

CBRSD EDUCATOR EVALUATION

ARTICLE 25 ATTACHMENT OF THE 2012-2015 COLLECTIVE BARGAINING AGREEMENT BETWEEN THE C.B.E.A. AND THE C.B.R.S.D.

Ratified May 9, 2013

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1) Purpose of Educator Evaluation

The standards and evaluation system that follow are based upon a philosophy that a high level of teacher effectiveness can only be achieved in an atmosphere of mutual respect and positive dialogue between teacher and evaluator. Promoting professional growth and exemplary teaching practice is recognized as a complex process that requires the unflagging interest, support and enthusiasm of all parties of interest. Any meaningful effort to improve the quality of teaching dictates that an examination of teaching practice and professional development be on-going. With such principles in mind, the Central Berkshire Regional School District has established what it considers worthy teacher performance standards and an effective evaluation cycle that encourages and supports meaningful professional development and continuous assessment of teaching competency.

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

- A) ***Artifacts of Professional Practice:** Products of an Educator's work and student work samples that demonstrate the Educator's knowledge and skills with respect to specific performance standards.
- B) **Caseload Educator:** Educators who teach or counsel individual or small groups of students through consultation with the regular classroom teacher, for example, school nurses, guidance counselors, speech and language pathologists, and some reading specialists and special education teachers.
- 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 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 practice; and additional evidence relevant to one or more Standards of Effective Teaching Practice (603 CMR 35.03). Evidence that has not been shared with the Educator within ten (10) working days shall not be utilized in the evaluation process.

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- 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. The District will consult with the Association and shall negotiate the District-determined Measures if required by law.
- 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.
 - ii) **Self-Directed Growth Plan** shall mean a plan developed by the Educator for one or two school years for Educators with PTS who are rated proficient or exemplary.
 - iii) **Directed Growth Plan** shall mean a plan developed by the Educator and the Evaluator of one school year for Educators with PTS who are rated needs improvement.
 - iv) **Improvement Plan** shall mean a plan developed by the Evaluator of at least 90 instructional days and no more than one school year for Educators with PTS who are rated unsatisfactory with goals specific to improving the Educator's unsatisfactory performance. In those cases where an Educator is rated unsatisfactory near the close of a school year, the plan may include activities during the summer preceding the next school year by mutual agreement.
- H) ***ESE:** The Massachusetts Department of Elementary and Secondary Education.
- I) ***Evaluation:** The ongoing process of defining goals and identifying, gathering, and using evidence as part of a process to improve professional performance (the "formative evaluation" and "formative assessment") and to assess total job effectiveness and make personnel decisions (the "summative evaluation").
- J) ***Evaluator:** Any person designated by a superintendent who has primary 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.
 - 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.

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- iii) **Teaching Staff Assigned to More Than One Building:** Each Educator who is assigned to more than one building will be evaluated by the appropriate administrator where the individual is assigned most of the time. The principal of each building in which the Educator serves must review and sign the evaluation, and may add written comments. In cases where there is no predominate assignment, the superintendent will determine who the primary evaluator will be.
- iv) **Notification:** The Educator shall be notified in writing of his/her primary Evaluator and supervising Evaluator, if any, at the outset of each new evaluation cycle. The Evaluator(s) may be changed upon notification in writing to the Educator. The Educator may request a different evaluator by written request to either the evaluator and/or the superintendent, but the decision of the superintendent shall be final and shall not be subject to the provisions of Article 4 of the collective bargaining agreement.
- K) **Evaluation Cycle:** A five-component process that all Educators follow consisting of 1) Self-Assessment; 2) Goal-setting and Educator Plan development; 3) Implementation of the Plan; 4) Formative Assessment/Evaluation; and 5) Summative Evaluation.
- L) ***Experienced Educator:** An educator with Professional Teacher Status (PTS).
- M) ***Family:** Includes students' parents, legal guardians, foster parents, or primary caregivers.
- N) ***Formative Assessment:** The process used to assess progress towards attaining goals set forth in Educator plans, performance on standards, or both. This process may take place at any time(s) during the cycle of evaluation, but typically takes place at mid-cycle.
- O) ***Formative Evaluation:** An evaluation conducted at the end of Year 1 for an Educator on a 2-year Self-Directed Growth plan or at mid-year for Educators on one-year plans 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. The term "Team" shall include: Elementary Grade level Teams, Specialist Teams, Middle School Teams, High School Departments, Vertical Teams, and Content Area Groups.
- 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. Measures may include demonstration of student knowledge and skill attainment, which may include, but are not limited to, informal checks of student understanding, running records, demonstrations of knowledge and/or skills, presentations, performances, projects, experiments, tests, quizzes, reports, essays, multi-state performance tasks, internships, service learning projects, district and state-determined performance measures. This definition may be revised as required by regulations or agreement of the parties upon issuance of ESE guidance expected by July 2012, and shall be negotiated if required by law.

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- S) ***Observation:** A data gathering process that includes notes and judgments made during one or more classroom or worksite visits(s) of no less than 10 minutes in duration by the Evaluator and may include examination of artifacts of practice including student work. An observation may occur in person or through video. Video observation will only occur if mutually agreed upon by the Evaluator and Educator. Video observations will be done openly and with knowledge of the Educator. The parties agree to bargain the protocols of video observations should either party wish to adopt such practice. 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 parties to this agreement are the Central Berkshire Regional School Committee and the Central Berkshire Education Association.
- 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.

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- 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:
- 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.
- 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 district-determined measures and state assessments used in determining the Educator's rating on impact on student learning as high. moderate or low upon guidance from the DESE and shall be negotiated if required by law.

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. The Association shall be consulted regarding these measures, and the measures shall be negotiated if required by law.
 - iii) Measures of student progress and/or achievement toward student learning goals set between the Educator and Evaluator for the school year or some other period of time established in the Educator Plan.
 - iv) For Educators whose primary role is not as a classroom teacher, the appropriate measures of the Educator's contribution to student learning, growth, and achievement set by the district. The measures set by the district should be based on the Educator's role and responsibility. The Association shall be consulted regarding these measures, and the measures shall be negotiated if required by law.
- B) Judgments based on observations and artifacts of practice including:
 - i) Unannounced observations of practice of at least ten (10) minutes .
 - ii) Announced observation(s) for non-PTS Educators in their first year of practice in a school, Educators on Improvement Plans, and as determined by the Evaluator.
 - iii) Examination of Educator work products.
 - iv) Examination of student work samples.
- C) Evidence relevant to one or more Performance Standards, including but not limited to:
 - i) Evidence compiled and presented by the Educator, including :
 - (a) Evidence of fulfillment of professional responsibilities and growth such as self-assessments, peer collaboration, professional development linked to goals in the Educator plans, contributions to the school community and professional culture;
 - (b) Evidence of active outreach to and engagement with families;
 - ii) Evidence of progress towards professional practice goal(s);
 - iii) Evidence of progress toward student learning outcomes goal(s).
 - iv) Student and Staff Feedback – see # 23-24, below; and

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- 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.

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 districts may use either the rubrics provided by ESE or comparably rigorous and comprehensive rubrics developed or adopted by the district and reviewed by ESE. The parties shall adopt the rubric for the 2012-2013 school year except that IV4-F-2 (Proficient and Unsatisfactory) shall be adapted by deleting the words, "or absent" . and said rubric shall be reviewed and may be modified by mutual agreement during the 2013-2014 school year by recommendation of the JLMC and ratification by the respective constituent bodies.

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 ESE.
- B) By November 1st 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 1st date, and who has not previously completed such an activity, shall complete such a professional learning activity about self-assessment and goal-setting within three 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 ESE.

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:

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- i) Provide an overview of the evaluation process. including goal setting and the educator plans.
 - ii) Provide all Educators with directions for obtaining a copy of the forms used by the district. These may be electronically provided.
 - iii) The faculty meeting may be digitally recorded to facilitate orientation of Educators hired after the beginning of the school year.
 - iv) Educators hired after the annual training shall be provided an overview and forms within four (4) weeks of their hire date.

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 15th 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 district's rubric.
 - (c) Proposed goals to pursue:
 - (1st) At least one goal directly related to improving the Educator's own professional practice.
 - (2nd) At least one goal directed related to improving student learning.

B) Proposing the goals

- i) Educators must consider goals for grade-level. subject-area. department teams. or other groups of Educators who share responsibility for student learning and results. except as provided in (ii) below. Educators may meet with teams to consider establishing team goals. Evaluators may participate in such meetings.
- ii) For Educators in their first year of practice. the Evaluator or his/her designee will meet with each Educator by October 1st (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 and student learning goals which must include induction and mentoring activities.
- iii) Unless the Evaluator indicates that an Educator in his/her second or third years of practice should continue to address induction and mentoring goals pursuant to 603 CMR 7.12. the Educator may address shared grade level or subject area team goals.

