



**Diman Regional Vocational
Technical High School
Educator Evaluation
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 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 teachers 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**

- 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 / Specialized Instructional Support Personnel (SISP):** Educators who teach or counsel individual or small groups of students through, but not limited to, consultation with the regular classroom teacher, for example, school nurses and guidance counselors.
- C) **Classroom teacher:** Educators who teach preK-12 whole classes, and teachers of special subjects as such as art, music, library, and physical education, may also include, but not limited to, special education teachers and reading specialists who teach whole classes.
- D) **Categories of Evidence:** Multiple measures of student learning, growth, and achievement, judgments based on observations and artifacts of professional practice, including unannounced observations of at least five minutes 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 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; or, at the discretion of an Evaluator, for an Educator with PTS in a new assignment. The educator shall be evaluated at least annually.
 - 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 60 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 proceeding the next school year. In those cases where an Educator is rated unsatisfactory near the close of a school year, the plan may include activities during the summer pre-ceding the next school year.
- H) **DESE**: 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 assessment" and "formative evaluation") and to assess total job effectiveness and make personnel decisions (the "summative evaluation").
- J) **Evaluator**: Any licensed administrator employed by the district or as designated by a superintendent who has primary or supervisory responsibility for observation and evaluation. The superintendent is responsible for ensuring that all Evaluators have training in the principles of supervision and evaluation. Each Educator will have one primary Evaluator at any one time responsible for determining performance ratings.
 - i) **Primary Evaluator** shall be the person who determines the Educator's performance ratings and evaluation. The Principal/Assistant Superintendent shall serve as the Primary Evaluator for all non-professional status teachers and professional status teachers whose last overall summative evaluation rating was

less than Proficient who request the Principal/Assistant Superintendent as their Primary Evaluator.

- 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) **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.
- K) **Evaluation Cycle:** A five-component process that all Educators follow consisting of 1) Self-Assessment; 2) Goal-setting, Analysis 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 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) **Observation:** A data gathering process specifically undertaken pursuant to this agreement that includes notes and judgments made during one or more classroom or worksite visits(s) of at least five minutes 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. Normal supervisory responsibilities of department, building and district administrators will also cause administrators to drop in on classes and other activities in the worksite at various times as deemed necessary by the administrator. Carrying out these supervisory responsibilities, when they do not result in targeted and constructive feedback to the Educator, are not observations as defined in this Article.

- T) **Parties:** The Association and the Committee are the parties to this agreement.
- U) **Performance Rating:** Describes the Educator's performance on each performance standard and overall. There shall be four performance ratings:
- Exemplary: the Educator's performance consistently and significantly exceeds the requirements of a standard or overall. The rating of exemplary on a standard indicates that practice significantly exceeds proficient and could serve as a model of practice on that standard district-wide.
 - Proficient: the Educator's performance fully and consistently meets the requirements of a standard or overall. Proficient practice is understood to be fully satisfactory.
 - Needs Improvement: the Educator's performance on a standard or overall is below the requirements of a standard or overall, but is not considered to be unsatisfactory at this time. Improvement is necessary and expected.
 - Unsatisfactory: the Educator's performance on a standard or overall has not significantly improved following a rating of needs improvement, or the Educator's performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.
- V) **Performance Standards:** Locally developed standards and indicators pursuant to M.G.L. c. 71, § 38 and consistent with, and supplemental to 603 CMR 35.00. The parties may agree to limit standards and indicators to those set forth in 603 CMR 35.03.
- W) **Professional Teacher Status:** PTS is the status granted to an Educator pursuant to M.G.L. c. 71, § 41.
- X) **Rating of Educator Impact on Student Learning:** A rating of high, moderate or low based on trends and patterns on state assessments and district-determined measures. The parties will negotiate the process for using state and district-determined measures to arrive at an Educator's rating of impact on student learning, growth and achievement, using guidance and model contract language from ESE, expected by July 2012.
- Y) **Rating of Overall Educator Performance:** The Educator's overall performance rating is based on the Evaluator's professional judgment and examination of evidence of the Educator's performance against the four Performance Standards and the Educator's attainment of goals set forth in the Educator Plan, as follows:

