of time sufficient to observe as many indicators as possible.

- A. Unannounced Observations

- i. Observation: A data gathering process specifically undertaken pursuant to this agreement that includes notes and judgments made during one or more classroom or worksite visit(s) of at least 5 minutes in duration by the Evaluator and may include examination of artifacts of practice. An observation shall occur in person. All observations will be done openly and with knowledge of the Educator. Classroom or worksite observations conducted pursuant to this article must result in feedback to the Educator using agreed-upon verbal or written protocols.

- a. Any unannounced observation, which may result in disciplinary action, shall be brought to the attention of the

educator within 48 hours at a post-observation conference where both educator and evaluator can be present.

- b. The educator shall be given a written document that summarizes the issue, the action(s) to be taken to correct it, and a time frame for completion of such action(s).
- ii. The Educator will be provided with at least brief written feedback from the Evaluator within five (5) school days of the observation. The written feedback shall be delivered to the Educator in person.
- iii. Any observation or series of observations resulting in one or more standards judged to be unsatisfactory or needs improvement, based upon the majority of the indicators rated as unsatisfactory or needs improvement for the first time, must be followed by at least one observation of at least 30 minutes in duration within 20 school days.
- iv. No other observations may take place until the day after the feedback has been provided. The teacher and administrator are encouraged to have conversations on feedback.

B. Announced Observations

Announced observations shall be conducted according to the following:

- i. The Evaluator shall select the date and time of the lesson or activity to be observed and discuss with the Educator any specific goal(s) for the observation.
- ii. Within five (5) school days of the scheduled observation, upon request of either the Evaluator or Educator, the Evaluator and Educator shall meet for a pre-observation conference. In lieu of a meeting, the Educator may inform the Evaluator in writing of the nature of the lesson, the student population served and any other information that will assist the Evaluator to assess performance.
  - a. The Educator shall provide the Evaluator a draft of the lesson, student conference, IEP plan or activity. If the actual plan is different, the Educator will provide the Evaluator with a copy prior to the observation.
  - b. The Educator will be notified as soon as possible if the Evaluator will not be able to attend the scheduled observation. The observation will be rescheduled with the Educator as soon as reasonably practical.

- iii. Within five (5) school days of the observation, the Evaluator and Educator shall meet for a post-observation conference. This timeframe may be extended due to unavailability on the part of either the Evaluator or the Educator, but shall be rescheduled within 24 hours, if possible.
- iv. The Evaluator shall provide the Educator with written feedback within five (5) school days of the post-observation conference. For any standard where the Educator's practice was found to be unsatisfactory or needs improvement, the feedback must:
  - a. Describe the basis for the Evaluator's judgment.
  - b. Describe actions the Educator should take to improve his/her performance.
  - c. Identify support and/or resources the Educator may use in his/her improvement.
  - d. State that the Educator is responsible for addressing the need for improvement.
  - e. 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.

C. Walkthroughs, Learning Walks, Instructional Rounds and other like procedures by any other name (herein called "walkthroughs") are intended to gauge the overall climate, culture and instruction within a school, program or department, and entail walking into multiple classrooms, for five (5) minutes or less. Observations from walkthroughs summarize the aggregate climate, culture and instruction rather than commenting on individual teachers, and are used to talk about observed patterns and trends across classrooms. Walkthroughs are not observations for the sake of this evaluation system but may result in feedback to individual educators. A walkthrough can be announced or unannounced. There are no limits on the number of walkthroughs that can be conducted, provided that all educators in a school shall have a similar number of such visits.

## 12. Evaluation Cycle: Formative Assessment

- A. A specific purpose for evaluation is to promote student learning, growth and achievement by providing Educators with feedback for improvement. Evaluators are expected to make frequent unannounced visits to classrooms. Evaluators are expected to give targeted constructive

feedback to Educators based on their observations of practice, examination of artifacts, and analysis of multiple measures of student learning, growth and achievement in relation to the Standards and Indicators of Effective Teaching Practice.

- B. Formative Assessment may be ongoing throughout the evaluation cycle but typically takes 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 13 below).
- 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.
- D. No less than two weeks before the due date for the Formative Assessment report, which due date shall be collaboratively agreed upon by the Educator and Administrator, the Educator shall provide to the Administrator 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 provide to the Administrator additional evidence of the educator's performances against the four Performance Standards.
- E. Upon the request of either the Administrator or the Educator, the Administrator and the Educator will meet before and/or after completion of the Formative Assessment Report.
- F. The Administrator shall complete the Formative Assessment report and provide a copy to the Educator. All Formative Assessment reports must be signed by the Administrator and delivered face to face, Educator's school mailbox, or at home when Educator has an extended absence.
- G. The Educator may reply in writing to the Formative Assessment report within ten (10) school days of receiving the report. The Educator's reply shall be attached to the report.
- H. The Educator shall sign the Formative Assessment report by within five (5) school days of receiving the report. The signature indicates that the Educator received the Formative Assessment report in a timely fashion. The signature does not indicate agreement or disagreement with its contents.
- I. As a result of the Formative Assessment Report, the Evaluator may change the activities in the Educator Plan.