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- 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; 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 ESE issues guidance on this matter. The Association shall be consulted regarding said process, and the process will be negotiated if required by law. See #22, below.
- C) Educator Plan Development Meetings shall be conducted as follows:
 - i) Educators in the same school may meet with the Evaluator in teams and/or individually at the end of the previous evaluation cycle or by October 15th of the next academic year to develop their Educator Plan. Educators shall not be expected to meet during the summer hiatus.
 - ii) For those Educators new to the school, the meeting with the Evaluator to establish the Educator Plan must occur by October 15th or within six weeks of the start of their assignment in that school.
 - iii) The Evaluator shall meet individually with Educators with PTS and ratings of needs improvement or unsatisfactory to develop professional practice goal(s) that must address specific standards and indicators identified for improvement. In addition, the goals may address shared grade level or subject matter goals.
- D) The Evaluator completes the Educator Plan by November 1st. The Educator shall sign the Educator Plan within 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

- A) In the first year of practice or first year assigned to a school:

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- i) The Educator shall have at least one announced observation during the school year using the protocol described in section 11B. below.
 - ii) The Educator shall have at least three unannounced observations during the school year.
 - iii) Should an Evaluator feel that more than five (5) unannounced observations are necessary. the Evaluator shall provide written notice to the Educator.
- B) In their second and third years of practice or second and third years as a non-PTS Educator in the school:
- i) The Educator shall have at least three 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 at least one unannounced observation during the evaluation cycle.
- B) The Educator whose overall rating is needs improvement must be observed according to the Directed Growth Plan during the period of Plan which must include at least two 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 Evaluator. 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

The Evaluator's first observation of the Educator should take place by December 15. Observations required by the Educator Plan should be completed by May 15th. 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.

Unannounced Observations

- i) Unannounced observations may be in the form of partial or full-period classroom visitations of not less than 10 minutes.
 - ii) The Educator will be provided with at least brief written feedback from the Evaluator within 3-5 school days of the observation. The written feedback shall be delivered to the Educator in person. by email. placed in the Educator's mailbox or mailed to the Educator's home.
 - 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 30 minutes in duration within 30 school days.
 - iv) At the beginning of an unannounced observation. the Evaluator will state. "I am here to observe."
- B) Announced Observations

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- i) All non-PTS Educators in their first year in the school. PTS Educators on Improvement Plans and other educators at the discretion of the evaluator shall have at least one Announced 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 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. Non-PTS Educators shall have a pre-observation conference.
 - (1st) 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.

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 5 school days of the observation, the Evaluator and Educator shall meet for a post-observation conference. This timeframe may be extended due to unavailability on the part of either the Evaluator or the Educator, but shall be rescheduled within 24 hours if possible.
 - (d) The Evaluator shall provide the Educator with written feedback within ten (10) school days. 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.
 - (5th) The Evaluator and Educator must sign the observation form.
 - (6th) The Evaluator and Educator may attach a letter and/or evidence of the observation.
 - (7th) The Educator's signature does not necessarily indicate agreement with the contents.
 - (8th) 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 30 minutes in duration within 30 school days.

12) Evaluation Cycle: Formative Assessment

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- 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. For Educators on a one-year plan, Formative Assessment reports occur mid-year.
 - 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.
 - D) No less than two weeks before the due date for the Formative Assessment report, which due date shall be established by the Evaluator with written notice 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 provide to the evaluator additional evidence of the educator's performances against the four Performance Standards.
 - E) Upon the request of either the Evaluator or the Educator, the Evaluator and the Educator will meet either before or after completion of the Formative Assessment Report.
 - F) The Evaluator shall complete the Formative Assessment report and provide a copy to the Educator. All Formative Assessment reports must be signed by the Evaluator and delivered face-to-face, by email 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. This letter and/or evidence shall be attached to the assessment at the discretion of the Educator.
 - H) The Educator shall sign the Formative Assessment report by within 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.

13) 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 near the end 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 weeks before the due date for the Formative Evaluation report. which due date shall be established by 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.
- D) The Evaluator shall complete the Formative Evaluation report and provide a copy to the Educator. All Formative Evaluation reports must be signed by the Evaluator and delivered face-to-face. by email or to the Educator's school mailbox or home.
- E) Upon the request of either the Evaluator or the Educator. the Evaluator and the Educator will meet either before 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. This letter and/or evidence can be attached to the assessment at the discretion of the Educator.
- G) The Educator shall sign the Formative Evaluation report by within 5 10 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 Evaluator may change the activities in the Educator Plan.
- I) If the rating in the Formative Evaluation report differs from the last summative rating the Educator received. the Evaluator may place the Educator on a different Educator Plan. appropriate to the new rating.

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 May 15th.
- B) The Evaluator determines a rating on each standard and an overall rating based on the Evaluator's professional judgment. an examination of evidence against the Performance Standards and evidence of the attainment of the Educator Plan goals.
- C) The professional judgment of the primary evaluator shall determine the overall summative rating that the Educator receives.
- D) For an educator whose overall performance rating is exemplary or proficient and whose impact on student learning is low. the evaluator's supervisor shall discuss and review the rating with the evaluator and the supervisor shall confirm or revise the educator's rating. In cases where the superintendent serves as the primary evaluator. the superintendent's decision on the rating shall not be subject to review.

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- E) 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.
 - F) To be rated proficient overall, the Educator shall, at a minimum, have been rated proficient on the Curriculum, Planning and Assessment and the Teaching All Students Standards of Effective Teaching Practice.
 - G) No less than four weeks before the due date for the Summative Evaluation report, which due date shall be established by the Evaluator with written notice provided to the Educator, the Educator will provide to the Evaluator evidence of family outreach and engagement, fulfillment of professional responsibility and growth, and progress on attaining professional practice and student learning goals. The educator may also provide to the evaluator additional evidence of the educator's performance against the four Performance Standards.
 - H) The Summative Evaluation report should recognize areas of strength as well as identify recommendations for professional growth.
 - I) The Evaluator shall deliver a signed copy of the Summative Evaluation report to the Educator face-to-face, by email or to the Educator's school mailbox or home no later than May 15th.
 - J) The Evaluator shall meet with the Educator rated needs improvement or unsatisfactory to discuss the summative evaluation. The meeting shall occur by June 1st.
 - K) The Evaluator may meet with the Educator rated proficient or exemplary to discuss the summative evaluation, if either the Educator or the Evaluator requests such a meeting. The meeting shall occur by June 10th.
 - L) Upon mutual agreement, the Educator and the Evaluator may develop the Self-Directed Growth Plan for the following two years during the meeting on the Summative Evaluation report.
 - M) The Educator shall sign the final Summative Evaluation report by June 15th. The signature indicates that the Educator received the Summative Evaluation report in a timely fashion. The signature does not indicate agreement or disagreement with its contents.
 - N) The Educator shall have the right to respond in writing and may include evidence within ten (10) school days after receiving the summative evaluation which shall become part of the final Summative Evaluation report.
 - O) A copy of the signed final Summative Evaluation report shall be filed in the Educator's personnel file.

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, but is not limited to:
 - i) At least one goal related to improvement of practice tied to one or more Performance Standards;
 - ii) At least one goal for the improvement the learning, growth and achievement of the students under the Educator's responsibility;

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- 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.

16) 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.

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. 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 after 2013-2014 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.

18) Educator Plans: Directed Growth Plan

- A) A Directed Growth Plan of one (1) year 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 and provide a timeline in which the goals could be addressed.
- 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.

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- 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.
 - F) The Educator shall be informed that he/she has the right to have a representative of the Employee Organization/Association attend the meeting(s).