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- 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)
- Z) **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 consists 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
- 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 Evaluator's judgments of the Educator's performance against Performance Standards and the Educator's attainment of goals set forth in the Educator's Plan. The summative evaluation rating must be based on evidence from multiple categories of evidence. MCAS growth scored cannot be the sole basis for a summative evaluation rating must be based on evidence from multiple categories of evidence. MCAS growth scored 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 603 CMR 35.03(1) and 35.03 (2). Evaluations shall be used to make the educator's overall performance rating and the rating on each of the four standards which may inform personnel decisions such as assignment, transfers, PTS or dismissal pursuant to Massachusetts General Laws.
- BB) **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.
- CC) **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.
- DD) **Trends in student learning:** At least two years of data from the locally bargained measures and state assessments used in determining the Educator's rating on impact

on 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 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 as locally bargained. The measures shall be based on the Educator's role and responsibility.
- B) Judgments based on observations and artifacts of practice including:
 - i) Unannounced observations of practice of at least five minutes 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.

As long as sentence means Evaluator can complete an announced observation when he/she chooses
 - iii) Examination of Educator work products.
 - iv) Examination of student work samples.
- C) Evidence relevant to one or more Performance Standards, including but not limited to:
 - i) Evidence compiled and presented by the Educator, including 3 – 5 pieces of evidence for each of the four standards and the two goals:
 - (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 # 23-24, below; and locally bargained.

v) Any other relevant evidence from any source that the Evaluator shares with the Educator. Other relevant evidence could include information provided by other administrators such as the superintendent. The Evaluator will share the relevant evidence with the Educator within five (5) school days of receipt of the information.

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. The district has adopted the Teacher Rubric and the Specialized Instructional Support Personnel Rubric.

5) **Evaluation Cycle: Training**

A) Any Educator new to Diman and who has not previously completed such an activity, shall complete such professional learning activity about self-assessment and goal-setting within two months 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. This professional learning activity will reflect the DTA/GFRVSD contract language with regard to forms and timelines.

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.

v) At the annual orientation or on/or before September 15th, each educator will be informed of his/her evaluator for the year. The role of the evaluator will be identified, not the specific individual.

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

A) Completing the Self-Assessment

- i) The evaluation cycle begins with the Educator completing and submitting to the Primary or Supervising Evaluator a self-assessment by October 1st 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:
 - (1st) At least one goal directly related to improving the Educator's own professional practice.
 - (2nd) At least one goal directed related to improving student learning.

B) Proposing the goals

- i) Educators may meet with teams to consider establishing team goals. Evaluators may participate in such meetings.
- ii) For Educators in their first year of practice, the Evaluator or his/her designee will meet with each Educator by October 1st (or within four weeks of the Educator's first day of employment if the Educator begins employment after September 15th) to assist the Educator in completing the self-assessment and drafting the professional practice goal and student learning goal which must include induction and mentoring activities.(and may be a team goal).
- iii) Unless the Evaluator indicates that an Educator in his/her second or third years of practice should continue to address induction and mentoring goals pursuant to 603 CMR 7.12, the Educator may address shared grade level or subject area 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 or subject area team goals.

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

- A) Every Educator has an Educator Plan that includes, but is not limited to, one goal related to the improvement of practice and one goal for the improvement of student learning.