- J. The educator's performance for this report shall be assumed to be the same as the previous summative evaluation unless evidence demonstrates a significant change in performance.
13. Evaluation Cycle: Formative Evaluation for Two Year Self-Directed Plans Only
- A. Educators on two year Self-Directed Plans receive a Formative Evaluation report no later than June 1<sup>st</sup> of the first year of the two year cycle. In unexpected cases in which an employee is on a leave towards the end of the school year, an alternate date will be established. If an employee cannot complete the evaluation cycle for unexpected reasons, he/she will remain in the same evaluation cycle for the following year. 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 the Administrator, the Educator shall provide to the Administrator 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 Administrator shall complete the Formative Evaluation report and provide a copy to the Educator. All Formative Evaluation reports must be signed by the Administrator and delivered face to face, Educator's school mailbox, or at home when Educator has an extended absence.
  - E. Upon the request of either the Administrator or the Educator, the Administrator and the Educator will meet 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. The Educator's reply shall be attached to the report.

- G. The Educator shall sign the Formative Evaluation report within five (5) school days of receiving the report. The signature indicates that the Educator received the Formative Evaluation report in a timely fashion. The signature does not indicate agreement or disagreement with its contents.
  - H. As a result of the Formative Evaluation report, the Administrator may change the activities in the Educator Plan.
  - I. 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 the Administrator may place the Educator on a different Educator Plan, appropriate to the new rating.
14. Evaluation Cycle: Summative Evaluation
- A. The evaluation cycle concludes with a summative evaluation report. For Educators on a one or two year Educator Plan, the summative report must be written and provided to the educator by June 1<sup>st</sup>.
  - B. The Administrator determines a rating on each standard and an overall rating based on the Administrator's professional judgment, an examination of evidence against the Performance Standards and evidence of the attainment of the Educator Plan goals.
  - C. The Administrator shall determine the summative rating that the Educator receives. For an educator whose overall performance rating is exemplary or proficient and whose impact on student learning is low, the administrator's supervisor shall discuss and review the rating with the administrator and the supervisor shall confirm or revise the educator's rating.
  - D. The summative evaluation rating must be based on evidence from multiple categories of evidence. MCAS Growth scores shall not be the sole basis for a summative evaluation rating.
  - E. To be rated proficient overall, the Educator shall, at a minimum, have been rated proficient on the Curriculum, Planning and Assessment and the Teaching All Students Standards.
  - F. By April 1<sup>st</sup> the Educator will provide to the Administrator 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 Administrator additional evidence of the Educator's performance against the four Performance Standards.

- G. The Summative Evaluation report should recognize areas of strength as well as identify recommendations for professional growth.
  - H. The Administrator shall deliver a signed copy of the Summative Evaluation report to the Educator in person, school mailbox, or at home when Educator has an extended absence prior to the face to face meeting which shall occur no later than June 1<sup>st</sup>.
  - I. The Administrator shall meet with the Educator to discuss the summative evaluation. The meeting shall occur by June 10<sup>th</sup>.
  - J. Upon mutual agreement, the Educator and the Administrator may develop the Self-Directed Growth Plan for the following two years during the meeting on the Summative Evaluation report.
  - K. The Educator shall sign the final Summative Evaluation report by June 15<sup>th</sup>. The signature indicates that the Educator received the Summative Evaluation report in a timely fashion. The signature does not indicate agreement or disagreement with its contents.
  - L. The Educator shall have the right to respond in writing to the summative evaluation which shall become part of the final Summative Evaluation report.
  - M. A copy of the signed final Summative Evaluation report shall be filed in the Educator's personnel file.
15. 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:
    - 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/or benchmarks to assess progress. Actions may include

learning activities that the Educator will participate in as a means of obtaining the goals, as well as specified professional development, self-study and coursework, as well as other support that may be suggested by the Administrator 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.

16. Educator Plans: Developing Educator Plan

- A. The Developing Educator Plan is for all Educators without PTS, and, at the discretion of the Administrator, Educators with PTS in new assignments.
- B. The Educator shall be evaluated at least annually.

17. 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 after 2013-2014 whose impact on student learning is moderate or high, when available. A formative evaluation report is completed at the end of the 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 after 2013-2014 whose impact on student learning is low, when available. 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.

18. Educator Plans: Directed Growth Plan

- A. A Directed Growth Plan is for those Educators with PTS whose overall is needs improvement.
- B. The goals in the Plan must address areas identified as needing improvement as determined by the Evaluator.

- C. The Administrator shall complete a summative evaluation for the Educator at the end of the period determined by the Plan, but at least annually, and in no case later than June 1<sup>st</sup>.
  - D. For an Educator on a Directed Growth Plan whose overall performance rating is at least proficient, the Administrator 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 Administrator will rate the Educator as unsatisfactory and will place the Educator on an Improvement Plan for the next Evaluation Cycle or up to 12 months.
19. 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 30 school days and no more than one school year. In the case of an Educator receiving a rating of unsatisfactory near the close of one school year, the Improvement Plan may include activities that occur during the summer before the next school year begins.
  - C. The Administrator must complete a summative evaluation for the Educator at the end of the period determined by the Administrator for the Plan.
  - D. An Educator on an Improvement Plan shall be assigned an Administrator 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 shall include:
    - i. Within ten (10) school days of notification to the Educator that the Educator is being placed on an Improvement Plan, the Administrator shall schedule a meeting with the Educator to discuss the Improvement Plan. The Administrator will develop the

Improvement Plan, which will include the provision of specific assistance to the Educator.