19) Educator Plans: Improvement Plan

- A) An Improvement Plan is for those Educators with PTS whose overall rating is unsatisfactory. In the event that an Educator was on a Self-Directed Plan in the prior year and receives an overall rating of unsatisfactory, said Educator will be placed on a one-year Improvement Plan .
- B) The parties agree that in order to provide students with the best instruction, it may be necessary from time to time to place an Educator whose practice has been rated as unsatisfactory on an Improvement Plan of no fewer than 90 instructional 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 by mutual agreement.
- 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) The goals in the Plan must address areas identified as needing improvement as determined by the Evaluator and provide a timeline in which the goals could be addressed. The Evaluator shall be responsible for providing the Educator with guidance and assistance in accessing the resources and professional development outlined in the Improvement Plan.
- E) 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.
- F) 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.
- G) The Improvement Plan process shall include:
 - i) Within ten school days of notification to the Educator that the Educator is being placed on an Improvement Plan, the Evaluator shall schedule a meeting with the Educator to discuss the Improvement Plan. The Evaluator will develop the Improvement Plan, which will include the provision of specific assistance to the Educator.
 - ii) If the Educator consents, the Employee Organization/Association will be informed that an Educator has been placed on an Improvement Plan.
 - iii) The Educator shall be informed that he/she has the right to have a representative of the Employee Organization/Association attend the meeting(s).
- H) The Improvement Plan shall:

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- i) Define the improvement goals directly related to the performance standard(s) and/or student learning outcomes that must be improved;
 - ii) Describe the activities and work products the Educator must complete as a means of improving performance;
 - iii) Describe the assistance that the district will make available to the Educator;
 - iv) Articulate the measurable outcomes that will be accepted as evidence of improvement;
 - v) Detail the timeline for completion of each component of the Plan, including at a minimum a mid-cycle formative assessment report of the relevant standard(s) and indicator(s);
 - vi) Identify the individuals assigned to assist the Educator which must include minimally the Supervising Evaluator; and.
 - vii) Include the signatures of the Educator and Supervising Evaluator.
- I) A copy of the signed Plan shall be provided to the Educator. 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.
- J) Decision on the Educator's status at the conclusion of the Improvement Plan.
- i) All determinations below must be made no later than June 1. One of three decisions must be made at the conclusion of the Improvement Plan:
 - (a) If the Evaluator determines that the Educator has improved his/her practice to the level of proficiency, the Educator will be placed on a Self-Directed Growth Plan.
 - (b) 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, has improved his/her academic practice to the level of needs improvement, he/she shall be placed 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) Timeline

A) Non-Professional Status (NPS) Educators

Activity:	Responsible Party:	Completed By:
Mandatory meeting for new hires to explain evaluation process (6:A iv)	Superintendent.	Within four weeks of hire
Annual Orientation (6:A i-iv)	Superintendent or Designee	Start of the School Year
Proposing Goals (7:Bii)	Educator in first Year and Supervisor	October 1
Educator Plan Meeting (8:Cii)	Educator New to School	Oct. 15
Meeting for staff hired after the start of the school year to explain evaluation process (after this date. district administrators are responsible for this activity) (6:A iv)	Superintendent.	Within four weeks of hire
Educator Plan (8:D)	Educators/Evaluators	Nov.1 and signed within 5 school days
First observation (11)	Principal/Evaluator	By December 15
Provide evaluator with evidence pertinent to all four standards (12:D)	Educator	Two weeks before Formative Evaluation Report
Formative Assessment Report (12:B)	Evaluation	Mid-Cycle
Administrative conversation on award of Professional Status for NPS in Year three (21:A)	Superintendent and Principal	May 1
Completion of Required Observations (11)	Principal	May 15
Summative Evaluation Report (14:A)	Principal	May 15
Summative Evaluation Meeting. for Educators receiving Needs Improvement or Unsatisfactory rating (14:J)	Principal and Educator	June 1
Summative Evaluation Meeting. for Educators rated Proficient or Exemplary: if requested by either party (14:K)	Principal & Educator	June 10
Summative Evaluation Report signed by all parties	Principal and Educator	June 15
Statutory deadline for non-renewal of non-PTS educators	Principal and Superintendent	June 15

B) Educators with Professional Teacher Status on One or Two Year Plans

Activity:	Responsible Party:	Completed By:
First Year of the Agreement: Professional Training about Self Assessment and Goal-Setting (5:B)	Superintendent or Designee	Nov. 1
Annual Orientation (6:A I-IV)	Superintendent or Designee	Start of the School Year
Self Assessment (7:A-1)	Educator	October 15
Educator Plan (8:D)	Educators/Evaluators	Nov.1 and signed within 5 school days
First Observation (11)	Evaluator	Before December 15
Observation	Principal/Evaluator	Any time during the evaluation cycle
Final Observation (11)	Evaluator	May 15 but additional observations may take place after
Provide evaluator with evidence pertinent to all four standards (12:D)	Educator	Two weeks before Formative Evaluation Report
Formative Evaluation Report-Two Year Plans (12)	Evaluation	End of Year 1
Formative Evaluation Report-One Year Plans (12)	Evaluation	Mid-cycle
Formative Evaluation Meeting upon request of either party (12:E)	Principal/Evaluator	Mid-Cycle
Summative Evaluation Report (14:A)	Principal/Evaluator	May 15
Summative Evaluation Meeting. for Educators receiving Needs Improvement or Unsatisfactory rating (14:J)	Principal & Educator	June 1
Summative Evaluation Meeting. for Educators rated Proficient or Exemplary: if requested by either party (14:K)	Principal & Educator	June 10
Summative Evaluation Report signed by all parties (14:M)	Principal	June 15

C) Educators on Plans of Less than One Year

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

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 1. The principal's decision is subject to review and approval by the superintendent.
- B) Other issues relevant to Career Advancement may be negotiated during the 2012-2013 school year.

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. Upon receiving this model contract language and guidance, the parties agree to bargain with respect to this matter.

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

Non-PTS teachers in 2013-2014 will be placed on one-year Developing Educator plans. Unless a teacher is on an assistance plan, teachers with PTS who are entering what would have been Cycle two of the old four-year evaluation plan will be given a bye year, having been engaged in goal setting in 2012-2013. Teachers with PTS who were in Cycles two, three, or four in 2012-2013 will be invited to go into Year One of the new two-year cycle, which entails goal setting through a self-directed growth plan. If, when seeking balance for evaluators between 2013-2014 and 2014-2015, there are too few teachers from Cycle two, three, or four who volunteer to enter Year One of the new two-year cycle in 2013-2014, then the balance will be achieved by selecting Year One PTS participants by reverse seniority within each building. The new evaluation system will not be used during the remainder of the 2012-2013 school year, except that the educators who will be on the new evaluation system during the 2013-2014 school year will commence developing goals for the 2013-2014 school year in a manner agreed upon by the parties.

26. General Provisions

- A) Only Evaluators who are licensed may serve as primary evaluators of Educators.
- B) Evaluators shall not make negative comments about the Educator's performance, or comments of a negative evaluative nature, in the presence of students, parents or other staff, except in the unusual circumstance where the Evaluator concludes that s/he must immediately and directly intervene. Nothing in this paragraph is intended to limit an administrator's ability to investigate a complaint, or secure assistance to support an Educator.

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- C) The superintendent shall insure that Evaluators have training in supervision and evaluation, including the regulations and standards and indicators of effective teaching practice promulgated by ESE (35.03), and the evaluation Standards and Procedures established in this Agreement.
 - D) Should there be a serious disagreement between the Educator and the Evaluator regarding an overall summative performance rating of unsatisfactory, the Educator may meet with the Evaluator's supervisor to discuss the disagreement. Should the Educator request such a meeting, the Evaluator's supervisor must meet with the Educator. The Evaluator may attend any such meeting at the discretion of the superintendent.
 - E) The parties agree to establish a joint labor-management evaluation team which shall review the evaluation processes and procedures annually through the first three years of implementation and recommend adjustments to the parties.
 - F) Violations of this article are subject to the grievance and arbitration procedures.
 - G) The parties shall meet to negotiate the content of the evaluation forms and the evaluation timeline by June 30, 2013.

CENTRAL BERKSHIRE REGIONAL SCHOOL DISTRICT

SUPERVISION AND EVALUATION FORMS

ARTICLE 25 ATTACHMENT OF THE 2012-2015 COLLECTIVE BARGAINING AGREEMENT BETWEEN THE C.B.E.A. AND THE C.B.R.S.D.

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Appendix A: Self-Assessment Forms

Self-Assessment Form –Student Learning, Growth and Achievement

(Presented at SMART Goals Meeting)

Educator: _____

Title: _____

School: _____

Evaluator: _____

Current Performance Rating (School Year): _____

Part I: Student Learning, Growth and Achievement

Briefly summarize areas of strengths and high-priority concerns for students under your responsibility for the upcoming school year. Cite evidence such as results from available assessments and your previous year's evaluation.

Team, if applicable: _____

Members: _____

Appendix A
Self-Assessment Form – Assessment of Professional Practice
(Presented at SMART Goals Meeting)

Educator: _____

Title: _____

School: _____

Evaluator: _____

Current Performance Rating (School Year): _____

Part II: Assessment of Professional Practice

Citing your district's performance rubric, briefly summarize areas of strength and high-priority areas for growth including your previous year's evaluation. Areas may target individual or multiple Standards, Indicators or Elements.

Team, if applicable: _____

Members: _____

Appendix A Additional Information

Self-Assessment Standards and Indicators at a Glance

Standard I: Curriculum, Planning, and Assessment. The teacher promotes the learning and growth of all students by providing high quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.

- **Curriculum and Planning:** Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.
- **Assessment:** Uses a variety of informal and formal methods of assessments to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction.
- **Analysis:** Analyzes data from assessments, draws conclusions, and shares them appropriately.