The Plan also outlines actions the Educator must take to attain the goals established in the Plan and benchmarks to assess progress. Goals may be developed by individual Educators, by the Evaluator, or by teams, departments, or groups of Educators who have the similar roles and/or responsibilities. See Sections 15-19 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 Evaluator 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.
- 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, a meeting with the Evaluator must occur by October 1th 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 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 evaluator 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 Educator completes the Educator Plan will include the Educator Plan Form, the Self-Assessment form, Goal Setting Form, and Goal Setting/Activities form (a combined single Goal Setting/Activity form will be phased in during the life of this contract) by November 15th. The Educator shall sign the Educator Plan within ten (10) 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 with and without PTS**

A) Teachers will be observed a minimum number of times per educator plan cycles as follows:

<i>Educator Plan</i>	<i>Unannounced Observations</i>	<i>Announced Observations</i>
PTS Two-Year Self- Directed Plan	2	1
PTS One-Year Self-Directed Plan	2	1
Directed Plan	2	1
Improvement Plan	2	1
Developing Educator Plan	2	1

10) **Observations**

The Evaluator’s first observation of the Educator on a one year cycle should take place by November 15th. At least one observation required of an Educator on a two year cycle should be completed by May 15th of the first year. All observations should be completed by May 31st when a Summative Evaluation is due. The Evaluator may conduct additional observations after this date.

The Evaluator is not required nor expected to review all the indicators in a rubric during an observation.

A) Unannounced Observations

- i) See definition of observations in the definition section.
- ii) The Educator will be provided with at least brief written feedback from the Evaluator within ten (10) school days of the observation. The written feedback shall be delivered to the Educator in person, by email, electronically, placed in the Educator's mailbox or mailed to the Educator's home.
- iii) Any observation or series of observations resulting in one or more standards judged to be unsatisfactory or needs improvement for the first time must be followed by at least one observation of at least thirty (30) minutes in duration within twenty (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

- i) All non-PTS Educators in their first three (3) years in the school, PTS Educators on Improvement Plans and other educators at the discretion of the evaluator shall have at least one Announced Observation.
 - (a) 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.
 - (b) 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
 - (1st) The Educator shall provide the Evaluator a draft of the lesson, student conference, IEP plan or general plan for the activity to be observed. 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.
 - (c) Within ten (10) 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 twenty-four (24) hours, if possible.

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- (d) The Evaluator shall provide the Educator with written feedback within ten (10) 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:
- (1st) Describe the basis for the Evaluator's judgment.
 - (2nd) Describe actions the Educator should take to improve his/her performance.
 - (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.
- (e) 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, usually for less than five (5) minutes each. 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 and do not 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.

11) **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 and ratings to the Educator about his/her progress towards attaining the goals set forth in the Educator Plan, performance on Performance Standards and overall, or both.

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- D) 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 by January 31st. The educator may provide to the evaluator additional evidence of the educator's performances against the four Performance Standards.
 - E) The Evaluator and the Educator will meet either before and/or after completion of the Formative Assessment Report.
 - F) The Evaluator shall complete the Formative Assessment report and provide a copy to the Educator by February 28th. All Formative Assessment reports must be signed by the Evaluator and delivered face-to-face, by email, electronically or to the Educator's school mailbox or home.
 - 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 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) If the rating in the Formative Assessment report differs from the last summative rating the Educator received, the Evaluator may place the Educator on a different Educator Plan, appropriate to the new rating.

12) **Evaluation Cycle: Formative Evaluation for Two Year Self-Directed Plans Only**

- A) Educators on two year Self-Directed Growth Educator Plans receive a Formative Evaluation report no later than May 15th of the first year of the two year cycle. The Educator's performance rating for that year shall be assumed to be the same as the previous summative rating, unless evidence demonstrates a significant change in performance, in which case the rating on the performance standards may change, and the Evaluator may place the Educator on a different Educator plan, appropriate to the new rating.
- B) The Formative Evaluation report provides written feedback and ratings to the Educator about his/her progress towards attaining the goals set forth in the Educator Plan, performance on each performance standard and overall, or both.
- C) No less than two (2) weeks before the due date for the Formative Evaluation report, which due date shall be collaboratively agreed upon by the Educator and the Evaluator with written notice provided to the Educator, 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.

