



AGREEMENT BETWEEN THE
DUDLEY-CHARLTON REGIONAL SCHOOL COMMITTEE

AND THE
DUDLEY-CHARLTON TEACHERS' ASSOCIATION

Addendum: Evaluation

September 1, 2022 – August 31, 2025
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*“ to advance the knowledge and well-being of
our children and our community”*

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Section 1 - Purpose of Educator Evaluation

A. This contract language is locally negotiated and based on M.G.L., c.71, § 38; M.G.L. c.150E; the Educator Evaluation regulations, 603 CMR 35.00 et seq.; and the Model System for Educator Evaluation developed and which may be updated from time to time by the Department of Elementary and Secondary Education. See 603 CMR 35.02 (definition of model system). In the event of a conflict between this collective bargaining agreement and the governing laws and regulations, the laws and regulations will prevail.

B. The regulatory purposes of evaluation are:

1. 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);
2. To provide a record of facts and assessments for personnel decisions, 35.01(2)(b);
3. 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
4. To assure effective teaching and administrative leadership, 35.01(3).

Section 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, guidance counselors, school adjustment counselors, school psychologists, speech and language pathologists, occupational therapists, physical therapists, reading specialists, special education teachers, and English language learner teachers.

C. **Classroom teacher:** Educators who teach preK-12 whole classes, and teachers of special subjects such as art, music, library, and physical education. May also include special education teachers and reading specialists who teach whole classes.

D. **Categories of Evidence:** Multiple measures of student learning, growth, and achievement, judgments based on observations and artifacts of professional practice, including unannounced observations of practice of any duration; and additional evidence relevant to one or more Standards of Effective Teaching Practice (603 CMR 35.03).

E. ***Educator(s):** Inclusive term that applies to all classroom teachers and caseload educators, unless otherwise noted.

F. ***Educator Plan:** The growth or improvement actions identified as part of each Educator's evaluation. The type of plan is determined by the Educator's career stage, overall performance rating, and the rating of impact on student learning, growth and achievement. There shall be four types of Educator Plans:

1. **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.
2. **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.
3. **Directed Growth Plan** shall mean a plan developed by the Educator and the Evaluator of one school year or less for Educators with PTS who are rated needs improvement.
4. **Improvement Plan** shall mean a plan developed by the Evaluator of at least 30 calendar days and no more than one school year for Educators with PTS who are rated unsatisfactory with goals specific to improving the Educator's unsatisfactory performance. In those cases where an Educator is rated unsatisfactory near the close of a school year, the plan may include activities during the summer preceding the next school year.

G. ***ESE:** The Massachusetts Department of Elementary and Secondary Education.

H. ***Evaluation:** The ongoing process of defining goals and identifying, gathering, and using information as part of a process to improve professional performance (the "formative evaluation" and "formative assessment") and to assess total job effectiveness and make personnel decisions (the "summative evaluation").

I. ***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.

1. **Primary Evaluator** shall be the person who determines the Educator's performance ratings and evaluation. Additionally, the primary evaluator shall be the person responsible for supporting the educator's progress through the evaluation cycle including the approval of educator plans, goals, and evidence submission.
2. **Supervising Evaluator** shall be the person responsible for conducting additional observations that will contribute to the Educator's performance and evaluation. The supervising evaluator may make recommendations to the primary evaluator regarding performance ratings and feedback.
3. **Teaching Staff Assigned to More Than One Building:** A primary evaluator will be designated at the beginning of each evaluation cycle for educators who are assigned to more than one building. The primary evaluator will be a school-based administrator as opposed to a district-level administrator.
4. **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.

J. **Evaluation Cycle:** A five-component process that all Educators follow consisting of 1) Self-Assessment; 2) Goal-setting and Educator Plan development; 3) Implementation of the Plan; 4) Formative Assessment/Evaluation; and 5) Summative Evaluation.

K. ***Experienced Educator:** An educator with Professional Teacher Status (PTS).

L. ***Family:** Includes students' parents, legal guardians, foster parents, or primary caregivers.

M. ***Formative Assessment:** The process used to assess progress towards attaining goals set forth in Educator plans, performance on standards, or both. This process may take place at any time(s) during the cycle of evaluation, but typically takes place at mid cycle.

N. ***Formative Evaluation:** An evaluation conducted at the end of Year 1 for an Educator on a 2-year Self-Directed Growth plan, which is used to arrive at a rating on progress towards attaining the goals set forth in the Educator Plan, performance on Standards and Indicators of Effective Teaching Practice, or both.

O. ***Goal:** A specific, actionable, and measurable area of improvement as set forth in an Educator's plan. A goal may pertain to any or all of the following: Educator practice in relation to Performance Standards, Educator practice in relation to indicators, or specified improvement in student learning, growth and achievement. Goals may be developed by individual Educators, by the Evaluator, or by teams, departments, or groups of Educators who have the same role.

P. ***Measurable:** That which can be classified or estimated in relation to a scale, rubric, or standards.

Q. **Multiple Measures of Student Learning:** Including classroom assessments, common assessments comparable across grade or subject district-wide, and state-wide growth measures where available, including the MCAS Student Growth Percentile (SGP) and ACCESS for English Learners.

R. ***Observation:** A data gathering process that includes notes and judgments made during one or more classroom or worksite visits(s) of any duration by the Evaluator and may include examination of artifacts of practice including student work. 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.

S. **Parties:** The parties to this agreement are the local school committee and the employee organization that represents the Educators covered by this agreement for purposes of collective bargaining ("Employee Organization/Association").

T. ***Performance Rating:** Describes the Educator's performance on each performance standard and overall. There shall be four performance ratings:

1. **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.
2. **Proficient:** the Educator's performance fully and consistently meets the requirements of a standard or overall. Proficient practice is understood to be fully satisfactory.
3. **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.
4. **Unsatisfactory:** the Educator's performance on a standard or overall has not significantly improved following a rating of needs improvement, or the Educator's performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

U. ***Performance Standards:** Locally developed standards and indicators pursuant to M.G.L. c. 71, § 38 and consistent with, and supplemental to 603 CMR 35.00. The parties may agree to limit standards and indicators to those set forth in 603 CMR 35.03.

V. ***Professional Teacher Status:** PTS is the status granted to an Educator pursuant to M.G.L. c. 71, § 41.

W. **Anticipated Student Learning Gains.** Evaluators will consider evidence of an educator's expected impact on student learning when determining performance ratings in Standard II: Teaching All Students. For Educators who are responsible for content assessed by statewide student growth measures such as MCAS or ACCESS for ELs, these measures must be considered in the assessment of impact on student learning. Other educators should use benchmark or similar common assessments that are used district-wide. If these measures still do not apply to the educator, the educator and evaluator should identify appropriate growth measures at the beginning of the evaluation cycle. Educator developed assessments must be approved by the curriculum director and/ or his/her designee. *(The District with the Professional Development Committee will identify timely professional development opportunities to help professional staff meet Anticipated Student Growth Gains.)*

X. **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:

1. Standard 1: Curriculum, Planning and Assessment
2. Standard 2: Teaching All Students
3. Standard 3: Family and Community Engagement
4. Standard 4: Professional Culture
5. Attainment of Professional Practice Goal(s)
6. Attainment of Student Learning Goal(s)

Y. ***Rubric:** A scoring tool that describes characteristics of practice or artifacts at different levels of performance. The rubrics for Standards and Indicators of Effective Teaching Practice are used to rate Educators on Performance Standards, these rubrics consists of:

1. **Standards:** Describes broad categories of professional practice, including those required in 603 CMR 35.03
2. **Indicators:** Describes aspects of each standard, including those required in 603 CMR 35.03
3. **Elements:** Defines the individual components under each indicator
4. **Descriptors:** Describes practice at four levels of performance for each element

Z. ***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.

AA. ***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.