Suggested Evidence to Meet Standards and Indicators:

- | | |
|---|--|
| • <i>Unit subject matter content and/or skills</i> | • <i>Analysis of student learning needs</i> |
| • <i>Lesson or Unit Plan Goals</i> | • <i>Grade level or subject team collaboration</i> |
| • <i>Standards-based units of instruction</i> | • <i>Tiered/differentiated lessons/units</i> |
| • <i>Lesson Plans</i> | • <i>Tiered/differentiated assessments</i> |
| • <i>Measureable outcomes for students</i> | • <i>Methods for engaging all students</i> |
| • <i>Teacher-developed assessments</i> | • <i>Posted behavioral norms</i> |
| • <i>Examples of assessments used</i> | • <i>Photographs of instructional space</i> |
| • <i>Scoring guides/rubrics</i> | • <i>Evidence of student engagement</i> |
| • <i>Student work samples</i> | • <i>Homework assignments</i> |
| • <i>Student data analysis</i> | • <i>Communications to students about work</i> |
| • <i>Lessons/units amended based on data analysis</i> | • <i>Grading practices</i> |
| • <i>Team-developed instructional work products</i> | • <i>Other</i> |

Standard II: Teaching All Students. The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

- **Instruction:** Uses instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.
- **Learning Environment:** Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.
- **Cultural Proficiency:** Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.
- **Expectations:** Plans and implements lessons that set clear and high expectations and also make knowledge accessible for all students.

Suggested Evidence to Meet Standards and Indicators:

- | | |
|--|---|
| • <i>Unit subject matter content and/or skills</i> | • <i>Student work samples</i> |
| • <i>Lesson or Unit Plan Goals</i> | • <i>Student data analysis</i> |
| • <i>Standards-based units of instruction</i> | • <i>Lessons/units amended based on data analysis</i> |
| • <i>Lesson Plans</i> | • <i>Team-developed instructional work products</i> |
| • <i>Measureable outcomes for students</i> | • <i>Analysis of student learning needs</i> |
| • <i>Teacher-developed assessments</i> | • <i>Grade level or subject team collaboration</i> |
| • <i>Examples of assessments used</i> | • <i>Tiered/differentiated lessons/units</i> |
| • <i>Scoring guides/rubrics</i> | • <i>Tiered/differentiated assessments</i> |

- *Methods for engaging all students*
- *Posted behavioral norms (continued)*
- *Photographs of instructional space*
- *Evidence of student engagement*
- Homework assignments
- Communications to students about work
- Grading practices
- Other

Standard III: Family and Community Engagement. The teacher promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

- **Engagement:** Welcomes and encourages every family to become active participants in the classroom and school community.
- **Collaboration:** Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.
- **Communication:** Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.

Suggested Evidence to Meet Standards and Indicators:

- *Outreach activities to families*
- *Parent-teacher conference participation*
- *RTI, IEP or 504 Plan conference participation*
- *Communication with families via phone calls, emails, meetings*
- *Assistance to families about homework*
- *Notification to families about student performance/behavior*
- *Feedback from parents/families*
- *College/financial aid program development*
- *Other*

Standard IV: Professional Culture. The teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

- **Reflection:** Demonstrates the capacity to reflect on and improve the educator’s own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.
- **Professional Growth:** Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles.
- **Collaboration:** Collaborates effectively with colleagues on a wide range of tasks.
- **Decision-Making:** Becomes involved in school wide decision making, and takes an active role in school improvement planning.
- **Shared Responsibility:** Shares responsibility for the performance of all students within the school.
- **Professional Responsibilities:** Is ethical and reliable, and meets routine responsibilities consistently.

Suggested Evidence to Meet Standards and Indicators:

- *Professional development program/graduate work completion*
- *PD program/course work products*
- *Grade or subject team participation*
- *Model lesson/counseling session educator*
- *Curriculum development examples*
- *Parent engagement program development*
- *School or district committee service*
- *Professional conference attendance and report to colleagues*
- *Student teacher supervisor*
- *Mentor/Instructional Coach*
- *Professional development program leader*
- *Instructional Coach -school activity advisor/coach*
- *Behavioral referrals*
- *Paper work completion*
- *Attendance rate*
- *Other*

Appendix B: S.M.A.R.T. Goal Forms

SMART Goal Analysis Protocol		
S.M.A.R.T. Elements -	Guiding Questions - Professional Practice Goal	Guiding Questions- Student Learning Goal
S pecific – Goal has a well-defined target that gives clarity, direction, and focus. If the goal is vague, you will find it difficult to achieve	What does the individual/team want to accomplish?	Does the goal clearly state the design for what students are to know and/or be able to do?
M easurable – Concrete criteria for measuring progress toward attainment of the goal. Measuring progress is supposed to help you stay on track and reach targets, to reach the ultimate goal.	How will the individual/team measure success?	How will the individual/team measure beginning, intermediate, and final student progress?
A ction Oriented – Actions are specific steps towards the attainment of your goal. Your actions are your plan.	What are the individual's/team's specific actions for this goal?	What are the individual's/team's specific actions for student progress?
R esults and Realistic – You should know and be able to define your specific outcome. Knowing what a successful outcome will look like will guide the plan and actions to be taken.	What does the successful completion of the individual/team goal look like?	What does the student success/successful completion of the individual/team goal look like?
T imed and Tracked – Goal to be achieved within a specified time frame with progress toward goal (benchmark periods) measured and tracked.	What is the timeline (calendar) and completion date for the individual's/team's goal?	What is the timeline for measuring progress and final assessment?

Appendix B
FROM CONCEPT TO GOAL STATEMENT
(Not Submitted)

STEP 1: Concept = Draft what you want to do in a sentence:

STEP 2: Now dissect the S.M.A.R.T. Actions in your sentence. If anything is missing, write in your additions below:

SPECIFIC: _____

MEASURABLE: _____

ACTION-ORIENTED: _____

REALISTIC RESULTS: _____

TIMED & TRACKED: _____

STEP 3: Check your rubric to see what the Standard, Indicator and Elements say about what you want to do and document it. (i.e. II-A-3)

STEP 4: Now, rewrite your goal statement from Step 1 and you will have a well-constructed SMART goal.

Appendix B

CBRSD EDUCATOR PLAN: SMART GOAL

This Goal: Individual Goal Team Goal
 Student Learning Goal Professional Practice Goal

Educator Name/Title _____

Evaluator Name/Title _____

School _____

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

Plan Duration 2-Year One Year Less than 1-year _____

Start Date: _____ End Date: _____

The Goal Statement:

Is it Specific and Strategic? Measurable? Action-Oriented? Rigorous, Realistic, Results Focused? Timed and Tracked?

Key Actions:

Appendix B

Benchmarks:

The self-assessment and other sources have been shared, and this goal, the actions and benchmarks have been discussed and approved.

Educator Signature/Date

Evaluator Signature/Date

OPTIONAL SMART GOAL FORM: PROFESSIONAL PRACTICE GOAL

Identify/Clarify a Focus or Goal Topic (Rubric Standard, Indicator and/or Element(s)) (10 mins)

Goal Type: Individual Team

1. **Why** is this topic/focus important? (5 mins)
Strategic

GOAL OBJECTIVE (5 mins)

2. **What** skills, knowledge, or practice will I/we acquire or develop through achieving this goal? (8 mins)
Specific, Rigorous, Results-Focused

3. **When** will I/we achieve this goal? (2 mins)
Realistic, Timed

4. **How will I/we demonstrate progress toward this goal? (10 mins)**

Action-Oriented, Tracked

[Empty box for response to question 4]

5. **How will I/we know the goal has been achieved? (5 mins)**

Measurable

DRAFT GOAL STATEMENT (15 mins)

[Large empty box for Draft Goal Statement]

Sample Professional Practice Goal: 6th Grade Science Teacher

Identify/Clarify a Focus or Goal Topic (Rubric Standard, Indicator and/or Element(s)) (10 mins)

Differentiating instruction to address learning needs of ELL students

- “Meeting Diverse Needs” (II.A.3); Professional Collaboration (IV.C); Assessment (I.B); Analysis (I.C)

Goal Type: Individual Team

1. **Why** is this topic/focus important? *Strategic*

- Increasing number of ELL students entering MS who aren't prepared to engage with and understand key concepts in science
- New standards for applying literacy to science (2011 Revised Curriculum Frameworks)
- New SEI professional development requirements

GOAL OBJECTIVE

Better differentiate instruction to improve performance of ELL students on science content standards through a focus on improving comprehension

2. **What** skills, knowledge, or practice will I/we acquire or develop through achieving this goal? *Specific, Rigorous, Results-Focused*

Increase knowledge and practice using pedagogical techniques that improve comprehension of ELL students in multiple areas of science

3. **When** will I/we achieve this goal? *Realistic, Timed*

1 year

4. **How** will I/we demonstrate progress toward this goal? *Action-Oriented, Tracked*

- work with ELL specialist to discuss evidence-based instructional strategies for teaching academic language and vocabulary to ELL students
- identify two to three instructional strategies with a focus on teaching symbols, key terms, and other domain-specific words and phrases to pilot as a team
- implement and analyze effectiveness of lesson plans that incorporate identified instructional strategies
- Weekly analysis of exit slips to assess student mastery of new vocabulary and/or scientific language and determine effectiveness of instructional strategy. Make adjustments if needed.