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- D) The Evaluator shall complete the Formative Evaluation report and provide a copy to the Educator. All Formative Evaluation reports must be signed by the Evaluator and delivered face-to-face, by email, electronically or to the Educator's school mailbox or home.
 - E) Upon the request of either the Evaluator or the Educator, the Evaluator and the Educator will meet either 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) A copy of the signed Formative Evaluation report shall be filed in the Educator's personnel file.
 - H) 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.
 - I) As a result of the Formative Evaluation report, the Evaluator may change the activities in the Educator Plan.
 - J) If the rating in the Formative Evaluation report differs from the last summative rating the Educator received, the Evaluator may place the Educator on a different Educator Plan, appropriate to the new rating.

13) **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 on or before the last ten (10) school days.
- B) The Evaluator determines a rating on each standard and an overall rating based on the Evaluator's professional judgment, an examination of evidence against the Performance Standards and evidence of the attainment of the Educator Plan goals.
- C) The Evaluator shall determine the summative rating that the Educator receives using the overall rating determination rules. 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.
- 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) No less than four (4) weeks before the due date for the Summative Evaluation report, which due date shall be established by the Evaluator with written notice provided to

the Educator, the Educator will provide to the Evaluator evidence of family outreach and engagement, fulfillment of professional responsibility and growth, and progress on attaining professional practice and student learning goals. The educator may also provide to the evaluator additional evidence of the educator's performance against the four Performance Standards may be provided by the Educator.

- G) The Summative Evaluation report should recognize areas of strength as well as identify recommendations for professional growth.
- H) The Evaluator shall deliver a signed copy of the Summative Evaluation report to the Educator face-to-face, by email, electronically, or to the Educator's school mailbox or home on or before the last ten school days.
- I) The Evaluator shall meet with the Educator rated needs improvement or unsatisfactory to discuss the summative evaluation. The meeting shall occur by June 1st.
- J) 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.
- K) 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.
- L) The Educator shall sign the final Summative Evaluation report within five (5) school days of receipt. 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.
- M) The Educator shall have the right to respond in writing to the summative evaluation which shall become part of the final Summative Evaluation report.
- N) A copy of the signed final Summative Evaluation report shall be filed in the Educator's personnel file.

14) **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 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.

15) **Educator Plans: Developing Educator Plan**

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

16) **Educator Plans: Self-Directed Growth Plan**

- A) A Two-year Self-Directed Growth Plan is for those Educators with PTS who have an overall rating of proficient or exemplary and whose impact on student learning is moderate or high. A formative evaluation report is completed at the end of year 1 and a summative evaluation report at the end of year 2.
- B) A One-year Self-Directed Growth Plan is for those Educators with PTS who have an overall rating of proficient or exemplary, and whose impact on student learning is low. In this case, the Evaluator and Educator shall analyze the discrepancy between the summative evaluation rating and the rating for impact on student learning to seek to determine the cause(s) of the discrepancy.

17) **Educator Plans: Directed Growth Plan**

- A) A Directed Growth Plan is for those Educators with PTS whose overall rating is needs improvement.
- B) The goals in the Plan must address areas identified as needing improvement as determined by the Evaluator.
- C) The Evaluator shall complete a summative evaluation for the Educator at the end of the period determined by the Plan, but at least annually, and in no case later than May 15th.
- D) For an Educator on a Directed Growth Plan whose overall performance rating is at least proficient, the Evaluator will place the Educator on a Self-Directed Growth Plan for the next Evaluation Cycle.
- E) For an Educator on a Directed Growth Plan whose overall performance rating is not at least proficient, the Evaluator will rate the Educator as unsatisfactory and will place the Educator on an Improvement Plan for the next Evaluation Cycle.