BB. ***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.

Section 3 - Rubric

A. The rubrics are a scoring tool used for the Educator's self-assessment, the formative assessment, the formative evaluation and the summative evaluation. The Dudley-Charlton Regional School district will be using the following rubrics provided by DESE:

1. Teacher Rubric – Used for educators who provide instruction directly to whole-groups of students
2. Specialized Instructional Support Personnel (SISP) Rubric – Used for educators who provide instruction/supporting services to students including but not limited to: guidance counselors, school adjustment counselors, school psychologists, speech and language pathologists, occupational therapists, physical therapists, reading specialists, special education teachers, and English Language teachers.
3. Through mutual agreement between the educator and evaluator, a rubric other than the SISP may be utilized.

B. In cases where an educator's work assignment involves elements of both rubrics, a rubric will be agreed upon at the start of an educator's evaluation cycle by the evaluator and educator.

Section 4 - Evaluation Cycle: Training

A. All new educators, administrators, and evaluators to the district will receive an evaluation system overview training during the New Teacher Orientation day(s) provided by the district prior to the start of the new school year.

B. New educators will attend two after school workshops with their mentors, the 1st school workshop must be prior to the September professional development ½ day and the 2nd school workshop must be prior to December 15. The first will focus on self-assessment and goal setting and the second will focus on evidence collection and submission. Mid-year hires, after November 1st, shall complete the self-assessment and goal setting within three months.

C. Educators hired after the above listed training has occurred will receive training from their Evaluator to include section A and B.

Section 5 - Evaluation Cycle: Annual Orientation

At the start of each school year, the superintendent, principal or designee shall conduct a meeting for Educators and Evaluators focused substantially on educator evaluation.

A. At such meeting, the superintendent, principal or designee shall:

1. Provide an overview of the evaluation process, including self-assessment and goal setting.
2. Provide all Educators with directions for obtaining a copy of the forms used by the district. These may be electronically provided.

Section 6 - Evaluation Cycle: Self-Assessment

A. Completing the Self-Assessment.

- a. The evaluation cycle begins with the Educator completing self-assessment by October 15th of a one-year cycle or the first year of a two-year cycle. The self-assessment process is required by all educators; however, the self-assessment does not have to be formally submitted to the evaluator. Educators in DCRSD are required to provide only the data and analysis for the targeted areas of growth. Electronic forms:

1. DCRSD - Student Data Analysis and Student Goal Setting Form
2. DCRSD - Professional Practice Self-Assessment and Goal Setting Form

B. The self-assessment includes:

1. An analysis of evidence of student learning, growth and achievement for students under the Educator's responsibility.
2. An assessment of practice against each of the four Performance Standards of effective practice using the DESE rubrics.

3. Proposed goals to pursue:
 - a. (1st) At least one goal directly related to improving the Educator's own professional practice.
 - b. (2nd) At least one goal directed related to improving student learning.

C. Proposing goals

1. 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 (2.) below. Educators may meet with teams to consider establishing team goals. Evaluators may participate in such meetings.
2. For Educators in their first year of practice, the Evaluator or his/her designee will meet with each Educator by November 1st (or within four weeks of the Educator's first day of employment if the Educator begins employment after October 1st) 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.
3. 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.
4. For Educators with Professional Teacher Status (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.
5. 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.

Section 7 - Evaluation Cycle

Goal Setting and Development of 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 similar roles and/or responsibilities. Educators who are on a two-year Self-Directed Growth Plan have the option, with the approval from the evaluator, to establish SMART goals that measure over the course of two years, or they may establish one-year goals, creating new goals in each year of the Plan. 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 and the action steps included in the Educator Plan. The Evaluator retains final authority over the Educator's goals and the content of the Educator's Plan.

C. Educator Plan Development Meetings shall be conducted as follows:

1. 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 November 1st of the next academic year to develop their Educator Plan. Educators shall not be expected to meet during the summer vacation.
2. For those Educators new to the school, the meeting with the Evaluator to establish the Educator Plan must occur by November 1st.
3. 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 will approve the Educator Plan, as indicated by their signature, by November 1st. Educators will sign the Evaluator approved plan by November 8th indicating that they acknowledge the final plan.

Section 8 - Evaluation Cycle: Observation of Practice

Educators will be observed a **MINIMUM** number of times annually as follows:

Educator Plan	Unannounced Observation	Announced Observation
Developing Educator Plan (Years 1-3) Non-PTS Educators	Two - 15 minutes or more	One - 30 minutes or more
Self-Directed Growth Plan PTS Teacher with Overall Rating of Proficient or Exemplary	One - 15 minutes or more	*
Directed Growth Plan PTS Teacher with Overall Rating of Needs Improvement	Two - 30 minutes or more and One - 15 minutes or more	One - 30 minutes or more
Improvement Plan Less Than 6 Months PTS Teacher with Overall Rating of Unsatisfactory	Two - 30 minutes or more	One - 30 minutes or more
Improvement Plan No More Than 1 Year PTS Teacher with Overall Rating of Unsatisfactory	Two - 30 minutes or more and Two - 15 minutes or more	Two - 30 minutes or more

Section 9 – Observations

The Evaluator's first observation of the Educator should take place by November 15th for non-Professional Status Teacher (NPST) and by January 15th for PST. Observations required by the Educator Plan should be completed before a Formative or Summative Evaluation is shared. The Evaluator may conduct additional observations after this date. The Evaluator is not required nor expected to review all the indicators in a rubric during an observation.

A. Unannounced Observations (minimum 15 minutes)

- a. Unannounced observations will be conducted according to the Observation of Practice Chart in Section 9. Instructional Rounds, Walkthroughs, Learning Walks, or any other means deemed useful by the Evaluator, principal, superintendent or other administrator may be considered for observation.
- b. The Educator will be provided with feedback via the "Observation Form" from the Evaluator within 5 school days of the observation. The written feedback shall be delivered to the Educator electronically through an evaluation management system.

B. Announced Observations (minimum 30 minutes)

- a. All non-PTS Educators, PTS Educators on Improvement Plans and other educators at the discretion of the evaluator shall have at least one Announced Observation.
- b. The Evaluator will work with the Educator to 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.
- c. Within 5 school days of the scheduled observation, the Evaluator and Educator shall meet for a pre-observation conference.
- d. The Evaluator will provide the Educator feedback via the "Observation Form" within 5 school days of the post observation conference.

C. Observations in which contradictory evidence is indicated

- a. For any standard where the Educator's practice was found to provide contradictory evidence, the feedback must:
 1. Describe the basis for the Evaluator's judgment.
 2. Describe actions the Educator should take to improve his/her performance.
 3. Identify support and/or resources the Educator may use in his/her improvement.
 4. State that the Educator is responsible for addressing the need for improvement.
- b. Any observation in which contradictory evidence is indicated by the evaluator in one or more standards at least one observation of at least 30 minutes in duration within 30 school days must be conducted.

D. After any observation an Educator or Evaluator may request to meet before the written observation is finalized.

Section 10 - Artifacts/Evidence of Practice

Following the time lines listed in subsequent sections regarding Formative Assessment, Formative Evaluation, and Summative Evaluation, Educators will submit artifact/evidence of practice using the DCRSD Evidence Collection Form.