5. **How** will I/we know the goal has been achieved? *Measurable*

- Identified, piloted, and assessed 2-3 instructional strategies to inform future ELL instruction by end of the year
- Shared a “bank” of the strategies and resources that led to greatest improvements in ELL mastery of scientific vocabulary and comprehension

DRAFT GOAL STATEMENT

In order to improve our ability to meet the needs of our rising ELL population by the end of this school year, the science dept. will collaborate to identify 2-3 instructional strategies designed to improve comprehension of ELLs; each team member will pilot them in at least three science units and assess their effectiveness; and the team will share the most effective strategies with school staff by May 1.

OPTIONAL SMART GOAL FORM: STUDENT LEARNING GOAL

Identify/Clarify a Focus or Goal Topic (Area of student learning, performance, behavior, etc) (10 mins)

Goal Type: Individual Team

1. **Why** is this topic/focus important? (5 mins)
Strategic

GOAL OBJECTIVE (5 mins)

2. **What** students (subgroup, class, grade span, etc) are the focus of this goal? (3 mins)
Specific, Rigorous, Results-Focused

3. **When** will I/we achieve this goal? (2 mins)
Realistic, Timed

4. How will I/we demonstrate progress toward this goal? (10 mins)

Action-Oriented, Tracked

[Empty box for response to question 4]

5. How will I/we know the goal has been achieved? (5 mins)

Measurable

DRAFT GOAL STATEMENT (15 mins)

[Large empty box for Draft Goal Statement]

Sample Student Learning Goal: High School Guidance Counselor

Identify/Clarify a Focus or Goal Topic (Area of student learning, performance, behavior, etc)

Persistently low enrollment rates in honors and AP courses by historically underrepresented student subgroups.

Goal Type: Individual Team

6. Why is this topic/focus important? *Strategic*

- Contributes to college & career readiness
- Achievement gap

GOAL OBJECTIVE

Work with colleagues to improve enrollment rates of historically underrepresented student subgroups in advanced/honors courses.

7. What students (subgroup, class, grade span, etc) are the focus of this goal? *Specific, Rigorous, Results-Focused*
African American and Latino males (statistically the most under-represented subgroup in honors, AP and enrichment courses)

8. When will I/we achieve this goal? *Realistic, Timed*

2 years

9. How will I/we demonstrate progress toward this goal? *Action-Oriented, Tracked*

Targeted outreach to classroom teachers responsible for advancing students to honors, AP and/or enrichment courses as well as teachers of these courses; focus on exposing 9th grade African-American and Latinos to enrichment opportunities; one-on-one meetings w/ targeted students to better align course enrollment to interests and abilities

10. How will I/we know the goal has been achieved? *Measurable*

Schoolwide, 10% yearly increase in enrollment by African-American and Latino males in AP, honors and enrichment courses

DRAFT GOAL STATEMENT

As part of our school's mission to improve college and career readiness for *all* students and close the achievement gap, I will work with school staff to raise the enrollment of African American and Latino males in honors, AP and enrichment courses by 10 percent each year over a 2-year period through targeted outreach to teachers and students, increased learning about and exposure to enrichment opportunities by students in 9th grade, and individualized support to better align student interests and abilities to appropriate, rigorous courses.

Appendix C: Evaluation Tracking Sheet

Educator—Name/Title: _____

Primary Evaluator—Name/Title: _____

Supervising Evaluator, if any—Name/Title/Role in evaluation:

School(s): _____

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

Plan Duration: Two-Year One-Year Less than a year _____

Evaluation Step	Date(s)	Educator Initials	Evaluator(s) Initials
Self-Assessment received by evaluator			
Educator Plan development completed			
<input type="checkbox"/> Formative Assessment conference, if any ¹ <input type="checkbox"/> Formative Evaluation conference, if any ²			
<input type="checkbox"/> Formative Assessment Report completed <input type="checkbox"/> Formative Evaluation Report completed ³			
Educator response, if any, received by evaluator ⁴			
Summative Evaluation conference, if any			
Summative Evaluation Report completed			
Educator response, if any, received by evaluator			

¹ As per the Massachusetts Model System for Educator Evaluation Contract Language, evaluation conferences are required for ratings of Needs Improvement and Unsatisfactory, but conferences may be requested by either the educator or evaluator for any Educator Plan. The conference may occur before or after the Report is completed; the sequence in the above table does not denote required chronological order.

² Formative Evaluation only occurs at the end of the first year of a **two-year Self-Directed Growth Plan**.

³ The educator's formative evaluation rating at the end of the first year of the two-year cycle shall be the same as the previous summative rating unless evidence demonstrates a significant change in performance. In such a case, the rating on the formative evaluation may change. Assigning ratings is optional during Formative Assessment.

⁴ An educator may provide written comments to the evaluator at any time using the Educator Response Form, but 603 CMR 35.06 ensures that educators have an opportunity to respond to the Formative Assessment, Formative Evaluation, and Summative Evaluation in writing.

Appendix D: Mid-Cycle Report Form

Educator—Name/Title: _____

Evaluator—Name/Title: _____

School(s): _____

Please Check the Appropriate Box:

Formative Assessment Date: _____ Formative Evaluation Date: _____

Assessing:

Progress toward attaining goals Performance on Standards Both

Progress Toward Student Learning Goal(s) <i>Attach additional pages as needed.</i>				
<input type="checkbox"/> Did not meet	<input type="checkbox"/> Some progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
<u>Feedback:</u> 				
Progress Toward Professional Practice Goal(s) <i>Attach additional pages as needed.</i>				
<input type="checkbox"/> Did not meet	<input type="checkbox"/> Some progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
<u>Feedback:</u> 				

Formative (Mid-Cycle) Assessment/Evaluation Report Form

Educator—Name/Title: _____

- Evaluator is assigning same ratings as prior Summative Evaluation; no comments are required
- Evaluator is assigning ratings that differ from prior Summative Evaluation; comments are required

Rating on Each Standard				
I: Curriculum, Planning, & Assessment <u>Feedback:</u>	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
II: Teaching All Students <u>Feedback:</u>	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
III: Family & Community Engagement <u>Feedback:</u>	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
IV: Professional Culture <u>Feedback:</u>	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary

Educator—Name/Title: _____

- Evaluator is assigning same ratings as prior Summative Evaluation; no comments are required
- Evaluator 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
<u>Feedback:</u> 			
Plan Moving Forward			
<input type="checkbox"/> Self-Directed Growth Plan	<input type="checkbox"/> Directed Growth Plan	<input type="checkbox"/> Improvement Plan	<input type="checkbox"/> Developing Educator Plan

Signature of Evaluator _____ Date Completed: _____

Signature of Educator* _____ Date Received: _____

* Signature of the educator indicates acknowledgement of this report; it does not necessarily denote agreement with the contents of the report. The Educator shall sign this report within five (5) school days. If this report is not signed within five (5) school days it will be automatically placed in the Educator's personnel file. The Educator shall have the opportunity to respond to this report in writing. The Educator's response must be submitted within ten (10) school days of receipt.

Appendix E: Collection of Evidence Form

Educator—Name/Title: _____

Evaluator—Name/Title: _____

School(s): _____

Mid-Cycle/Formative End-Cycle/Summative

Student Learning Goal Evidence
Attach additional pages as needed.

Empty space for Student Learning Goal Evidence.

Professional Practice Goal Evidence
Attach additional pages as needed.

Empty space for Professional Practice Goal Evidence.

Summary of Evidence

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

Curriculum Planning & Assessment

Teaching All Students

Family & Community Engagement

Professional Culture

Signature of Educator _____

Date

Submitted _____

Signature of Evaluator _____

Date

Received _____

Attachment(s) included

Appendix F: Observation Form

Educator: _____ School: _____ Date: _____

Subject: _____ Grade: _____ Observer: _____

Time in: _____ Time out: _____ Part of Lesson/Meeting: Beginning Middle End

Observation Location: _____

OBSERVATION: Unannounced Announced

OBSERVATION EVIDENCE	ALIGNED INDICATOR

Feedback to Educator:

Educator: _____

Evidence Key: O = Observed N.O. = Not Observed

It is unlikely that evidence of all indicators listed below will be observed during a single class/worksite visit.