18) **Educator Plans: Improvement Plan**

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

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- 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 sixty (60) calendar 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 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. This process and progress will be monitored by the principal.
- E) The Improvement Plan shall define the problem(s) of practice identified through the observations and evaluation and detail the improvement goals to be met, the activities the Educator must take to improve and the assistance to be provided to the Educator by the district.
- F) The Improvement Plan process shall include:
- i) Within ten (10) school days of notification to the Educator that the Educator is being placed on an Improvement Plan, the Evaluator shall schedule a meeting with the Educator to discuss the Improvement Plan. The Evaluator will develop the Improvement Plan, which will include the provision of specific assistance to the Educator.
 - 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);

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- vi) Identify the individuals assigned to assist the Educator which must include minimally the Evaluator.
 - vii) Include the signatures of the Educator and Supervising Evaluator.
- H) A copy of the signed Plan shall be provided to the Educator and placed in the personnel file. The Educator's signature indicates that the Educator received the Improvement Plan in a timely fashion. The signature does not indicate agreement or disagreement with its contents.
- 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 Evaluator determines that the Educator has improved his/her practice to the level of proficiency, the Educator will be placed on a Self-Directed Growth Plan.
 - (b) In those cases where the Educator was placed on an Improvement Plan as a result of his/her summative rating at the end of his/her Directed Growth Plan, if the Evaluator determines that the Educator is making substantial progress toward proficiency, the Evaluator shall place the Educator on a Directed Growth Plan.
 - (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 Evaluator determines that the Educator is not making substantial progress toward proficiency, the Evaluator shall recommend to the superintendent that the Educator be dismissed.
 - (d) If the Evaluator determines that the Educator's practice remains at the level of unsatisfactory, the Evaluator shall recommend to the superintendent that the Educator be dismissed.

20. Timelines

Activity:	One Year Plan - Completed By:	Two Year Plan - Completed By:
At the annual orientation or on/or before this date each educator will be informed of his/her evaluator for the year. The role of the evaluator will be identified, not the specific individual.	September 15 th (Page 9 Item 6.A.v)	September 15 th (Page 9 Item 6.A.v)
Evaluator meets with educators on a one year plan to familiarize and assist the educator with the Educator Plan Form, Self-Assessment form, Goal Setting Form, and the Goal Setting Activities/Plan form.	October 1 st or within four weeks of the start of employment (Page 9 Item 7A.i)	N/A
Evaluator meets with educators on a two year plan in the first year to assist the educator with the Educator Plan Form, Self-Assessment form, Goal Setting Form, and the Goal Setting Activities/Plan form, if needed. (For returning Educators, the Educator Plan may be established at Summative Evaluation Report meeting in prior school year)	N/A	October 1 st of the First Year of the Two Year Cycle (Page 9 Item 7A.i)
Educator submits Educator Plan Form, Self-Assessment form, and the Goal Setting Form.	October 15 th (Page 9 Item 7A.i)	October 15 th of the First Year of the Two Year Cycle (Page 9 Item 7A.i)
Evaluator reviews the Educator Plan, Self-Assessment, and the Goal Setting to approve or provide feedback to the Educator for further development on each of the submitted documents and/or the development of the Goal setting Activities/Plan.	October 31 st (Page 10 Item 8 C ii)	October 31 st of the First Year of the Two Year Cycle (Page 10 Item 8 C ii)
The Educator Plan, Self-Assessment, Goal Setting, and Goal Setting Activities/Plan forms must be completed and signed.	November 15 th (Page 10 Item 8 D)	November 15 th of the First Year of the Two Year Cycle (Page 10 Item 8 D)
Evaluator completes the first observation of the Educator	November 15 th (Page 11 Item 10)	May 15 th of the First Year of the Two Year Cycle (Page 11 Item 10)
Educator submits evidence on parent outreach, professional growth, progress on goals (and other standards, if desired) if he or she wants that data considered in the formative assessment.	January 31 st (Page 13 Item 11d)	N/A
Evaluator should complete mid-cycle Formative Assessment Reports for Educators on one-year Educator Plans	February 28 th (Page 14 Item 12 A)	N/A