- A. The following items should be submitted on the Evidence Form.
 - a. Evidence of progress toward or achievement of goal completion (both student learning and professional practice)
 - b. Evidence for District “Look-For” indicators in standards I and II. (This item may be omitted if “clear evidence” or “partial evidence” was indicated on observation forms)
 - c. Evidence for the anticipated student learning gains agreed upon at the beginning of the evaluation cycle.
 - d. A summary and/or highlights and reflection of the Student Survey Feedback
 - e. Two to three pieces of evidence for standard III (in total by/for Summative Evaluation).
 - f. Two to three pieces of evidence for standards IV (in total by/for Summative Evaluation).
- B. When using the Evidence Collection Form, Educators shall:
 - a. Explain using a bulleted list what each piece of evidence is and, if necessary, make it clear how this relates to the standard
 - b. Attach documents or provide links for any evidence you are submitting.
- C. When using the Evidence Collection Form, it is recommended that educators:
 - a. Highlight new or updated practices in addition to current student data.
 - b. Start with evidence supporting goal progress toward or achievement of goal completion as many of these pieces of evidence could also be used for Evidence in Standards I-IV.
- D. Using Student Survey Feedback as Evidence
 - a. In accordance with 603 CMR 35.07(1)(c)(2), the parties agree that student feedback shall be used as evidence relevant to one or more Performance Standards in the evaluation of each educator. The instruments used to collect student feedback shall include safeguards necessary to protect student confidentiality from the onset.
 - b. The district will provide state created student feedback surveys. See Appendix D. Should an educator/educator group wish to use a different survey instrument, they must present the instrument to their primary evaluator. The primary evaluator will bring forward the instrument for approval to his/her peers. Consistent survey instruments should be used for job-alike educators and therefore must be approved by all primary evaluators in a grade-span. E.g. both middle school principals must agree to approve a tool for grade 7 mathematics.

- c. Full survey data is not required to be shared by Educators with Evaluators. Educators will share a summary and/or highlights of their survey findings and their reflection upon said findings as evidence on the DCRSD evidence form at least once per evaluation cycle. The Educator's student survey summary and reflection may be attached to the Evidence Form under either standard 1 or 2, whichever the educator deems most appropriate.

Section 11 - Evaluation Cycle: Formative Assessment

- A. 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.
- B. The Formative Assessment report provides written feedback to the Educator about his/her progress towards attaining the goals set forth in the Educator Plan, performance on Performance Standards and overall performance. Additionally, for each standard and overall performance, the Evaluator will indicate which rating the Educator is on track to receive given the maintenance of their current level of performance.
- C. By January 15th, Educators on a one year plan fill out and share a new Evidence Collection Form in which the Educator shall provide to the Evaluator artifacts/evidence in accordance with Section 9 above.
- D. The Evaluator shall complete the Formative Assessment report and provide a copy to the Educator by February 1st. All Formative Assessment reports must be signed by the Evaluator and delivered electronically through the evaluation management system.
- E. Evaluator and the Educator will meet by February 15th to discuss the Formative Assessment Report.
- F. The Educator may reply in writing to the Formative Assessment report via the Response box on the Formative Assessment form, through the evaluation management system, within 5 school days of receiving the report.
- G. The Educator shall sign the Formative Assessment report within 5 school days of receiving the report. The signature indicates that the Educator received the Formative Assessment report. The signature does not indicate agreement or disagreement with its contents.
- H. If the agreed-upon plan is altered between the pre-observation meeting and the observation, the Educator will provide the Evaluator with a copy prior to the observation.
- I. 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 practicable.

- J. 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.
- K. As a result of the Formative Assessment Report, the Evaluator may change the activities in the Educator Plan.
- L. If the rating projection 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, commensurate with the new rating.

Section 12 - Evaluation Cycle

Formative Evaluation for Two-Year Self-Directed Plans [Only]

- A. Educators on two-year Self-Directed Growth Educator Plans receive a Formative Evaluation report 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 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, commensurate with 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. By May 1st, Educators in the first year of a two-year plan fill out and share a new Evidence Collection Form in which the Educator shall provide to the Evaluator artifacts/evidence in accordance with Section 9 above. Collection of End of Year Benchmark assessment evidence may be finalized outside of above-mentioned timelines as discussed in Section 10 C.
- D. The Evaluator shall complete the Formative Evaluation report and provide a copy to the Educator by May 15th. All Formative Evaluation reports must be signed by the Evaluator and delivered electronically through the evaluation management system.
- E. Upon request of Educator or Evaluator, a meeting will be scheduled to review Formative Evaluation within 5 school days of Evaluation share date.
- F. The Educator may reply in writing to the Formative Evaluation report via the Response box on the Formative Evaluation form, through the evaluation management system, within 5 school days of receiving the report.
- G. The Educator shall sign the Formative Evaluation report within 5 school days of receiving the report. The signature indicates that the Educator received the Formative Evaluation report. The signature does not indicate agreement or disagreement with its contents.

H. As a result of the Formative Evaluation report, the 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, commensurate with the new rating.

Section 13 - Evaluation Cycle: Summative Evaluation

A. The evaluation cycle concludes with a summative evaluation report.

- a. For Educators on a one-year Educator Plan and Educators on a two-year plan who will be receiving an overall rating of Needs Improvement or Unsatisfactory, the summative report must be written and provided to the educator by May 15th via the electronic evaluation management system.
- b. For Educators on a two-year Educator Plan who will be receiving an overall rating of Proficient or Exemplary, the summative report must be written and provided to the Educator no less than 5 days before the end of the school year.

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. By May 1st, Educators add evidence to their existing Evidence Collection Form previously started in this evaluation cycle. Using this form, the Educator will provide the Evaluator artifacts/evidence in accordance with Section 9 above. Collection of End of Year Benchmark assessment evidence may be finalized outside of above-mentioned timelines as discussed in Section 10 C.

E. The Summative Evaluation report should recognize areas of strength/commendations as well as identify recommendations for professional growth.

F. For Educators on a one-year Educator Plan and Educators on a two-year plan who will be receiving an overall rating of Needs Improvement or Unsatisfactory, the Educator and Evaluator will meet to discuss the Summative Evaluation report by June 1st.

G. Educators on a two-year Educator Plan who receive an overall rating of Proficient or Exemplary, may meet to discuss the Summative Evaluation report at the request of either party within the last two weeks of the school year.

H. The Educator shall sign the final Summative Evaluation report within 5 school days of receiving the report. The signature indicates that the Educator received the Summative Evaluation report. The signature does not indicate agreement or disagreement with its contents.

I. The Educator shall have the right to respond in writing, through the evaluation management system, to the summative evaluation via the educator response box on the summative evaluation form which shall become part of the final Summative Evaluation report.

J. A copy of the signed final Summative Evaluation report shall be filed in the Educator's personnel file.

Section 14 – Educator Plans

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. Educators shall be evaluated at least annually.

Educator Plans: Self-Directed Growth Plan

- A. A Two-year Self-Directed Growth Plan is for Educators with PTS who have an overall rating of proficient or exemplary.

Educator Plans: Directed Growth Plan

- A. A Directed Growth Plan is for Educators with PTS whose overall rating is needs improvement.
- B. The goals in the Plan must address areas identified as needing improvement as determined by the Evaluator.
- C. Through the Formative Evaluation Process, Educators receiving an overall performance rating of Proficient or better will be moved to the Self-Directed Growth Plan for the following cycle.
- D. Through the Formative Evaluation Process, Educators receiving an overall Needs Improvement or Unsatisfactory will be moved to an Improvement Plan for the following cycle.