Standard	Indicator elements and goals that might be observed during a visit.	O	N.O.
I. Curriculum, Planning & Assessment	a. <i>Demonstrates Subject Matter Knowledge</i>		
	b. <i>Engages Student in Learning Activities as appropriate to Age and Developmental Level</i>		
	c. <i>Implements Curriculum that meets State and Local Standards</i>		
	d. <i>Utilizes Informal and Formal Assessments as Appropriate to Learning Objectives</i>		
	e. <i>Uses Data in Instructional Decision Making</i>		
II. Teaching All Students	a. <i>Communicates Clear Purpose for Lesson and Unit</i>		
	b. <i>Defines Expectations for Quality of Student Work and Effort</i>		
	c. <i>Differentiates Instruction to meet Students' Needs</i>		
	d. <i>Fosters a Safe and Collaborative Learning Environment for All</i>		
	e. <i>Respects and Affirms Diverse Individual Needs</i>		
	f. <i>Communicates and Supports High Expectations</i>		
	g. <i>Builds Positive Relationships which Supports Student Success</i>		
	h. <i>Reinforces Positive Behavior and Responds to Behavior that Interferes with Student Learning</i>		
Educator Plan	<i>Professional Practice Goal: The actual goal should be written here.</i>		
	<i>Student Learning Goal: The actual goal should be written here.</i>		

Provide the educator with a hard copy or electronic version of the completed form. Educator may comment below:

Educator comments (optional):

Appendix H: Summative Form

Educator—Name/Title: _____

Evaluator—Name/Title: _____

School(s): _____

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

Progress Toward Student Learning Goal(s)

Attach additional pages as needed.

Did not meet Some progress Significant Progress Met Exceeded

Feedback:

Progress Toward Professional Practice Goal(s)

Attach additional pages as needed.

Did not meet Some progress Significant Progress Met Exceeded

Feedback:

Educator Name/Title: _____

Rating on Each Standard

**I: Curriculum, Planning,
& Assessment**

Unsatisfactory Needs Improvement Proficient Exemplary

Feedback:

**II: Teaching All
Students**

Unsatisfactory Needs Improvement Proficient Exemplary

Feedback:

**III: Family & Community
Engagement**

Unsatisfactory Needs Improvement Proficient Exemplary

Feedback:

**IV: Professional
Culture**

Unsatisfactory Needs Improvement Proficient Exemplary

Feedback:

Educator—Name/Title: _____

Overall Performance Rating			
<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
<u>Feedback:</u>			
Plan Moving Forward			
<input type="checkbox"/> Self-Directed Growth Plan	<input type="checkbox"/> Directed Growth Plan	<input type="checkbox"/> Improvement Plan	<input type="checkbox"/> Developing Educator Plan

Signature of Evaluator _____ Date Completed: _____

Signature of Educator* _____ Date Received: _____

* Signature of the Educator indicates acknowledgement of this report; it does not necessarily denote agreement with the contents of the report. The Educator shall sign the Summative Evaluation Report within five (5) school days. If the Evaluation Report is not signed within five (5) school days it will be automatically placed in the Educator's personnel file. The Educator shall have the opportunity to respond to the report in writing. The Educator's response must be submitted within ten (10) school days of receipt.

Appendix A: Self-Assessment Forms

Self-Assessment Form –Student Learning, Growth and Achievement

(Presented at SMART Goals Meeting)

Educator: _____

Title: _____

School: _____

Evaluator: _____

Current Performance Rating (School Year): _____

Part I: Student Learning, Growth and Achievement

Briefly summarize areas of strengths and high-priority concerns for students under your responsibility for the upcoming school year. Cite evidence such as results from available assessments and your previous year's evaluation.

Team, if applicable: _____

Members: _____

Appendix A
Self-Assessment Form – Assessment of Professional Practice
(Presented at SMART Goals Meeting)

Educator: _____

Title: _____

School: _____

Evaluator: _____

Current Performance Rating (School Year): _____

Part II: Assessment of Professional Practice

Citing your district's performance rubric, briefly summarize areas of strength and high-priority areas for growth including your previous year's evaluation. Areas may target individual or multiple Standards, Indicators or Elements.

Team, if applicable: _____

Members: _____

Appendix A Additional Information

Self-Assessment Standards and Indicators at a Glance

Standard I: Curriculum, Planning, and Assessment. The teacher promotes the learning and growth of all students by providing high quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.

- Curriculum and Planning: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.
- Assessment: Uses a variety of informal and formal methods of assessments to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction.
- Analysis: Analyzes data from assessments, draws conclusions, and shares them appropriately.

Suggested Evidence to Meet Standards and Indicators:

- Unit subject matter content and/or skills
- Lesson or Unit Plan Goals
- Standards-based units of instruction
- Lesson Plans
- Measureable outcomes for students
- Teacher-developed assessments
- Examples of assessments used
- Scoring guides/rubrics
- Student work samples
- Student data analysis
- Lessons/units amended based on data analysis
- Team-developed instructional work products
- Analysis of student learning needs
- Grade level or subject team collaboration
- Tiered/differentiated lessons/units
- Tiered/differentiated assessments
- Methods for engaging all students
- Posted behavioral norms
- Photographs of instructional space
- Evidence of student engagement
- Homework assignments
- Communications to students about work
- Grading practices
- Other

Standard II: Teaching All Students. The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

- Instruction: Uses instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.
- Learning Environment: Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.
- Cultural Proficiency: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.
- Expectations: Plans and implements lessons that set clear and high expectations and also make knowledge accessible for all students.

Suggested Evidence to Meet Standards and Indicators:

- Unit subject matter content and/or skills
- Lesson or Unit Plan Goals
- Standards-based units of instruction
- Lesson Plans
- Measureable outcomes for students
- Teacher-developed assessments
- Examples of assessments used
- Scoring guides/rubrics
- Student work samples
- Student data analysis
- Lessons/units amended based on data analysis
- Team-developed instructional work products
- Analysis of student learning needs
- Grade level or subject team collaboration
- Tiered/differentiated lessons/units
- Tiered/differentiated assessments

- *Methods for engaging all students*
- *Posted behavioral norms (continued)*
- *Photographs of instructional space*
- *Evidence of student engagement*
- Homework assignments
- Communications to students about work
- Grading practices
- Other

Standard III: Family and Community Engagement. The teacher promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

- **Engagement:** Welcomes and encourages every family to become active participants in the classroom and school community.
- **Collaboration:** Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.
- **Communication:** Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.

Suggested Evidence to Meet Standards and Indicators:

- *Outreach activities to families*
- *Parent-teacher conference participation*
- *RTI, IEP or 504 Plan conference participation*
- *Communication with families via phone calls, emails, meetings*
- *Assistance to families about homework*
- *Notification to families about student performance/behavior*
- *Feedback from parents/families*
- *College/financial aid program development*
- *Other*

Standard IV: Professional Culture. The teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

- **Reflection:** Demonstrates the capacity to reflect on and improve the educator’s own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.
- **Professional Growth:** Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles.
- **Collaboration:** Collaborates effectively with colleagues on a wide range of tasks.
- **Decision-Making:** Becomes involved in school wide decision making, and takes an active role in school improvement planning.
- **Shared Responsibility:** Shares responsibility for the performance of all students within the school.
- **Professional Responsibilities:** Is ethical and reliable, and meets routine responsibilities consistently.

Suggested Evidence to Meet Standards and Indicators:

- *Professional development program/graduate work completion*
- *PD program/course work products*
- *Grade or subject team participation*
- *Model lesson/counseling session educator*
- *Curriculum development examples*
- *Parent engagement program development*
- *School or district committee service*
- *Professional conference attendance and report to colleagues*
- *Student teacher supervisor*
- *Mentor/Instructional Coach*
- *Professional development program leader*
- *Instructional Coach -school activity advisor/coach*
- *Behavioral referrals*
- *Paper work completion*
- *Attendance rate*
- *Other*

Appendix B: S.M.A.R.T. Goal Forms

SMART Goal Analysis Protocol		
S.M.A.R.T. Elements -	Guiding Questions - Professional Practice Goal	Guiding Questions- Student Learning Goal
S pecific – Goal has a well-defined target that gives clarity, direction, and focus. If the goal is vague, you will find it difficult to achieve	What does the individual/team want to accomplish?	Does the goal clearly state the design for what students are to know and/or be able to do?
M easurable – Concrete criteria for measuring progress toward attainment of the goal. Measuring progress is supposed to help you stay on track and reach targets, to reach the ultimate goal.	How will the individual/team measure success?	How will the individual/team measure beginning, intermediate, and final student progress?
A ction Oriented – Actions are specific steps towards the attainment of your goal. Your actions are your plan.	What are the individual's/team's specific actions for this goal?	What are the individual's/team's specific actions for student progress?
R esults and Realistic – You should know and be able to define your specific outcome. Knowing what a successful outcome will look like will guide the plan and actions to be taken.	What does the successful completion of the individual/team goal look like?	What does the student success/successful completion of the individual/team goal look like?
T imed and Tracked – Goal to be achieved within a specified time frame with progress toward goal (benchmark periods) measured and tracked.	What is the timeline (calendar) and completion date for the individual's/team's goal?	What is the timeline for measuring progress and final assessment?