- ii. The Educator may request that a representative of the Association attend the meeting(s).
- iii. If the Educator consents, the 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), element(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 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 Administrator and,
- vii. Include the signatures of the Educator and the Administrator.
- viii. If there is no agreement on the contents of the plan, the Educator may follow initiate the local grievance process.

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

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 1st. One of three decisions must be made at the conclusion of the Improvement Plan:
  - a. If the Administrator 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. In those cases where the Educator was placed on an Improvement Plan as a result of his/her summative rating at the end of his/her Directed Growth Plan, if the Administrator determines that the Educator is making substantial progress toward proficiency, the Administrator shall place the Educator on a Directed Growth Plan.
  - c. In those cases where the Educator was placed on an Improvement Plan as a result of his/her Summative rating at the end of his/her Directed Growth Plan, if the Administrator determines that the Educator is not making substantial progress towards proficiency, the Administrator shall recommend to the superintendent that the Educator be dismissed.
  - d. If the Administrator determines that the Educator's practice remains at the level of unsatisfactory, the Evaluator shall recommend to the Superintendent that the Educator be dismissed.

20. Timelines

Activity:	Completed By:
Superintendent, principal or designee meets with Administrator and educators to explain evaluation process	September 15
Administrator meets with first-year educators to assist in self-assessment and goal setting process	October 1
Educator submits self-assessment and proposed goals	October 15
Administrator 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)	October 15
Administrator completes Educator Plans	November 15
Administrator should complete first observation of non-PTS Educator	November 30

Educator on a 1 year plan submits evidence on parent outreach, professional growth, progress on goals (and other standards, if desired)  *or two (2) weeks before Formative Assessment Report date established by Administrator	January 5*
Administrator should complete mid-cycle Formative Assessment Reports for Educators on one-year Educator Plans	February 1
Administrator holds Formative Assessment Meetings if requested by either Administrator or Educator	February 15
Educator on a two year plan submits evidence on parent outreach, professional growth, progress on goals (and other standards, if desired)  *or two (2) weeks prior to Summative Evaluation Report date established by Evaluator	April 1*
Administrator completes Summative Evaluation Report	June 1
Administrator meets with Educators whose overall Summative Evaluation ratings are Needs Improvement or Unsatisfactory	June 1
Administrator meets with Educators whose ratings are proficient or exemplary at request of Evaluator or Educator	June 1
Educator signs Summative Evaluation Report and adds response, if any within ten (10) school days of receipt	June 15

A. Educators with PTS on Two Year Plans

Activity:	Completed By:
Administrator completes unannounced observation(s)	Any time during the 2-year evaluation cycle
Administrator completes Formative Evaluation Report	June 1 of Year 1
Administrator conducts Formative Evaluation Meeting	June 1 of Year 1
Administrator completes Summative Evaluation Report	June 1 of Year 2
Administrator conducts Summative Evaluation Meeting	June 10 of Year 2

Administrator and Educator sign Summative Evaluation Report	June 15 of Year 2
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B. Educators on Plans of Less than One Year

- i. The timeline for Educators on Plans of less than one (1) year shall be established in the Educator Plan.

21. Career Advancement

A. In order to attain Professional Teacher Status, the Educator should achieve rating of proficient or exemplary on each Performance Standard and overall. A principal considering making 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 administrator's decision is subject to review and approval by the superintendent.

22. Rating Impact on Student Learning Growth

ESE will provide 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. Upon receiving this model contract language and guidance, the parties agree to bargain with respect to this matter, provided that educators will not be assessed using student data until the measures are identified and data is available for two (2) years.

23. 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.

24. Using Staff Feedback in Educator 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.

25. Transition from Existing Evaluation System

- A. The parties agree that all Educators in the district will be evaluated under the procedures at the outset of this Agreement.

- B. Educators will be placed on Educator Plans during their first year being evaluated under the new procedures as follows:
  - i. Educators without PTS and Educators with PTS in a new assignment will be placed on Developing Educator Plans.
  - ii. All other Educators will be placed on Self-Directed Growth Plans.
- C. The parties agree that to address the workload issues of Evaluators, during the first evaluation cycle under this Agreement in every school or department, the names of the Educators who are being placed on Self-Directed Growth Plans shall be literally or figuratively “put into a hat”. The first fifty (50) percent drawn in each building shall be on a one year Self-Directed Growth Plan and the second fifty (50) percent drawn in each building shall be on a two year Plan.

## 26. General Provisions

- A. Administrators 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 circumstances where the Administrator 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.
- B. The Superintendent shall ensure that Administrators 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 the Agreement.
- C. The parties agree that the Professional Development Committee shall review the evaluation processes and procedures as needed through the first three years of implementation and recommend adjustments. Recommendations from the Committee shall be forwarded for negotiations and ratification.
- D. Violations of this article are subject to the grievance and arbitration procedures. The arbitrator shall determine whether there was substantial compliance with the totality of the evaluation process. When the

evaluation process results in the termination or non-renewal of an Educator, then no financial remedy or reinstatement shall be issued if there was substantial compliance.

## Overview of Forms

The forms included in the Appendix are suggested templates, provided as tools to support educators and evaluators as they implement the new educator evaluation framework. For all of these forms, additional pages may be attached as needed.

### Educator Tracking Sheet

This form is intended to be used to track the completion of each step throughout the educator's evaluation process. It will be completed by the educator in conjunction with his/her Administrator.