Section 15 - Improvement Plan

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

B. The parties agree that in order to provide students with the best instruction, it may be necessary to place an Educator whose practice has been rated as unsatisfactory on an Improvement Plan of no fewer than 30 calendar days and no more than one school year. In the case of an Educator receiving a rating of unsatisfactory near the close of one school year, the Improvement Plan may include activities that occur during the summer before the next school year begins.

C. The Evaluator must complete a summative evaluation for the Educator at the end of the period determined by the Evaluator for the Plan.

D. An Educator on an Improvement Plan shall be assigned a Primary Evaluator (see definitions). The Primary Evaluator is responsible for providing the Educator with guidance and assistance in accessing the resources and professional development outlined in the Improvement Plan.

E. The Improvement Plan shall define the area(s) of practice identified through the observations and evaluation and detail the improvement goals to be met, the activities the Educator must take to improve and the assistance to be provided to the Educator by the district.

F. The Improvement Plan process shall include:

1. 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.
2. The Educator may request that a representative of the DCTA attend the meeting(s).
3. If the Educator consents, the DCTA will be informed that an Educator has been placed on an Improvement Plan.

G. The Improvement Plan shall:

1. Define the improvement goals directly related to the performance standard(s) and/or student learning outcomes that must be improved;
2. Describe the activities and work products the Educator must complete as a means of improving performance;
3. Describe the assistance that the district will make available to the Educator;
4. Articulate the measurable outcomes that will be accepted as evidence of improvement;
5. 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);
6. Identify the individuals assigned to assist the Educator which must include minimally the Primary Evaluator; and,
7. Include the signatures of the Educator and Primary Evaluator.

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

1. 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.
2. In those cases where the Educator was placed on an Improvement Plan as a result of his/her summative rating at the end of his/her Directed Growth Plan, if the Evaluator determines that the Educator is making substantial progress toward proficiency, the Evaluator shall place the Educator on a Directed Growth Plan.

3. 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, and if the Evaluator determines that the Educator is not making substantial progress toward proficiency as a result of the Improvement Plan, the Evaluator may recommend to the superintendent that the Educator be dismissed.
4. If the Evaluator determines that the Educator's practice remains at the level of unsatisfactory, the Evaluator will recommend to the superintendent that the Educator be dismissed.

Section 16 - General Provisions

- A. Should there be a serious disagreement between the Educator and the Evaluator regarding an overall summative performance rating, 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.
- B. Violations of this article are subject to the grievance and arbitration procedures. The arbitrator shall determine whether there was substantial compliance with the totality of the evaluation process. When the evaluation process results in the termination or non-renewal of an Educator, then no financial remedy or reinstatement shall issue if there was substantial compliance.

Appendix A:
DCRSD Evaluation Timelines

Non-PTS Educators		PTS Educators	Date Due
Prior to the start of school Educators who are new to the district participate in an Evaluation System overview as part of the New Educator Orientation activities			Prior to start of school
Educators receive written notification of their primary Evaluator and supervising Evaluator (if applicable)			September 10th
Evaluators supply/identify student data relevant to data analysis toward student goal setting and are provided with an overview of the Evaluation System by administrators.			Prior to September PD Day
District Administration identifies and notifies Educators of District “Look-for” Indicators.			Prior to September PD Day
After-school workshop for all Non-PTS Educators and their mentors for Self-Assessment and Goal Setting	☐ After-school workshop required for non-PTS Educators offered as optional to PTS Educators.		Prior to September PD Day
Educators use early release professional development time to analyze data, complete self-assessments, and craft goals.			September PD Day
Educators complete Self-Assessment and Goal Setting forms (2) and “share” in Teach Point (Vector): 1. DCRSD - Student Data Analysis and Student Goal Setting Form 2. DCRSD - Professional Practice Self-Assessment and Professional Practice Goal Setting Form			by October 15th
Educator and Evaluator meet to review Self-Assessment and Goal Setting Forms.	Upon request of either Educator(s) and Evaluator, the aforementioned meet to review Self-Assessment and Goal Setting Forms.		November 1st
Evaluators sign off on all plans in Teach Point (Vector)			November 1st
Educators sign off on Educator Plan in Teach Point (Vector)			November 8th
First observation completed			November 15th
After-school workshop for all Non-PTS Educators and their mentors for Evidence Collection/ Submission	☐ After-school workshop required for non-PTS Educators offered as optional to PTS Educators.		by December 15th

Educators fill out and share a NEW Evidence Collection Form in Teach Point (Vector)		by January 15th
	First observation completed	by January 15th
Formative Assessment shared in Teach Point (Vector) by Evaluator		by February 1st
Educator and Evaluator meet to review formative assessment		by February 15th
Educators fill out and share an Evidence Collection Form in Teach Point (Vector). (If this is the beginning of your evaluation cycle, start a NEW form. If you have one started in this cycle already, continue on the existing form.)		by May 1st
Summative Evaluation shared in Teach Point (Vector) by Evaluator	Formative Evaluation (year 1)/Summative Evaluation (year 2)shared in Teach Point (Vector) by Evaluator for Educators receiving an overall rating of Needs Improvement or Unsatisfactory	May 15th
Educator and Evaluator meet to review Summative Evaluation		by June 1st
	Formative Evaluation (year 1)/Summative Evaluation (year 2) shared in Teach Point (Vector) by Evaluator for Educators receiving an overall rating of Proficient or Exemplary	no later than 5 school days prior to the last day of school
	Upon request of Educator or Evaluator, the aforementioned meet to review Formative/ Summative Evaluation	within 5 school days of Evaluation share date
	Non-renewals will be notified on or around June 1st if such instances occur	On or around June 1st

Appendix B: Forms

Models – Teach Point (Vector) formatting may look different

DCRSD - Student Data Analysis and Student Goal Setting Form

Student Data Analysis

- Identify student data sources appropriate to your teaching/instructional assignment.
- Analyze the data looking for potential areas of growth in student learning, performance, or behavior.
- Target an area for growth.
- Use data to explain why this area is being targeted for growth.

What student data source will inform your instruction in this evaluation cycle?

- List student data sources being examined
- Attach data documents and/or links to this box.

After analyzing the above listed student data sources, identify an area for growth.

- This area must be a Massachusetts framework, or widely accepted national or international educational or developmental standard used in your field.

What points in the student data led you to identify this area for growth?

Student Learning Goal

Write a student learning goal which addresses the area for growth in student learning, performance, or behavior identified in your student data analysis.

Your goal should be specific, measurable, action-oriented, rigorous, realistic, and results-focused, timed, and tracked. Use the following questions to guide your goal writing.

- Which students will make this growth?
- What growth will these students make?
- How will you know that they made this growth?/ How will this growth be measured?
- What will the status of your growth be by the mid-cycle assessment (formative).
- What will the status of your goal be by the end of the evaluation cycle (summative).

Scaffold: In the [years of cycle] school years, [percentage measurement] of ____ students will be able to [action for improvement] according to [measure being used] when [degree or condition under which action will be assessed]. (See DCRSD Eval Handbook Exemplar 1.)

What Student Learning Goal do you propose during this evaluation cycle?

Educator Plan:

List the actions that you will take in order to attain these goals, including but not limited to professional development activities, self-study, and coursework, as well as other supports and resources for completing these actions.