Appendix B
FROM CONCEPT TO GOAL STATEMENT
(Not Submitted)

STEP 1: Concept = Draft what you want to do in a sentence:

STEP 2: Now dissect the S.M.A.R.T. Actions in your sentence. If anything is missing, write in your additions below:

SPECIFIC: _____

MEASURABLE: _____

ACTION-ORIENTED: _____

REALISTIC RESULTS: _____

TIMED & TRACKED: _____

STEP 3: Check your rubric to see what the Standard, Indicator and Elements say about what you want to do and document it. (i.e. II-A-3)

STEP 4: Now, rewrite your goal statement from Step 1 and you will have a well-constructed SMART goal.

Appendix B
CBRSD EDUCATOR PLAN: SMART GOAL

This Goal: Individual Goal Team Goal
 Student Learning Goal Professional Practice Goal

Educator Name/Title _____

Evaluator Name/Title _____

School _____

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

Plan Duration 2-Year One Year Less than 1-year _____

Start Date: _____ End Date: _____

The Goal Statement:

Is it Specific and Strategic? Measurable? Action-Oriented? Rigorous, Realistic, Results Focused? Timed and Tracked?

Key Actions:

Appendix B

Benchmarks:

The self-assessment and other sources have been shared, and this goal, the actions and benchmarks have been discussed and approved.

Educator Signature/Date

Evaluator Signature/Date

Appendix C: Evaluation Tracking Sheet

Educator—Name/Title: _____

Primary Evaluator—Name/Title: _____

Supervising Evaluator, if any—Name/Title/Role in evaluation: _____

School(s): _____

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

Plan Duration: Two-Year One-Year Less than a year _____

Evaluation Step	Date(s)	Educator Initials	Evaluator(s) Initials
Self-Assessment received by evaluator			
Educator Plan development completed			
<input type="checkbox"/> Formative Assessment conference, if any ¹ <input type="checkbox"/> Formative Evaluation conference, if any ²			
<input type="checkbox"/> Formative Assessment Report completed <input type="checkbox"/> Formative Evaluation Report completed ³			
Educator response, if any, received by evaluator ⁴			
Summative Evaluation conference, if any			
Summative Evaluation Report completed			
Educator response, if any, received by evaluator			

¹ As per the Massachusetts Model System for Educator Evaluation Contract Language, evaluation conferences are required for ratings of Needs Improvement and Unsatisfactory, but conferences may be requested by either the educator or evaluator for any Educator Plan. The conference may occur before or after the Report is completed; the sequence in the above table does not denote required chronological order.

² Formative Evaluation only occurs at the end of the first year of a **two-year Self-Directed Growth Plan**.

³ The educator's formative evaluation rating at the end of the first year of the two-year cycle shall be the same as the previous summative rating unless evidence demonstrates a significant change in performance. In such a case, the rating on the formative evaluation may change. Assigning ratings is optional during Formative Assessment.

⁴ An educator may provide written comments to the evaluator at any time using the Educator Response Form, but 603 CMR 35.06 ensures that educators have an opportunity to respond to the Formative Assessment, Formative Evaluation, and Summative Evaluation in writing.

Appendix D: Mid-Cycle Report Form

Educator—Name/Title: _____

Evaluator—Name/Title: _____

School(s): _____

Please Check the Appropriate Box:

Formative Assessment Date: _____ Formative Evaluation Date: _____

Assessing:

Progress toward attaining goals Performance on Standards Both

Progress Toward Student Learning Goal(s)

Attach additional pages as needed.

Did not meet Some progress Significant Progress Met Exceeded

Feedback:

Progress Toward Professional Practice Goal(s)

Attach additional pages as needed.

Did not meet Some progress Significant Progress Met Exceeded

Feedback:

Formative (Mid-Cycle) Assessment/Evaluation Report Form

Educator—Name/Title: _____

- Evaluator is assigning same ratings as prior Summative Evaluation; no comments are required
 Evaluator is assigning ratings that differ from prior Summative Evaluation; comments are required

Rating on Each Standard				
I: Curriculum, Planning, & Assessment	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
<u>Feedback:</u> 				
II: Teaching All Students	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
<u>Feedback:</u> 				
III: Family & Community Engagement	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
<u>Feedback:</u> 				
IV: Professional Culture	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
<u>Feedback:</u> 				

Educator—Name/Title: _____

- Evaluator is assigning same ratings as prior Summative Evaluation; no comments are required
- Evaluator 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
<u>Feedback:</u> 			
Plan Moving Forward			
<input type="checkbox"/> Self-Directed Growth Plan	<input type="checkbox"/> Directed Growth Plan	<input type="checkbox"/> Improvement Plan	<input type="checkbox"/> Developing Educator Plan

Signature of Evaluator _____ Date Completed: _____

Signature of Educator* _____ Date Received: _____

* Signature of the educator indicates acknowledgement of this report; it does not necessarily denote agreement with the contents of the report. The Educator shall sign this report within five (5) school days. If this report is not signed within five (5) school days it will be automatically placed in the Educator's personnel file. The Educator shall have the opportunity to respond to this report in writing. The Educator's response must be submitted within ten (10) school days of receipt.

Appendix E: Collection of Evidence Form

Educator—Name/Title: _____

Evaluator—Name/Title: _____

School(s): _____

Mid-Cycle/Formative End-Cycle/Summative

Student Learning Goal Evidence
Attach additional pages as needed.

Professional Practice Goal Evidence
Attach additional pages as needed.

Summary of Evidence

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

Curriculum Planning & Assessment

Teaching All Students

Family & Community Engagement

Professional Culture

Signature of Educator

Date

Submitted

Signature of Evaluator

Date

Received

Attachment(s) included

Appendix F: Observation Form

Educator: _____ School: _____ Date: _____

Subject: _____ Grade: _____ Observer: _____

Time in: _____ Time out: _____ Part of Lesson/Meeting: Beginning Middle End

Observation Location: _____

OBSERVATION: Unannounced Announced

OBSERVATION EVIDENCE	ALIGNED INDICATOR

Feedback to Educator:

Educator: _____

Evidence Key: O = Observed N.O. = Not Observed

It is unlikely that evidence of all indicators listed below will be observed during a single class/worksite visit.

Standard	Indicator elements and goals that might be observed during a visit.	O	N.O.
I. Curriculum, Planning & Assessment	a. <i>Demonstrates Subject Matter Knowledge</i>		
	b. <i>Engages Student in Learning Activities as appropriate to Age and Developmental Level</i>		
	c. <i>Implements Curriculum that meets State and Local Standards</i>		
	d. <i>Utilizes Informal and Formal Assessments as Appropriate to Learning Objectives</i>		
	e. <i>Uses Data in Instructional Decision Making</i>		
II. Teaching All Students	a. <i>Communicates Clear Purpose for Lesson and Unit</i>		
	b. <i>Defines Expectations for Quality of Student Work and Effort</i>		
	c. <i>Differentiates Instruction to meet Students' Needs</i>		
	d. <i>Fosters a Safe and Collaborative Learning Environment for All</i>		
	e. <i>Respects and Affirms Diverse Individual Needs</i>		
	f. <i>Communicates and Supports High Expectations</i>		
	g. <i>Builds Positive Relationships which Supports Student Success</i>		
	h. <i>Reinforces Positive Behavior and Responds to Behavior that Interferes with Student Learning</i>		
Educator Plan	<i>Professional Practice Goal: The actual goal should be written here.</i>		
	<i>Student Learning Goal: The actual goal should be written here.</i>		

Provide the educator with a hard copy or electronic version of the completed form. Educator may comment below:

Educator comments (optional):

Appendix H: Summative Form

Educator—Name/Title: _____

Evaluator—Name/Title: _____

School(s): _____

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

Progress Toward Student Learning Goal(s)

Attach additional pages as needed.

Did not meet Some progress Significant Progress Met Exceeded

Feedback:

Progress Toward Professional Practice Goal(s)

Attach additional pages as needed.