### Self-Assessment Form

This form is intended to be used in support of Step 1: Self-Assessment, the educator's initial step of the cycle. The form can be used by individuals or teams; however, each individual will need to submit a self-assessment. Administrators sign the form to indicate receipt. The form includes sections for the educator to complete an analysis of student learning, growth and achievement and an assessment of practice against performance standards.

### Goal-Setting Form

This form is intended to be used in support of Step 1: Self-Assessment and Step 2: Goal-Setting and Plan Development. Individuals and teams may use this form to propose goals (a minimum of one student learning goal and one professional practice goal). The form should initially be submitted with the Self-Assessment Form with the box "Proposed Goals" checked. If the goals are approved as written, the Administrator will check the box "Final Goals" and include a copy of the form with the Educator Plan Form. If the goals undergo further refinement, edits may be made to the original, or the form may be rewritten. If the form is redone, the new form should have the box "Final Goals" checked and should then be attached to the Educator Plan Form.

### Educator Plan Form

This form is intended to be used in support of Step 2: Goal Setting and Plan Development. It will either be completed by the educator for a Self-Directed Growth Plan, by the educator and the administrator together for a Directed Growth Plan and a Developing Educator Plan, and by the administrator for an Improvement Plan.

### Evaluator Record of Evidence Form

This form is intended to be used by the administrator in gathering evidence of an educator's practice during Step 3: Implementation of the Plan. It will be completed by the administrator and may be reviewed by the educator at any time.

### Collection of Evidence Form

This form is intended to be used to support the educator and administrator in collecting evidence of his/her practice. It will be completed by the educator and

administrator and shared with others prior to Formative Assessment/Evaluation and Summative Evaluation.

#### Formative Assessment Report Form

This form is intended to be used in support of an educator's formative assessment (Step 4) at the mid-point of the evaluation cycle, at minimum; it can be used multiple times as Formative Assessment can be ongoing. It will be completed by the administrator. Administrators are not required to assess both progress toward goals and performance on Standards; they will check off whether they are evaluating "Progress toward Attaining Goals", "Performance on each Standard", or both. Evaluators will provide a brief narrative of progress that includes feedback for improvement. Educators sign off to indicate that they have received a copy of the report and may provide a written response.

#### Formative Evaluation Report Form

This form is intended to be used in support of an educator's formative evaluation at the end of year one of a two-year Self-Directed Growth Plan. It will be completed by the administrator. Administrators are not required to assess both progress toward goals and performance on Standards; they will check off whether they are evaluating "Progress toward Attaining Goals", "Performance on each Standard", or both. Administrators will provide a brief narrative of progress that includes feedback for improvement. At the point of Formative Evaluation, the overall rating is assumed to be the same as the prior summative evaluation unless evidence demonstrates a significant change in performance leading to a change in Overall Rating and, possibly, Educator Plan. If there is a change in rating, administrators must provide comments on each of the four (4) Standards briefly describing why the rating has changed, the evidence that led to a change in rating, and offering feedback for improvement (administrators are encouraged to provide comments even if there is no change to ensure that educators have a clear sense of their progress and performance and receive feedback for improvement). Educators sign off to indicate that they have received a copy of the report and may provide a written response.

#### Summative Evaluation Report Form

This form is intended to be used for Step 5: Summative Evaluation. This form applies to all Educator Plans. It will be completed by the administrator. The administrator must complete all sections, which are: "Attainment of Student Learning Goal(s)", "Attainment of Professional Practice Goal(s)", "Rating on each Standard", "Overall Performance Rating", and "Plan Moving Forward". Administrators must provide comments on the student learning goal(s), professional practice goal(s), each of the four (4) Standards, and the overall rating briefly describing the level of attainment or performance rating, the evidence that led to the level of attainment/rating, and offering feedback for improvement. Educators sign off to indicate that they have received a copy of the report and may provide a written response.

### Educator Response Form

This form is intended to be used in support of the educator should he/she want to have a formal response to any part of the evaluation process kept on record. It will be completed by the educator; the administrator will sign to acknowledge receipt.

Self-Assessment Form, page 1 of 2

Educator-Name/Title: \_\_\_\_\_

Administrator – Name/Title: \_\_\_\_\_

School(s): \_\_\_\_\_

<p style="text-align: center;"><b>Part 1: Analysis of Student Learning, Growth and Achievement</b> Briefly summarize areas of strength and high-priority concerns for students under your responsibility for the upcoming school year. Cite evidence such as results from available assessments. This form should be individually submitted by educator, but Part 1 can also be used by individuals and/or teams who jointly review and analyze student data. <u>603 CMR 35.06 (2)(a) 1</u></p>

Team, if applicable: \_\_\_\_\_

List Team Members below:

_____	_____
_____	_____
_____	_____



Goal Setting Form

Educator-Name/Title: \_\_\_\_\_

Administrator – Name/Title: \_\_\_\_\_

School(s): \_\_\_\_\_

Check all that apply:  Proposed Goals  Final Goals Date: \_\_\_\_\_

A minimum of one student learning goal and one professional practice goal are required. Team goals must be considered per 603 CMR 35.06 (3)(b). Attach pages as needed for additional goals or revisions made to proposed goals during the development of the Educator Plan.