Anticipated Student Learning Gains

Anticipated Student Learning Gains.

Evaluators will consider evidence of an educator's expected impact on student learning when determining performance ratings in Standard II: Teaching All Students.

For Educators who are responsible for content assessed by statewide student growth measures such as MCAS or ACCESS for ELLs, these measures must be considered in the assessment of impact on student learning. Other educators should use benchmark or similar common assessments that are used district wide. If these measures still do not apply to the educator, the educator and evaluator should identify appropriate growth measures at the beginning of the evaluation cycle. Educator developed assessments must be approved by the curriculum director and/ or his/her designee.

In the box below identify the student growth measures you will be using during this evaluation cycle and the anticipated growth for each.

Evaluator's signature indicating goal & plan approval

Educator's signature indicating acknowledgement of goal & plan approval

**DCRSD - Professional Practice Self-Assessment and
Professional Practice Goal Setting Form**

Professional Practice Self-Assessment

- Use the DESE rubric appropriate to your teaching/professional assignment to assess yourself
- Identify an indicator or indicators to target for growth
- Support the identification of this area for growth with evidence (or cite a lack thereof) from your professional practice

Which Rubric are you using to self-assess your professional practice?

- Classroom Teacher OR Specialized Instructional Support Personnel

After using the rubric to self-assess your professional practice, identify one or more indicators to target for growth.

- Specifically list the indicator and description of proficient. (E.g. II-B-2. Collaborative Learning Environment and Proficient: Develops students' interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers.)

What evidence (or lack thereof) from your professional practice supports the identification of this indicator(s) to be targeted for growth?

Professional Practice Goal

Write a professional practice learning goal which addresses the indicator(s) identified for growth in your professional practice self-assessment.

Your goal should be specific, measurable, action-oriented, rigorous, realistic, and results-focused, timed, and tracked. Use the following questions to guide your goal writing.

- What new or improved skill or practice will you develop?
- To what degree will you develop this skill/practice?

- What will the evidence of goal attainment be?
- What will the status of your goal progress be by the mid-cycle assessment (formative)?
- What will the status of your goal progress be by the end of the evaluation cycle (summative)?

Scaffold: During the [years of cycle] school year(s), I will [action leading to improvement] by [what you will do within a specific timeframe] as documented [how you will measure and when]. (See DCRSD Eval Handbook Exemplar 2.)

What Professional Practice Goal do you propose during this evaluation cycle?

Educator Plan:

List the actions that you will take in order to attain these goals, including but not limited to professional development activities, self-study, and coursework, as well as other supports and resources for completing these actions.

Evaluator's signature indicating goal & plan approval

Educator's signature indicating acknowledgement of goal & plan approval

DCRSD - Evidence Collection Form

DCRSD - Evidence Collection Form

Educators should submit:

- Evidence of progress toward or achievement of goal completion
- Evidence for District “Look-For” indicators in standards I and II. (This item may be omitted if “clear evidence” or “partial evidence” was indicated on observation forms)
- Evidence for the anticipated student learning gains agreed upon at the beginning of the evaluation cycle.
- A summary and/or highlights AND reflection of the Student Survey Feedback
- 2-3 pieces of evidence for standard III (in total by Summative Evaluation).
- 2-3 pieces of evidence for standards IV (in total by Summative Evaluation).
- Please explain using a bulleted list what each piece of evidence is and, if necessary, make it clear how this relates to the standard
- **Please attach documents or links for any evidence you are submitting.**

It is recommended that educators:

- Highlight new or updated practices in addition to current student data.
- Start with evidence supporting goal progress toward or achievement of goal completion as many of these pieces of evidence could also be used for Evidence in Standards I-IV.

Ask Teach Point (Vector) to have Student Learning Goal populate here:

Student Learning Goal Evidence:

Ask Teach Point (Vector) to have Professional Practice Goal populate here:

Professional Practice Goal Evidence:

STANDARD I Evidence: Curriculum, Planning, and Assessment

STANDARD II Evidence: Teaching All Students
<i>Ask Teach Point (Vector) to have Anticipated Student Learning Gains populate here:</i>
INDICATOR II-C: Student Learning Evidence (Anticipated Student Learning Gains)
STANDARD III Evidence: Family and Community Engagement
STANDARD IV Evidence: Professional Culture

DCRSD - Observation Form

DCRSD - OBSERVATION FORM		
Date of Observation:	☐ Announced	☐ Unannounced
Observation Start Time:	Observation End Time:	
In 2-4 sentences describe what was observed:		

STANDARD I: Curriculum, Planning, and Assessment
I-A-1. Subject Matter Knowledge.
<i>Proficient:</i> Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments.
☐ Clear Evidence ☐ Partial Evidence ☐ No Evidence ☐ Contradictory Ev.
Comments:
I-A-2. Child and Adolescent Development.
<i>Proficient:</i> Demonstrates knowledge of the developmental levels of students in this grade or subject and the different ways they learn by providing differentiated learning experiences that enable all students to exercise self-management, make responsible decisions, and progress toward meeting intended outcomes.
☐ Clear Evidence ☐ Partial Evidence ☐ No Evidence ☐ Contradictory Ev.

Comments:

I-A-3. Well-Structured Units and Lessons.

Proficient: Adapts as needed and implements standards-based units comprised of well-structured lessons with challenging tasks and measurable outcomes; appropriate student engagement strategies, pacing, sequence, resources, and grouping; purposeful questioning; and strategic use of technology and digital media; such that students are able to learn the knowledge and skills defined in state standards/local curricula.

☐ Clear Evidence ☐ Partial Evidence ☐ No Evidence ☐ Contradictory Ev.

Comments:

I-B-1. Variety of Assessment Methods.

Proficient: Uses a variety of informal and formal assessments methods, including common interim assessments, to measure students' learning, growth, and progress toward achieving state/local standards.

☐ Clear Evidence ☐ Partial Evidence ☐ No Evidence ☐ Contradictory Ev.

Comments:

I-B-2. Adjustments to Practice

Proficient: Analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement differentiated interventions and enhancements for students.

☐ Clear Evidence ☐ Partial Evidence ☐ No Evidence ☐ Contradictory Ev.

Comments:

I-C-1. Analysis and Conclusions.

Proficient: Draws appropriate conclusions from a thorough analysis of a wide range of assessment data to inform instructional decisions and improve student learning.

☐ Clear Evidence ☐ Partial Evidence ☐ No Evidence ☐ Contradictory Ev.

Comments:

I-C-2. Sharing Conclusions With Colleagues.

Proficient: Regularly shares with appropriate colleagues (e.g., general education, special

education, and English learner staff) conclusions about student progress and seeks feedback from them about instructional or assessment practices that will support improved student learning.

☐ Clear Evidence ☐ Partial Evidence ☐ No Evidence ☐ Contradictory Ev.

Comments:

I-C-3. Sharing Conclusions With Students

Proficient: Based on assessment data, provides descriptive feedback to students, engages them in constructive conversation, and seeks feedback that focuses on how students can improve their performance.

☐ Clear Evidence ☐ Partial Evidence ☐ No Evidence ☐ Contradictory Ev.

Comments:

STANDARD II: Teaching All Students

II-A-1. Quality of Effort and Work.

Proficient: Consistently defines high expectations for the quality of student work and the perseverance and effort required to produce it; often provides exemplars, rubrics, and guided practice.

☐ Clear Evidence ☐ Partial Evidence ☐ No Evidence ☐ Contradictory Ev.