Activity:	One Year Plan - Completed By:	Two Year Plan - Completed By:
Educator submits evidence on parent outreach, professional growth, progress on goals (and other standards, if desired) if he or she wants that data considered in the formative assessment.		May 1 st of the First Year of the Two Year Cycle
Evaluator completes mid-cycle Formative Evaluation Report	N/A	May 15 th of the First Year of the Two Year Cycle (Page 14 Item 12 A)
Evaluator holds Formative Assessment/Evaluation Meetings if requested by either Evaluator or Educator	(No Date Indicated) (Page 14 Item 11 E)	(No Date Indicated) (Page 14 Item 11 E)
Educator submits evidence on parent outreach, professional growth, progress on goals (and other standards, if desired) *or 4 weeks prior to Summative Evaluation Report date established by evaluator with notice provided to the educator	May 31 st (Page 22 Item 23)	May 31 st of the Second Year of the Two Year Cycle (Page 22 Item 23)
Evaluator completes observations of the Educator	May 31 st	May 31 st of the Second Year of the Two Year Cycle
Evaluator completes Summative Evaluation Report.	On or before the last ten (10) school days (Page 15 Item 13 A)	On or before the last ten (10) school days of the Second Year of the Two Year Cycle (Page 15 Item 13 A)
Evaluator meets with Educators who are rated “needs improvement” or “unsatisfactory” to discuss the summative evaluation.	By June 1 st (Page 16 Item 13I)	By June 1 st of the Second Year of the Two Year Cycle (Page 16 Item 13I)
Evaluator meets with Educators who are rated “needs improvement” or “unsatisfactory” to discuss the summative evaluation if requested by either the Evaluator or Educator.	June 10 th	By June 10 th of the Second Year of the Two Year Cycle
Educator signs Summative Evaluation Report and adds response, if any within five (5) school days of receipt	within five (5) school days of receipt (Page 16 Item 13 L)	within five (5) school days of receipt (Page 16 Item 13 L)

A) **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.

21. **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 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 1st. The principal's decision is subject to review and approval by the superintendent.
- B) Educators with PTS whose summative performance rating is exemplary and, after 2013-14 whose impact on student learning is rated moderate or high, may 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.

22. **Rating Impact on Student Learning Growth**

Results from student learning measures should be considered in the educator's Self- Assessment and design of the Educator Plan. Student learning measures can also be utilized to develop professional practice goals and student learning goals. Such results include, but are not limited to, those from District Determined Measures.

An educator's Impact on Student Learning rating shall not be used, in whole or in part, as the sole or primary evidence in an educator's Summative Evaluation to lower the performance rating on any of the four professional standards or on the overall performance rating. Said results will be used to determine whether a teacher is on a one (1) or two (2) year self-directed growth plan.

The process for determining an educators Impact on Student Learning is as follows:

The Student Impact ratings of "High", "Moderate", or "Low" for individual DDMs would be calculated using a collaborative and holistic approach.

- a. At the end of each year, the teacher/educator will establish the annual ratings for the DDMs establishing at least two data points using the following process:
 - i. The teacher/educator will collect the data related to their individual DDMs.
 1. Educators may choose one section of the same course and level from each cycle when creating their individual DDM student cohorts.
 2. Only cohorts of ten (10) or more students will be used for data collection and calculating "cut scores" for individual DDM's. An exception may be made for special education class cohorts if the combined sections are less than ten students.
 3. It is recognized that there may be circumstances regarding the size of the DDM student cohort and/or the sections of a course being used for

reporting purposes that required further consideration between the educator his/her evaluator.

- ii. The teacher/educator will analyze/evaluate data and rate themselves as having had “High”, “Moderate”, or “Low” impact on student learning.
 - iii. The teacher/educator will meet with his/her evaluator to discuss findings and either come to consensus regard rating or confirm impasse.
 - iv. The evaluator will record the consensus rating per agreed upon method (currently the District Determined Measures form).
 - v. If there is impasse, the impact on student learning decision will be made by the consensus of a Review Panel consisting of three members of the DTA, two administrators, and the Assistant Superintendent-Principal. The information will be presented to the panel without referencing the teacher/educator or evaluator involved.
 - vi. The DTA reserves the right to appeal the decision of the Review Panel through the grievance process.
- b. The 2014 – 2015 school year is the first year for collecting local data and establishing the first two data points.
 - c. The same process will be used in the 2015-2016 school year to establish the second two data points.
 - d. The ratings of the four individual data points will constitute the bases of the Student Impact Rating as reported to DESE in June 2016.
 - i. The rating of the four individual data points will be weighted as follows:
 1. High = score of 3
 2. Moderate = score of 2
 3. Low = score of 1
 - ii. The point value for the four data point ratings will be totaled to provide the overall Student Impact Rating reported to DESE.
 1. A total score of 10, 11, or 12 will result in an overall rating of High
 2. A total score of 7, 8, or 9 will result in an overall rating of Moderate
 3. A total score of 4, 5, or 6 will result in an overall rating of Low
 - 4.