<p>Student Learning SMART Goal Check whether goal is individual or team; write team name if applicable</p>	<p>Professional Practice SMART Goal Check whether goal is individual or team; write team name if applicable</p>
<p><input type="checkbox"/> Individual <input type="checkbox"/> Team: _____</p>	<p><input type="checkbox"/> Individual <input type="checkbox"/> Team: _____</p>
<p>Goal Name: _____</p>	<p>Goal Name: _____</p>

SMART: S=Specific and Strategic; M=Measurable; A=Action Oriented;  
R=Rigorous, Realistic and Results-Focused; T=Timed and Tracked

5 If proposed goals change during Plan Development, edits may be recorded directly on original sheet or revised goal may be recorded on a new sheet. If proposed goals are approved as written, a separate sheet is not required.

Educator Plan Form, page 1 of 2

Educator-Name/Title: \_\_\_\_\_

Administrator – Name/Title: \_\_\_\_\_

\_\_\_\_\_

School(s): \_\_\_\_\_

Educator Plan:       Self-Directed Growth Plan       Directed Growth Plan  
                                   Developing Educator Plan       Improvement Plan\*

Plan Duration:       2-Year       One-Year       Less than a year

\_\_\_\_\_

Start Date: \_\_\_\_\_      End Date: \_\_\_\_\_

Goal Setting Form with final goals is attached to the Educator Plan  
 Some activities may apply to the pursuit of multiple goals or types of goals (student learning or professional practice). Attach additional page as necessary.

Student Learning Goal(s): Planned Activities			
Describe actions the educator will take to attain the student learning goal(s). Activities may apply to individual and/or team. Attach additional pages as needed.			
Action	Supports/Resources From School/District	Timeline or Frequency	Evidence Expected

Additional detail may be attached if needed

Educator-Name/Title: \_\_\_\_\_

Professional Practice Goal(s): Planned Activities			
Describe actions the educator will take to attain the professional practice goal(s). Activities may apply to individual and/or team. Attach additional pages as needed.			
Action	Supports/Resources From School/District 6	Timeline or Frequency	Evidence Expected

This Educator Plan is “designed to provide educators with feedback for improvement, professional growth, and leadership”, is “aligned to statewide Standards and Indicators in 603 CMR 35.00 and local Performance Standards”, and “is consistent with district and school goals”. (see 603 CMR 35.06(3)(d) and 603 CMR 35.06(f).

Signature of Administrator: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Educator: \_\_\_\_\_ Date: \_\_\_\_\_

\*As the administrator retains final authority over goals to be included in an educator’s plan (see 603 CMR 35.06(3)(c), the signature of the educator indicates that he or she has received the Goal Setting Form with the “Final Goal” box checked, indicating the administrator’s approval of the goals. The educator’s signature does not necessarily denote agreement with the goals. Regardless of agreement with the final goals, signature indicates recognition that “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”. (see 603 CMR 35.06 (4) )

6 Must identify means for educator to receive feedback for improvement per 603 CMR 35.06 (3)(d)

Evaluator Record of Evidence Form, page 1 of 2

Educator-Name/Title: \_\_\_\_\_

Administrator-Name/Title: \_\_\_\_\_

School(s): \_\_\_\_\_

Academic Year: \_\_\_\_\_ Educator Plan and Duration: \_\_\_\_\_

Standards and Indicators for Effective Teaching Practice: Rubric Outline as per 603 CMR 35.03			
The administrator should track collection to ensure that sufficient evidence has been gathered.			
I. Curriculum, Planning & Assessment	II. Teaching All Students	III. Family & Community Engagement	IV. Professional Culture
<input type="checkbox"/> I-A, Curriculum and Planning <input type="checkbox"/> I-B, Assessment <input type="checkbox"/> I-C, Analysis	<input type="checkbox"/> II-A, Instruction <input type="checkbox"/> II-B, Learning Environment <input type="checkbox"/> II-C, Cultural Proficiency <input type="checkbox"/> II-D, Expectations	<input type="checkbox"/> III-A Engagement <input type="checkbox"/> III -B, Collaboration <input type="checkbox"/> III-C, Communication	<input type="checkbox"/> IV-A Reflection <input type="checkbox"/> IV-B, Professional Growth <input type="checkbox"/> IV-C, Collaboration <input type="checkbox"/> IV-D, Decision-making <input type="checkbox"/> IV-E, Shared Responsibility <input type="checkbox"/> IV-F, Professional Responsibilities

\*The Rubric Outline is intended to be used for citing Standards and Indicators, Administrators should review the full rubric for analysis of evidence and determination of ratings.

Evaluator Record of Evidence Form, page 2 of 2

Educator: \_\_\_\_\_ Administrator: \_\_\_\_\_

Date (Record date of collection, duration if applicable)	Source of Evidence (e.g. parent conference, observation)	Standard(s)/Indicator(s) Note Standard(s) and Indicator(s) to which evidence is tied	Analysis of Evidence Record notes of “based on observations and artifacts of professional practice, including unannounced observations of practice of any duration” or other forms of evidence to support determining ratings on Standards as per 603 CMR 35.07	Feedback Provided Briefly record feedback given to educator (e.g. strengths recognized, suggestions for improvement)
EX: 11/8/11	EX: unit plans, benchmark data	EX: I-B	EX: unit plans were appropriately modified after analysis of benchmark data to better reflect student performance at mid-point of semester.	EX: recognized strong adjustment to practice, suggested teacher collaborate with team on backward curriculum mapping.