Comments:

II-A-2. Student Engagement.

Proficient: Consistently uses instructional practices that are likely to motivate and engage most students in the content of the lesson.

☐ Clear Evidence ☐ Partial Evidence ☐ No Evidence ☐ Contradictory Ev.

Comments:

II-A-3. Meeting Diverse Needs.

Proficient: Uses appropriate inclusive practices, such as tiered supports and scaffolded instruction, to accommodate differences in students' learning needs, abilities, interests, and levels of readiness, including those of academically advanced students, students with disabilities, and English learners.

☐ Clear Evidence ☐ Partial Evidence ☐ No Evidence ☐ Contradictory Ev.

Comments:

II-B-1. Safe Learning Environment. <i>Proficient:</i> Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.
☐ Clear Evidence ☐ Partial Evidence ☐ No Evidence ☐ Contradictory Ev.
Comments:
II-B-2. Collaborative Learning Environment. <i>Proficient:</i> Develops students' relationship and communication skills by providing opportunities for students to learn in groups with diverse peers and facilitating meaningful academic discourse.
☐ Clear Evidence ☐ Partial Evidence ☐ No Evidence ☐ Contradictory Ev.
Comments:
II-B-3. Student Motivation. <i>Proficient:</i> Regularly creates learning experiences that guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; take academic risks; and challenge themselves to learn.
☐ Clear Evidence ☐ Partial Evidence ☐ No Evidence ☐ Contradictory Ev.
Comments:
Indicator II-C. Student Learning. <i>Proficient:</i> Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement. For teachers who are responsible for direct instruction, these measures must include student progress on common assessments and, where available, statewide student growth measures.
☐ Clear Evidence ☐ Partial Evidence ☐ No Evidence ☐ Contradictory Ev.
Comments:
II-D-1. Creates and Maintains a Respectful Environment. <i>Proficient:</i> Establishes an environment in which students demonstrate respect for and affirm their own (self-awareness) and others' (social awareness) differences related to background, identity, language, strengths, and challenges, and responds appropriately if/when conflicts or misunderstandings arise related to such differences.
☐ Clear Evidence ☐ Partial Evidence ☐ No Evidence ☐ Contradictory Ev.

Comments:	
II-E-1. High Expectations. <i>Proficient:</i> Clearly communicates high standards for student work, effort, and behavior, and consistently reinforces the expectation that all students can meet these standards through effective effort, rather than innate ability.	
☐ Clear Evidence ☐ Partial Evidence ☐ No Evidence ☐ Contradictory Ev.	
Comments:	
II-E-2. Access to Knowledge. <i>Proficient:</i> Consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities.	
☐ Clear Evidence ☐ Partial Evidence ☐ No Evidence ☐ Contradictory Ev.	
Comments:	
STANDARD III: Family and Community Engagement	
STANDARD IV: Professional Culture	
Summary	
Overall Commendations:	
Overall Recommendations:	
Date of Written Feedback:	Date of Oral Feedback:
Evaluator Signature:	
Educator Response	
Staff Member Signature:	

Appendix C: Form Exemplars

EXEMPLAR 1: DCRSD - Student Data Analysis and Student Goal Setting Form

Student Data Analysis
• Identify student data sources appropriate to your teaching/instructional assignment. • Analyze the data looking for potential areas of growth in student learning, performance, or behavior. • Target an area for growth. • Use data to explain why this area is being targeted for growth.

What student data source will inform your instruction in this evaluation cycle?
• List student data sources being examined • Attach data documents and/or links to this box.
 Grade 4 and 5 ELA MCAS Data Folder  Notes/Data from Grade 4-5 transition Meeting
After analyzing the above listed student data sources, identify an area for growth.
• This area must be a Massachusetts framework, or widely accepted national or international educational or developmental standard used in your field.
<i>Massachusetts ELA Framework, Grade 5 Writing:</i> <i>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information</i> <i>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped in paragraphs and sections to support the writer's purpose.</i> <i>b. Provide logically ordered reasons that are supported by facts and details.</i> <i>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</i> <i>d. Provide a concluding statement or section related to the opinion presented.</i>
What points in the student data led you to identify this area for growth?
<i>Last year's MCAS data shows that only 58% of incoming 4th grade students are meeting or exceeding the above listed standard. This was the lowest percentage across ELA MCAS scores for the grade level as a whole.</i> <i>Data shared by 4th grade teachers show that 93% of students have a DIBELS composite score at or above benchmark and 89% of students score 80% or above in their last CKLA unit assessment, indicating that reading fluency and comprehension are not areas for growth.</i>

Student Learning Goal
Write a student learning goal which addresses the area for growth in student learning, performance, or behavior identified in your student data analysis.

EXEMPLAR 1: DCRSD - Student Data Analysis and Student Goal Setting Form

Your goal should be specific, measurable, action-oriented, rigorous, realistic, and results-focused, timed, and tracked. Use the following questions to guide your goal writing.

- Which students will make this growth?
- What growth will these students make?
- How will you know that they made this growth?/ How will this growth be measured?
- What will the status of your growth be by the mid-cycle assessment (formative).
- What will the status of your goal be by the end of the evaluation cycle (summative).

Scaffold: In the [years of cycle] school years, [percentage measurement] of ____ students will be able to [action for improvement] according to [measure being used] when [degree or condition under which action will be assessed].

What Student Learning Goal do you propose during this evaluation cycle?

In the 2022-2023 and 2023-2024 school years 85 % of 5th grade ELA students will be able to score a 3 or 4 according to the 2021 Grade 5 MCAS Scoring Guide (to be used by the 5th grade team) for Idea Development when writing an opinion essay in response to a teacher provided writing prompt about a recently read text.



[2021 Grade 5 MCAS Scoring Guide for Idea Development](#)

Educator Plan:

List the actions that you will take in order to attain these goals, including but not limited to professional development activities, self-study, and coursework, as well as other supports and resources for completing these actions.

1. *Attend professional development on providing effective feedback on writing to middle school students.*
2. *Bring strategies on providing effective feedback to my department meeting to share with colleagues (monthly PLC)*
3. *Begin using feedback strategies in class for each piece of writing*
4. *Monitor student writing for revisions based on feedback (biweekly)*
5. *Support students in class with self-assessment of writing using the class rubric (ongoing)*
6. *Look at writing samples with colleagues across the discipline in fall, winter and spring to calibrate assessment and problem solve student challenges*
7. *Obtain feedback from students via survey on if and how writing feedback has helped improve their writing (midyear)*
8. *Use information from survey to inform future feedback choices (ongoing)*

Evaluator's signature indicating goal & plan approval

Educator's signature indicating acknowledgement of goal & plan approval

EXEMPLAR 2: DCRSD - Professional Practice Self-Assessment and Professional Practice Goal Setting Form

Professional Practice Self-Assessment

- Use the DESE rubric appropriate to your teaching/professional assignment to assess yourself
- Identify an indicator or indicators to target for growth
- Support the identification of this area for growth with evidence (or cite a lack thereof) from your professional practice

Which Rubric are you using to self-assess your professional practice?

- Classroom Teacher OR Specialized Instructional Support Personnel

SISP

After using the rubric to self-assess your professional practice, identify one or more indicators to target for growth.

- Specifically list the indicator and description of proficient. (E.g. II-B-2. Collaborative Learning Environment and Proficient: Develops students' interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers.)

II-A-2. Student Engagement

Proficient: Consistently uses instructional and clinical practices that are likely to motivate and engage most students during the lesson, activity, or session.