23. Using Student feedback in Educator Evaluation

Each teacher will administer student surveys on a yearly basis. Teachers may choose to include the results of those student surveys as a piece of evidence for their formative and summative evaluations. Student survey data will not impact the overall teacher rating. Student survey data may be used to inform professional practice and stimulate dialog with their evaluator.

Student surveys will be reviewed by the DTA Executive Board prior to release. If not approved, the joint labor-management evaluation team established in Section 25 General Provisions E will meet until consensus is reached. The following preamble will be included on all surveys:

“As the most important partner in your education at Diman, we are asking you to take part in a short survey. This brief survey is designed to give you, the student, a voice that will provide instructors with an understanding of how they are doing in the eyes of their students.

The information obtained through this survey is only available to teachers. Therefore, we ask that you answer the multiple choice questions as honestly as you can.”

24. Using Staff feedback in Administrator Evaluation

Faculty and staff may periodically be requested to provide feedback and/or complete a survey designed to inform the Administrator Evaluation process. All participation by faculty and staff is confidential and provided on a voluntary basis.

25. General Provisions

- A) Only Administrators who are licensed may serve as primary evaluators of Educators. (See Page 3 Section J)
- 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 she/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) If an evaluator requests a document related to the evaluation process the educator has five (5) school days to submit the document to the evaluator.
- D) The superintendent shall ensure that Evaluators have initial and ongoing training in supervision and evaluation, including the regulations and standards and indicators of effective teaching practice promulgated by ESE (35.03), and the evaluation Standards and Procedures established in this Agreement.
- E) At the end of an evaluation cycle and upon request of the educator, he/she shall be assigned to a different evaluator for the next evaluation cycle. The request must be submitted in writing to the Principal/Assistant Superintendent not later than July 15th following the receipt and/or "sharing" of the Summative Evaluation.
- F) Should there be a serious disagreement between the Educator and the Evaluator regarding an overall summative performance rating of unsatisfactory, the Educator may meet with the Evaluator's supervisor to discuss the disagreement. Should the Educator request such a meeting, the Evaluator's supervisor must meet with the Educator. The Evaluator may attend any such meeting at the discretion of the superintendent.
- G) The parties agree to establish a joint labor-management evaluation team which shall review the evaluation processes and procedures annually and recommend adjustments to the parties, as well as discuss other parts of this evaluation system noted as needing further negotiations. Recommendations from this team shall be forwarded to the parties for negotiations and ratifications.
- H) The parties agree this agreement may be reopened at the request of either party to negotiate changes arising out of regulation 603 CMR 35.00 or specifications by the Massachusetts DESE pertaining to educator evaluations.

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- I) 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 issue if there was substantial compliance.
 - J) The parties agree that the confidentiality of all evaluative materials and documents generated through this process is extremely important. Therefore, the Administration will take all actions necessary to assure confidentiality of individual employees' information, especially electronic documents. If there is a breach of confidentiality, the parties agree to meet and discuss a resolution.
 - K) Excluding the Educator's end-of-the-year Formative Evaluation or summative Evaluation, due dates outlined in this agreement may change subject to the mutual agreement between the Educator and his/her Evaluator.
 - L) This agreement will run concurrently with the contract between the Diman Teacher's Association and the Greater Fall River Vocational School District.