\*note if classroom observations are announced or unannounced

Collection of Evidence Form

Educator-Name/Title: \_\_\_\_\_

Administrator-Name/Title: \_\_\_\_\_

Person Collecting Evidence: \_\_\_\_\_ Date Submitted: \_\_\_\_\_

Label	Date	Source of Evidence e.g. parent conference, observation	Indicator(s) and/or Goals	Notes Optional. Explain why included,
ex .1	11/8/11	Unit plans, benchmark data	I.A, Student Goal #1	Unit plans modification reflect student data at semester mid-point

Attach more sheets, if needed

Attach overview comments (optional)

\*Per 603 CMR 35.07(1)(c)1, "Evidence compiled and presented by the educator include[s]: 1. Evidence of fulfillment of professional responsibilities and growth, such as: self-assessments: peer collaboration; professional development linked to goals and or educator plans; contributions to the school community and professional culture; 2. Evidence of active outreach to and ongoing engagement with families." However, educator collection of evidence is not limited to these areas.

Formative Assessment Report Form, page 1 of 3

Educator-Name/Title: \_\_\_\_\_

Administrators-Name/Title: \_\_\_\_\_

School(s): \_\_\_\_\_

Evidence pertains to (check all that apply):

- Fulfillment of professional responsibilities and growth
- Evidence of outreach to and ongoing engagement with families
- Progress toward attaining student learning goal(s)
- Progress toward attaining professional practice goal(s)
- Other:

\_\_\_\_\_

Summary of Evidence
Summarize the evidence compiled to be presented to evaluator with a brief analysis. Attach additional pages as needed.

Signature of Educator: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Administrator: \_\_\_\_\_ Date: \_\_\_\_\_

- Attachment(s) included

Per 603 CMR 35.07(1)(c)1, "Evidence compiled and presented by the educator include(s): 1. Evidence of fulfillment of professional responsibilities and growth, such as: self-assessments; peer collaboration; professional development linked to goals and or educator plans; contributions to the school community and professional culture. 2. Evidence of active outreach to and ongoing engagement with families." However, educator collection of evidence is not limited to these areas.

Formative Assessment Report Form, page 2 of 3

Educator-Name/Title: \_\_\_\_\_

Administrator-Name/Title: \_\_\_\_\_

School(s): \_\_\_\_\_

Assessing:

- Progress toward attaining goals                       Performance on Standards  
 Both

<p><b>Progress Toward Student Learning Goal(s)</b> Describe current level of progress and feedback for improvement. Attach additional pages as needed.</p>
<p><b>Progress Toward Professional Practice Goal(s)</b> Describe current level of progress. Attach additional pages as needed.</p>

\_\_\_\_\_

As per 603 CMR 35.02 and 603 CMR 35.06 (5) formative assessment shall mean the process used to assess progress towards attaining goals set forth in educator plans, performance on performance standards, or both.

Performance on Each Standard Describe performance and feedback for improvement. Attach additional pages as needed.
I. Curriculum, Planning & Assessment
II. Teaching All Students
III. Family & Community Engagement
IV. Professional Culture

The educator shall have the opportunity to respond in writing to the formative assessment as per 603 CMR 35.06(5)(c) on the Educator Response Form.

Signature of Administrator: \_\_\_\_\_ Date Completed: \_\_\_\_\_

Signature of Educator: \_\_\_\_\_ Date Received: \_\_\_\_\_

\*Signature of the educator indicates acknowledgment of this report; it does not necessarily denote agreement with the contents of the report. Educators have the opportunity to respond to this report in writing and may use the Educator Report Form.

Formative Evaluation Report Form, page 1 of 3

\* For educators on two-year Self-Directed Growth Plans at the end of Year One of the cycle.

Educator-Name/Title: \_\_\_\_\_

Administrator-Name/Title: \_\_\_\_\_

School(s): \_\_\_\_\_

Assessing:

- Progress toward attaining goals                       Performance on Standards  
 Both

<b>Progress Toward Student Learning Goal(s)</b> Attach additional pages as needed.
<input type="checkbox"/> Did not meet <input type="checkbox"/> Some progress <input type="checkbox"/> Significant progress <input type="checkbox"/> Met <input type="checkbox"/> Exceeded  Rationale, evidence and feedback for improvement
<b>Progress Toward Professional Practice Goal(s)</b> Attach additional pages as needed.
<input type="checkbox"/> Did not meet <input type="checkbox"/> Some progress <input type="checkbox"/> Significant progress <input type="checkbox"/> Met <input type="checkbox"/> Exceeded  Rationale, evidence and feedback for improvement

As per 603 CMR 35.02 and 603 CMR 35.06(5), formative evaluation shall mean the process used to progress towards attaining goals set forth in educator plans, performance on performance standards, or both.