II-B-3. Student Motivation

Proficient: Consistently creates learning experiences that guide students to identify their strengths, interests, and needs; ask for support when appropriate; take risks; and challenge themselves to succeed.

What evidence (or lack thereof) from your professional practice supports the identification of this indicator(s) to be targeted for growth?

In the past several years, I have had some students that have had to be cajoled into doing work on a daily basis. So far, I've tried reward systems, holding them accountable to finishing at some time, and parent involvement. I would like to see if I can diversify my strategies for student engagement so those reluctant learners are taking a more active role in our time together and their own education.

Professional Practice Goal

Write a professional practice learning goal which addresses the indicator(s) identified for growth in your professional practice self-assessment.

Your goal should be specific, measurable, action-oriented, rigorous, realistic, and results-focused, timed, and tracked. Use the following questions to guide your goal writing.

EXEMPLAR 2: DCRSD - Professional Practice Self-Assessment and Professional Practice Goal Setting Form

- What new or improved skill or practice will you develop?
- To what degree will you develop this skill/practice?
- What will the evidence of goal attainment be?
- What will the status of your goal progress be by the mid-cycle assessment (formative)?
- What will the status of your goal progress be by the end of the evaluation cycle (summative)?

Scaffold: During the [years of cycle] school year(s), I will [action leading to improvement] by [what you will do within a specific timeframe] as documented [how you will measure and when]. (See DCRSD Eval Handbook Exemplar 2.)

What Professional Practice Goal do you propose during this evaluation cycle?

During the 2022-2023 school year, I will increase my knowledge of engagement strategies by participating in a minimum of 3 professional development experiences (I'm looking at books, workshops, and site visits) as documented in a self-created engagement strategy menu.

During the 2023-2024 school year, I will increase my use of student engagement strategies by using at least 1 new strategy per month (October -May) from the self-created menu as documented in my lesson plans and an engagement strategy Google Doc (and possibly a student engagement survey).

Educator Plan:

List the actions that you will take in order to attain these goals, including but not limited to professional development activities, self-study, and coursework, as well as other supports and resources for completing these actions.

- *Attend district-provided UDL Workshops during the 2022-2023 and 2023-2024 school years*
- *Read one book on engagement strategies for my age group (22-23)*
- *Do site visit to a Groton Dunstable school where UDL was adopted several years ago (23-24)*
- *Use student preference/learning style survey to help select strategies that will best meet students' needs (22-23, 23-24)*
- *Create student engagement menu (22-23)*
- *Use student survey and engagement menu to select 1 strategy for implementation per month.*

Evaluator's signature indicating goal & plan approval

Educator's signature indicating acknowledgement of goal & plan approval

EXEMPLAR 3: DCRSD - Evidence Collection Form

DCRSD - Evidence Collection Form

Educators should submit:

- Evidence of progress toward or achievement of goal completion
- Evidence for District “Look-For” indicators in standards I and II. (This item may be omitted if “clear evidence” or “partial evidence” was indicated on observation forms)
- Evidence for the anticipated student learning gains agreed upon at the beginning of the evaluation cycle.
- A summary and/or highlights AND reflection of the Student Survey Feedback
- 2-3 pieces of evidence for standard III (in total by Summative Evaluation).
- 2-3 pieces of evidence for standards IV (in total by Summative Evaluation).
- Please explain using a bulleted list what each piece of evidence is and, if necessary, make it clear how this relates to the standard
- **Please attach documents or links for any evidence you are submitting.**

It is recommended that educators:

- Highlight new or updated practices in addition to current student data.
- Start with evidence supporting goal progress toward or achievement of goal completion as many of these pieces of evidence could also be used for Evidence in Standards I-IV.

Student Learning Goal Evidence:

- *Formative: Writing Rubric Score Chart*
- *Formative: Student Writing Sample from Beginning of Year*
- *Formative: Student Graphic Organizer*
- *Summative: Student Writing Sample from End of Year*
- *Summative: Student Self-Assessment*
- *Summative: Writing Rubric Score Chart 2024 (with new scores)*

- ! [Writing Rubric Score Chart\(doc\)](#)
- ! [Student Writing Sample from Beginning of Year\(image\)](#)
- ! [Student Graphic Organizer\(doc\)](#)
- ! [Student Writing Sample from End of Year\(image\)](#)
- ! [Student Self-Assessment \(qcdoc\)](#)
- ! [Writing Rubric Score Chart 2024\(doc\)](#)

Ask Teach Point (Vector) to have Professional Practice Goal populate here:

Professional Practice Goal Evidence:

- *Formative: PD Certificate from Workshop*
- *Summative: New Unit Outline*
- *Summative: New Unit Lesson 5*
- *Summative: New Unit Assessment Data (Shows unit was implemented, including assessment.)*

- ! [PD Certificate from Workshop\(image\)](#)
- ! [New Unit Outline\(qcdoc\)](#)
- ! [New Unit Lesson 5\(qcdoc\)](#)
- ! [New Unit Assessment Data \(doc\)](#)

EXEMPLAR 3: DCRSD - Evidence Collection Form

STANDARD I Evidence: Curriculum, Planning, and Assessment

- See Professional Practice Goal Evidence
- See Student Learning Goal Evidence: Writing Rubric Score Charts

STANDARD II Evidence: Teaching All Students

- Summative: See Student Learning Goal Evidence
 - Summative: Photos of student projects (essay, slide show, small group skit) shows multiple means of representation
 - Summative: See Professional Practice Goal Evidence: New Unit Lesson 5 (note student engagement options and multiple means of presentation used in background and demo in first portion of lesson)
- [December Project Samples \(gcimage\)](#)

Ask Teach Point (Vector) to have Anticipated Student Learning Gains populate here:

INDICATOR II-C: Student Learning Evidence (Anticipated Student Learning Gains)

- [iReady Class Growth Report EOY 2022-2023\(gcimage\)](#)
- [iReady Class Growth Report EOY 2023-2024\(gcimage\)](#)
- [MCAS ELA Results 2022 \(gcimage\)](#)
- [MCAS ELA Results 2023 \(gcimage\)](#)

STANDARD III Evidence: Family and Community Engagement

- Formative: Scope and Sequence Parent Summary and Class Expectations (shared with families by email at beginning of year and after any updates)
- Formative: Notes from conference with J.C.'s dad (Student struggled with work completion. Met with parent and then parent & student)
- Formative: Email strand with J.C.'s dad (ongoing communication to support student in 1st per class)

- [Term 1 Scope & Expectations Parent Version \(qcdoc\)](#)
- [JC Conf notes \(image\)](#)
- [Email Strand JC Dad\(gcimage\)](#)

STANDARD IV Evidence: Professional Culture

- Summative: Dept. Meeting notes 2022-2023
 - Summative: IST Forms for PK
- [Dept. Meet Notes 2022-23 \(qcdoc\)](#)
- [IST Form PK\(doc\)](#)

Appendix D: Sample Surveys

These surveys are recommended for PreK-12.
See *Section 10 D.* to request the use of a different survey

DESE Model K-2 Discussion Prompts and Administration Protocol

(DCRSD identifies this as a prompt for preschool discussion as well.)

Overview

The K – 2 discussion prompts represent a subset of items that were piloted with students in Kindergarten, first, and second grades during the ESE Model Pilot Survey Project. These items are intended to serve as discussion prompts for early elementary teachers to use with their students to collect feedback about their practice.