Did not meet Some progress Significant Progress Met Exceeded

Feedback:

Educator Name/Title: _____

Rating on Each Standard

**I: Curriculum, Planning,
& Assessment**

Unsatisfactory Needs Improvement Proficient Exemplary

Feedback:

**II: Teaching All
Students**

Unsatisfactory Needs Improvement Proficient Exemplary

Feedback:

**III: Family & Community
Engagement**

Unsatisfactory Needs Improvement Proficient Exemplary

Feedback:

**IV: Professional
Culture**

Unsatisfactory Needs Improvement Proficient Exemplary

Feedback:

Educator—Name/Title: _____

Overall Performance Rating

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Feedback:

Plan Moving Forward

Self-Directed
Growth Plan

Directed
Growth Plan

Improvement
Plan

Developing Educator
Plan

Signature of Evaluator _____ Date Completed: _____

Signature of Educator* _____ Date Received: _____

* Signature of the Educator indicates acknowledgement of this report; it does not necessarily denote agreement with the contents of the report. The Educator shall sign the Summative Evaluation Report within five (5) school days. If the Evaluation Report is not signed within five (5) school days it will be automatically placed in the Educator's personnel file. The Educator shall have the opportunity to respond to the report in writing. The Educator's response must be submitted within ten (10) school days of receipt.

OPTIONAL SMART GOAL FORM: PROFESSIONAL PRACTICE GOAL

Identify/Clarify a Focus or Goal Topic (Rubric Standard, Indicator and/or Element(s)) (10 mins)

Goal Type: Individual Team

1. Why is this topic/focus important? (5 mins)

Strategic

GOAL OBJECTIVE (5 mins)

2. What skills, knowledge, or practice will I/we acquire or develop through achieving this goal? (8 mins)

Specific, Rigorous, Results-Focused

3. When will I/we achieve this goal? (2 mins)

Realistic, Timed

4. **How** will I/we demonstrate progress toward this goal? (10 mins)

Action-Oriented, Tracked

5. **How** will I/we know the goal has been achieved? (5 mins)

Measurable

DRAFT GOAL STATEMENT (15 mins)

Sample Professional Practice Goal: 6th Grade Science Teacher

Identify/Clarify a Focus or Goal Topic (Rubric Standard, Indicator and/or Element(s)) (10 mins)

Differentiating instruction to address learning needs of ELL students

- “Meeting Diverse Needs” (II.A.3); Professional Collaboration (IV.C); *Assessment (I.B); Analysis (I.C)*

Goal Type: Individual Team

1. **Why** is this topic/focus important? *Strategic*

- Increasing number of ELL students entering MS who aren’t prepared to engage with and understand key concepts in science
- New standards for applying literacy to science (2011 Revised Curriculum Frameworks)
- New SEI professional development requirements

GOAL OBJECTIVE

Better differentiate instruction to improve performance of ELL students on science content standards through a focus on improving comprehension

2. **What** skills, knowledge, or practice will I/we acquire or develop through achieving this goal? *Specific, Rigorous, Results-Focused*

Increase knowledge and practice using pedagogical techniques that improve comprehension of ELL students in multiple areas of science

3. **When** will I/we achieve this goal? *Realistic, Timed*

1 year

4. **How** will I/we demonstrate progress toward this goal? *Action-Oriented, Tracked*

- work with ELL specialist to discuss evidence-based instructional strategies for teaching academic language and vocabulary to ELL students
- identify two to three instructional strategies with a focus on teaching symbols, key terms, and other domain-specific words and phrases to pilot as a team
- implement and analyze effectiveness of lesson plans that incorporate identified instructional strategies
- Weekly analysis of exit slips to assess student mastery of new vocabulary and/or scientific language and determine effectiveness of instructional strategy. Make adjustments if needed.

5. **How** will I/we know the goal has been achieved? *Measurable*

- Identified, piloted, and assessed 2-3 instructional strategies to inform future ELL instruction by end of the year
- Shared a “bank” of the strategies and resources that led to greatest improvements in ELL mastery of scientific vocabulary and comprehension

DRAFT GOAL STATEMENT

In order to improve our ability to meet the needs of our rising ELL population by the end of this school year, the science dept. will collaborate to identify 2-3 instructional strategies designed to improve comprehension of ELLs; each team member will pilot them in at least three science units and assess their effectiveness; and the team will share the most effective strategies with school staff by May 1.

OPTIONAL SMART GOAL FORM: STUDENT LEARNING GOAL

Identify/Clarify a Focus or Goal Topic (Area of student learning, performance, behavior, etc) (10 mins)

Goal Type: Individual Team

1. Why is this topic/focus important? (5 mins)

Strategic

GOAL OBJECTIVE (5 mins)

2. What students (subgroup, class, grade span, etc) are the focus of this goal? (3 mins)

Specific, Rigorous, Results-Focused

3. When will I/we achieve this goal? (2 mins)

Realistic, Timed

4. How will I/we demonstrate progress toward this goal? (10 mins)

Action-Oriented, Tracked

5. How will I/we know the goal has been achieved? (5 mins)

Measurable

DRAFT GOAL STATEMENT (15 mins)

Sample Student Learning Goal: High School Guidance Counselor

Identify/Clarify a Focus or Goal Topic (Area of student learning, performance, behavior, etc)

Persistently low enrollment rates in honors and AP courses by historically underrepresented student subgroups.

Goal Type: Individual Team

6. Why is this topic/focus important? *Strategic*

- Contributes to college & career readiness
- Achievement gap

GOAL OBJECTIVE

Work with colleagues to improve enrollment rates of historically underrepresented student subgroups in advanced/honors courses.

7. What students (subgroup, class, grade span, etc) are the focus of this goal? *Specific, Rigorous, Results-Focused*

African American and Latino males (statistically the most under-represented subgroup in honors, AP and enrichment courses)

8. When will I/we achieve this goal? *Realistic, Timed*

2 years

9. How will I/we demonstrate progress toward this goal? *Action-Oriented, Tracked*

Targeted outreach to classroom teachers responsible for advancing students to honors, AP and/or enrichment courses as well as teachers of these courses; focus on exposing 9th grade African-American and Latinos to enrichment opportunities; one-on-one meetings w/ targeted students to better align course enrollment to interests and abilities

10. How will I/we know the goal has been achieved? *Measurable*

Schoolwide, 10% yearly increase in enrollment by African-American and Latino males in AP, honors and enrichment courses

DRAFT GOAL STATEMENT

As part of our school's mission to improve college and career readiness for *all* students and close the achievement gap, I will work with school staff to raise the enrollment of African American and Latino males in honors, AP and enrichment courses by 10 percent each year over a 2-year period through targeted outreach to teachers and students, increased learning about and exposure to enrichment opportunities by students in 9th grade, and individualized support to better align student interests and abilities to appropriate, rigorous courses.

Guidance on Evidence for the Educator Evaluation System

1. Evidence should be authentic and representative of your position. The evidence used will be from the current school year.
2. Two pieces of evidence will be submitted for standards 3 and 4. Two pieces of evidence will be collected per goal area.
3. Educators are encouraged to think carefully about the evidence they choose to include. One piece of evidence may be used to demonstrate proficiency on several areas within the rubric.
4. Educators may choose to submit additional evidence. It is not necessary to submit additional evidence in order to obtain the rating of proficient or exemplary.
5. At the time of the Formative or Summative Assessment, Educators who may not be deemed as proficient or exemplary will be given an opportunity to provide additional evidence to be considered in their final ratings. The educator will be provided seven calendar days to submit additional evidence to be considered.
6. Educators will not have to submit to the evaluator appendix G or the Formative Assessment Report Form as part of their evaluation. Educators will be required to submit Appendix E with their evidence.

Using Student feedback in Educator Evaluation

In accordance with 603 CMR 35.07(1)(c)(2), the parties agree that student feedback shall be used by the educator only as evidence relevant to one or more Performance Standards in the evaluation process. Evaluators will be given only a subset of the population such as a department, school, or district. The evidence will be provided directly to each educator for use in the self-assessment stage of the evaluation cycle. The instruments used to collect student feedback shall include safeguards necessary to protect student confidentiality.

The DESE Short Form Surveys will be used in Grades 3-12. The district created survey using the DESE prompts will be used for grades PK-2.

School Nurses will use the DESE model survey for School Nurses.

Surveys will be provided to teaching staff for distribution and collected for scoring. Only the teachers will receive individual score reports for their students who are surveyed prior to the conclusion of the school year for self-assessment prior to the subsequent school year.

Students will be given necessary accommodations based on documented disabilities and developmental needs to successfully access the surveys.

Student Surveys will be conducted between April 1st and June 1st of each school year to allow for time for scoring of the surveys to return to teachers prior to the end of the school year. Specific dates and times for administration of the surveys will be determined at the building level within the time frame of April 1st-June 1st.