Formative Evaluation Report Form, page 2 of 3

Educator-Name/Title: \_\_\_\_\_

Administrator is assigning same ratings as prior Summative Evaluation; no comments needed

Administrator is assigning ratings that differ from prior Summative Evaluation; comments are required

Rating on Each Standard
<p>I. Curriculum Planning &amp; Assessment</p> <p><input type="checkbox"/> Unsatisfactory   <input type="checkbox"/> Needs Improvement   <input type="checkbox"/> Proficient   <input type="checkbox"/> Exemplary</p> <p>Rationale, evidence and feedback for improvement</p>
<p>II. Teaching All Students</p> <p><input type="checkbox"/> Unsatisfactory   <input type="checkbox"/> Needs Improvement   <input type="checkbox"/> Proficient   <input type="checkbox"/> Exemplary</p> <p>Rationale, evidence and feedback for improvement</p>
<p>III. Family/Community Engagement</p> <p><input type="checkbox"/> Unsatisfactory   <input type="checkbox"/> Needs Improvement   <input type="checkbox"/> Proficient   <input type="checkbox"/> Exemplary</p> <p>Rationale, evidence and feedback for improvement</p>
<p>IV. Professional Culture</p> <p><input type="checkbox"/> Unsatisfactory   <input type="checkbox"/> Needs Improvement   <input type="checkbox"/> Proficient   <input type="checkbox"/> Exemplary</p> <p>Rationale, evidence and feedback for improvement</p>

Formative Evaluation Report Form, page 3 of 3

Educator-Name/Title: \_\_\_\_\_

Administrator is assigning same ratings as prior Summative Evaluation; no comments needed

Administrator is assigning ratings that differ from prior Summative Evaluation; comments are required

Overall Performance Rating
<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary Rationale, evidence and feedback for improvement
Plan Moving Forward
<input type="checkbox"/> Self-Directed Growth Plan <input type="checkbox"/> Improvement Plan <input type="checkbox"/> Directed Growth Plan <input type="checkbox"/> Developing Educator Plan

The educator shall have the opportunity to respond in writing to the formative evaluation as per 603 CMR 35.06(5)(c) on the Educator Response Form.

Signature of Administrator: \_\_\_\_\_ Date Completed: \_\_\_\_\_

Signature of Educator: \_\_\_\_\_ Date Received: \_\_\_\_\_

\*Signature of the educator indicates acknowledgment of this report; it does not necessarily denote agreement with the contents of the report. Educators have the opportunity to respond to this report in writing and may use the Educator Report Form. Summative Evaluation Report Form, page 1 of 3

Educator-Name/Title: \_\_\_\_\_

Administrator – Name/Title: \_\_\_\_\_

School(s): \_\_\_\_\_

Current Plan:         Self-Directed Growth Plan         Directed Growth Plan  
                          Developing Educator Plan         Improvement Plan

<b>Progress Toward Student Learning Goal(s)</b> Attach additional pages as needed.
<input type="checkbox"/> Did not meet <input type="checkbox"/> Some progress <input type="checkbox"/> Significant progress <input type="checkbox"/> Met <input type="checkbox"/> Exceeded  Rationale, evidence and feedback for improvement
<b>Progress Toward Professional Practice Goal(s)</b> Attach additional pages as needed.
<input type="checkbox"/> Did not meet <input type="checkbox"/> Some progress <input type="checkbox"/> Significant progress <input type="checkbox"/> Met <input type="checkbox"/> Exceeded  Rationale, evidence and feedback for improvement

Educator-Name/Title: \_\_\_\_\_

Rating on Each Standard
<p>I. Curriculum Planning &amp; Assessment</p> <p><input type="checkbox"/> Unsatisfactory   <input type="checkbox"/> Needs Improvement   <input type="checkbox"/> Proficient   <input type="checkbox"/> Exemplary</p> <p>Rationale, evidence and feedback for improvement</p>
<p>II. Teaching All Students</p> <p><input type="checkbox"/> Unsatisfactory   <input type="checkbox"/> Needs Improvement   <input type="checkbox"/> Proficient   <input type="checkbox"/> Exemplary</p> <p>Rationale, evidence and feedback for improvement</p>
<p>III. Family/Community Engagement</p> <p><input type="checkbox"/> Unsatisfactory   <input type="checkbox"/> Needs Improvement   <input type="checkbox"/> Proficient   <input type="checkbox"/> Exemplary</p> <p>Rationale, evidence and feedback for improvement</p>
<p>IV. Professional Culture</p> <p><input type="checkbox"/> Unsatisfactory   <input type="checkbox"/> Needs Improvement   <input type="checkbox"/> Proficient   <input type="checkbox"/> Exemplary</p> <p>Rationale, evidence and feedback for improvement</p>

Summative Evaluation Report Form, page 3 of 3

Educator-Name/Title: \_\_\_\_\_

Overall Performance Rating
<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary Rationale, evidence and feedback for improvement
Plan Moving Forward
<input type="checkbox"/> Self-Directed Growth Plan <input type="checkbox"/> Improvement Plan <input type="checkbox"/> Directed Growth Plan <input type="checkbox"/> Developing Educator Plan

The educator shall have the opportunity to respond in writing to the formative evaluation as per 603 CMR 35.06(5)(6) on the Educator Response Form.

Signature of Administrator: \_\_\_\_\_ Date Completed: \_\_\_\_\_

Signature of Educator: \_\_\_\_\_ Date Received: \_\_\_\_\_

\*Signature of the educator indicates acknowledgment of this report; it does not necessarily denote agreement with the contents of the report. Educators have the opportunity to respond to this report in writing and may use the Educator Report Form.