The following items may be used by teachers in a conversational setting with individual students or small groups of students. They are listed in no particular order. A teacher may choose to use them in any way that he/she and his/her evaluator deem helpful. Teachers may want to record notes as students respond.

K-2 Discussion Prompts
1. Students help each other to learn.
1. When asked, I can talk about what I am learning.
1. When I am stuck, my teacher wants me to try again before she or he helps me.
1. I have to explain my thinking when I write, answer questions and talk about my work.
1. When my teacher is talking, he or she asks us if we understand.
1. After I talk to my teacher, I know how to make my work better.

Instructions for Administering

Districts should work with their K – 2 teachers to determine the best way to administer the discussion prompts – whether it is soliciting responses from individual students, small groups of students, or a full class. If a teacher or school wants to preserve student confidentiality in the solicitation of verbal feedback, another staff member familiar to the students may engage them in responses to these discussion prompts. However, steps must be taken to ensure that younger students are clear about the subject (their teacher) of the discussion.

It is important to make students feel comfortable responding to the discussion prompts. Prior to beginning the discussion, classroom teachers or proctors should inform students of its purpose. Communicate to students that they are having this discussion to help their teacher learn how they feel about being a student their (the teacher's) class. The reason for the discussion is to help their teacher make their class even better. Students should be assured that there are no right or wrong answers, and that they should answer honestly.

Students in Grades K – 2 will require guidance and support when engaging in discussion about the prompts. The classroom teacher or survey proctor may clarify or rephrase words if a student does not understand.

The following table provides a crosswalk between discussion prompts and the [Standards and Indicators of Effective Teaching Practice](#). You may sort the table differently by selecting it and finding the Sort function in the Table Layout tab.

Standard I: Curriculum, Planning & Assessment	Standard II: Teaching All Students
I.A: Curriculum & Planning I.B: Assessment I.C: Analysis	II.B: Learning Environment II.E: Expectations

Standard/ Indicator	#	Item
II.B	1.	Students help each other to learn
II.E	2.	When asked, I can talk about what I am learning.
II.B	3.	When I am stuck, my teacher wants me to try again before she or he helps me.
I.A	4.	I have to explain my thinking when I write, answer questions and talk about my work.
I.B	5.	When my teacher is talking, he or she asks if we understand.
I.C	6.	After I talk to my teacher, I know how to make my work better.

DESE Model Student Feedback Survey **Grades 3-5: Mini-Form Standard II**

Name of Teacher: _____ **Date:** _____

Directions: Read each statement and then choose one answer choice that you think fits best. There are no right or wrong answers. Your teacher will use your class's answers to better understand what it's like to be a student in this class. Your teacher will not see your individual answers.

		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	My teacher uses our mistakes as a chance for us all to learn.	☐	☐	☐	☐
2.	My classwork is hard but not too hard for me.	☐	☐	☐	☐
3.	My teacher uses things that interest me to explain hard ideas.	☐	☐	☐	☐
4.	I can show my learning in many ways (e.g., writing, graphs, pictures).	☐	☐	☐	☐
5.	I can do more challenging work when I am waiting for other students to finish.	☐	☐	☐	☐
6.	In this class, students help each other learn.	☐	☐	☐	☐
7.	When my class does not understand something, my teacher explains it another way.	☐	☐	☐	☐
8.	My teacher encourages me even when my work is not my best.	☐	☐	☐	☐
9.	In class, I teach other students how I solved a problem.	☐	☐	☐	☐
10.	My teacher shows us how to respect different opinions in class.	☐	☐	☐	☐

OPTIONAL: If you have any additional feedback for your teacher, please share it here.

This item key is not intended for distribution to students. The following table provides a crosswalk between survey items and the [Standards and Indicators of Effective Teaching Practice](#) addressed in the model survey. You may sort the table differently by selecting it and finding the Sort function in the Table Layout tab.

Standard I: Curriculum, Planning & Assessment		Standard II: Teaching All Students	
I.A:	Curriculum & Planning	II.A:	Instruction
I.B:	Assessment	II.B:	Learning Environment
I.C:	Analysis	II.D:	Cultural Proficiency
		II.E:	Expectations

Standard/ Indicator	#	Item
II.B	1.	My teacher uses our mistakes as a chance for us all to learn.
II.E	2.	My classwork is hard but not too hard for me.
II.A	3.	My teacher uses things that interest me to explain hard ideas.
II.A	4.	I can show my learning in many ways (e.g., writing, graphs, pictures).
II.A	5.	I can do more challenging work when I am waiting for other students to finish.
II.B	6.	In this class, students help each other learn.
II.E	7.	When my class does not understand something, my teacher explains it another way.
II.B	8.	My teacher encourages me even when my work is not my best.
II.A	9.	In class, I teach other students how I solved a problem.
II.D	10.	My teacher shows us how to respect different opinions in class.

DESE Model Student Feedback Survey

Grades 6–12: Mini-Form Standard II

Name of **Teacher**: _____ Date: _____

Directions: Read each statement and then choose **one** answer choice that you think fits best. There are no right or wrong answers. Your teacher will use your class's answers to better understand what it's like to be a student in this class. Your teacher will not see your individual answers.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. My teacher demonstrates that mistakes are a part of learning.	☐	☐	☐	☐
2. I can show my learning in many ways (e.g., writing, graphs, pictures).	☐	☐	☐	☐
3. The work in this class is challenging but not too difficult for me.	☐	☐	☐	☐
4. If I finish my work early in class, my teacher has me do more challenging work.	☐	☐	☐	☐
5. In this class, students work together to help each other learn difficult content.	☐	☐	☐	☐
6. My teacher encourages us to accept different points of view when they are expressed in class.	☐	☐	☐	☐
7. In this class, students teach other classmates a part or whole lesson.	☐	☐	☐	☐
8. My teacher supports me even when my work is not my best.	☐	☐	☐	☐
9. During a lesson, my teacher is quick to change how he or she teaches if the class does not understand (e.g., switch from using written explanations to using diagrams).	☐	☐	☐	☐
10. To help me understand, my teacher uses my interests to explain difficult ideas to me.	☐	☐	☐	☐

OPTIONAL: If you have any additional feedback for your teacher, please share it here.

This item key is not intended for distribution to students. The following table provides a crosswalk between survey items and the [Standards and Indicators of Effective Teaching Practice](#) addressed in the model survey. You may sort the table differently by selecting it and finding the Sort function in the Table Layout tab.

Standard I: Curriculum, Planning & Assessment		Standard II: Teaching All Students	
I.A: Curriculum & Planning		II.A:	Instruction
I.B: Assessment		II.B:	Learning Environment
I.C: Analysis		II.D:	Cultural Proficiency
		II.E:	Expectations

Standard/ Indicator	#	Item
II.B	1.	My teacher demonstrates that mistakes are a part of learning.
II.A	2.	I can show my learning in many ways (e.g., writing, graphs, pictures).
II.E	3.	The work in this class is challenging but not too difficult for me.
II.A	4.	If I finish my work early in class, my teacher has me do more challenging work.
II.B	5.	In this class, students work together to help each other learn difficult content.
II.D	6.	My teacher encourages us to accept different points of view when they are expressed in class.
II.A	7.	In this class, students teach other classmates a part or whole lesson.
II.B	8.	My teacher supports me even when my work is not my best.
II.E	9.	During a lesson, my teacher is quick to change how he or she teaches if the class does not understand (e.g., switch from using written explanations to using diagrams).
II.A	10.	To help me understand, my teacher uses my interests to explain difficult ideas to me.