Educator Response Form

Educator—Name/Title:

\_\_\_\_\_

Administrator—Name/Title:

\_\_\_\_\_

School(s):

\_\_\_\_\_

Response to: (check all that apply)

- Educator Plan, including goals and activities
- Administrator collection and/analysis of evidence
- Formative Assessment or Evaluation Report
- Summative Evaluation Report
- Other \_\_\_\_\_

Educator Response Attach additional pages as needed

Signature of Educator \_\_\_\_\_ Date \_\_\_\_\_

Signature of Administrator \_\_\_\_\_ Date \_\_\_\_\_

Attachment(s) included

## Setting SMART Goals

Good goals help educators, schools and districts improve. That is why the educator evaluation regulations require educators to develop goals that are specific, actionable and measurable. They require too, that goals be accompanied by action plans with benchmarks to assess progress.

This “SMART” Goal framework is a useful tool that individuals and teams can use to craft effective goals and action plans:

S	=	Specific and Strategic
M	=	Measurable
A	=	Action oriented
R	=	Rigorous, Realistic and Results-focused (the 3 R’s)
T	=	Timed and Tracked

Goals with an action plan and benchmarks that have these characteristics are “SMART”.

A practical example some of us have experienced in our personal lives can make clear how this SMART goal framework can help turn hopes into actions that have results.

First, an example of not being SMART with goals: I will lose weight and get in condition.

Getting SMARTer: Between March 15 and Memorial Day, I will lose 10 pounds and be able to run 1 mile nonstop.

The **hope** is now a **goal**, that meets most of the SMART Framework criteria:

It’s <b>Specific and Strategic</b>	=	10 pounds, 1 mile
It’s <b>Measurable</b>	=	pounds, miles
It’s <b>Action-oriented</b>	=	lose, run
It’s got the 3 <b>R</b> ’s	=	weight loss and running distance
It’s <b>Timed</b>	=	10 weeks

SMART enough: To make the goal really “SMART”, though, we need to add an action plan and benchmarks. They make sure the goal meets that final criteria, “Tracked”. They also strengthen the other criteria, especially when the benchmarks include “process” benchmarks for tracking progress on the key actions and “outcome” benchmarks that track early evidence of change and/or progress toward the ultimate goal.

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The SMART goal concept was introduced by G.T. Doran, A. Miller and J. Cunningham in There’s a S.M.A.R.T. way to write management’s goals and objectives, Management Review 70 (11), AMA Forum, pp. 35-36, What Makes a Goal “SMART”? also draws from the work of Ed Costa, Superintendent of Schools in Lenox; John D’Auria, Teachers 21; and Mike Gilbert, Northeast Field Director for MASC.

## Setting SMART Goals

### Key Actions

- Reduce my daily calorie intake to fewer than 1,200 calories for each of 10 weeks.
- Walk 15 minutes per day; increase my time by 5 minutes per week for the next 4 weeks
- Starting in week 5, run and walk in intervals for 30 minutes, increasing the proportion of time spent running instead of walking until I can run a mile, non-stop, by the end of week 10.

### Benchmarks:

- For process, maintaining a daily record of calorie intake and exercise
- For outcome, biweekly weight loss and running distance targets (e.g., after 2 weeks: 2 pounds/0 miles; 4 weeks: 4 pounds/0 miles; 6 weeks: 6 pounds/.2 mi; 8 weeks: 8 pounds/.4 miles).

### S=Specific and Strategic

Goals need to be straightforward and clearly written, with sufficient specificity to determine whether or not they have been achieved. A goal is strategic when it serves an important purpose of the school or district as a whole and addresses something that is likely to have a big impact on our overall vision.

### M=Measurable

If we can't measure it, we can't manage it. What measures of quantity, quality, and/or impact will we use to determine that we've achieved the goal? And how will we measure progress along the way? Progress toward achieving the goal is typically measured through "benchmarks". Some benchmarks focus on the process: are we doing what we said we were going to do? Other benchmarks focus on the outcome: are we seeing early signs of progress toward the results?

### A=Action Oriented

Goals have active, not passive verbs. And the action steps attached to them tell us "who" is doing "what". Without clarity about what we're actually going to do to achieve the goal,, a goal is only a hope with little chance of being achieved. Making clear the key actions required to achieve a goal helps everyone see how their part of the work is connected – to other parts of the work and to a larger purpose. Knowing that helps people stay focused and energized, rather than fragmented and uncertain.

### R=Rigorous, Realistic and Results-Focused (the 3 R's)

A goal is not an activity; a goal makes clear what will be different as a result of achieving the goal. A goal needs to describe a realistic, yet ambitious result. It needs to stretch the educator, team, school, or district toward improvement but not be out of reach. The focus and effort required to achieve a rigorous but realistic goal should be challenging but not exhausting. Goals set too high will discourage us, whereas goals set too low will leave us feeling "empty" when it is accomplished and won't serve our students well.

### T=Timed

A goal needs to have a deadline. Deadlines help all of us take action. For a goal to be accomplished, definite times need to be established when key actions will be completed and benchmarks achieved. Tracking the progress we're making on our action steps (process benchmarks) is essential; if we fall behind on doing something we said we were going to do,

we'll need to accelerate the pace on something else. But tracking progress on process outcomes isn't enough. Our outcome benchmarks help us know whether we're on track to achieve our goal and/or whether we've reached our goal. Benchmarks give us a way to see our progress and celebrate it. They also give us information we need to make mid-course corrections.