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Contract Language for Educators' Evaluation

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.;. 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, 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. ***District-determined Measures:** Measures of student learning, growth and achievement related to the Massachusetts Curriculum Frameworks, Massachusetts Vocational Technical Education Frameworks, or other relevant frameworks, that are comparable across grade or subject level district-wide. These measures may include, but shall not be limited to: portfolios approved commercial assessments and district-developed pre and post unit and course assessments, and capstone projects.
- F. ***Educator(s):** Inclusive term that applies to all members of Unit A as identified in Article I-Recognition. This includes classroom teachers and caseload educators, unless otherwise noted.

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- G. ***Educator Plan:** The growth or improvement actions identified as part of each Educator's evaluation. The type of plan shall be 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 or less for Educators with PTS who are rated needs improvement.
 - iv. **Improvement Plan** shall mean a plan developed by the Educator and 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, and subject to the Evaluator's final approval.
- H) ***ESE:** The Massachusetts Department of Elementary and Secondary Education.
- I) ***Evaluation:** The ongoing process of defining goals and identifying, gathering, and using information as part of a process to improve professional performance (the "formative evaluation" and "formative assessment") and to assess total job effectiveness and make personnel decisions (the "summative evaluation").
- J) ***Evaluator:** Any person designated by a superintendent who has primary 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, the completed "Observing & Analyzing I or its equivalent course. Also, all Evaluators will be licensed in Massachusetts as Principal/Assistant Principal and/or Supervisor/Director. Each Educator will have one primary Evaluator at any one time responsible for determining performance ratings.
- i) **Primary Evaluator** shall be the person who determines the Educator's performance ratings and evaluation. The primary evaluator shall be the principal or equivalent.
 - 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

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ratings to the primary Evaluator at the end of the Educator Plan. The Supervising Evaluator may be the primary Evaluator or his/her designee.

- iii) **Teaching Staff Assigned to More Than One Building:** Each Educator who is assigned to more than one building will be evaluated by the appropriate Evaluator where the individual is assigned most of the time. The principal, or equivalent, 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 predominant 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.
- K) **Evaluation Cycle:** A five-stage 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, 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.
- O) ***Formative Evaluation:** An evaluation conducted at the end of Year 1 for an Educator on a 2-year Self-Directed Growth plan which is used to arrive at a rating on progress towards attaining the goals set forth in the Educator Plan, performance on Standards and Indicators of Effective Teaching Practice, or both.
- P) ***Goal:** A specific, actionable, and measurable area of improvement as set forth in an Educator's plan. A goal may pertain to any or all of the following: Educator practice in relation to Performance Standards, Educator practice in relation to indicators, or specified improvement in student learning, growth and achievement. Goals may be developed by individual Educators, by the Evaluator, or by teams, departments, or groups of Educators who have the same role.
- Q) ***Measurable:** That which can be classified or estimated in relation to a scale, rubric, or standards.
- R) ***Observation:** A data gathering process that includes notes and judgments made during one or more classroom or worksite visits(s), including walk-throughs, by

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the Evaluator and may include examination of artifacts of practice including student work. An observation shall occur in person. 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 Evaluators to drop in on classes and other activities in the worksite at various times. 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 Wareham School Committee and the Wareham Education Association that represents the Unit A Educators covered by this agreement for purposes of collective bargaining.
- T) ***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 the Educator 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.
- U) ***Performance Standards:** Locally developed standards and indicators pursuant to M.G.L. c. 71, § 38 and consistent with, and/or supplemental to 603 CMR 35.00.
- V) ***Professional Teacher Status:** PTS is the status granted to an Educator pursuant to M.G.L. c. 71, § 41.
- W) **Rating of Educator Impact on Student Learning:** A rating of high, moderate or low based on trends and patterns of student learning, growth, and achievement.

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- 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: (603 CMR 35.03)
- i) Standard 1: Curriculum, Planning and Assessment
 - ii) Standard 2: Teaching All Students
 - iii) Standard 3: Family and Community Engagement
 - iv) Standard 4: Professional Culture
 - v) Attainment of Professional Practice Goal(s)
 - vi) Attainment of Student Learning Goal(s)
- Y) ***Rubric:** A scoring tool that describes characteristics of practice or artifacts at different levels of performance. The rubrics for Standards and Indicators of Effective Teaching Practice are used to rate Educators on Performance Standards, these rubrics 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
- Z) **Self-Assessment:** The evaluation cycle shall begin with the Educator's self-assessment addressing Standards and Indicators of Effective Teaching Practice. 603 CMR 35.603(2). The self-assessment shall be used for goal-setting and formulating the Educator's Plan.
- 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.

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- 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 in Unit A 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.
- DD) ***Trends in student learning:** At least three consecutive years of data, following establishment of a baseline, 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.

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. If applicable, one such measure shall be the MCAS Student Growth Percentile (SGP) or Massachusetts English Proficiency Assessment gain scores in which case at least two years of data is required. District-wide measures may include: student portfolios, approved commercial assessments, district-developed pre and post unit and course assessments, and capstone projects.
 - 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 shall be established locally. These measures shall be based on the Educator's role and responsibility.
- B) Judgments based on observations and artifacts of practice including:
 - i) Announced or unannounced observations of practice of any duration.
 - ii) Announced observation(s) are required for non-PTS Educators in their

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- 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) Additional evidence relevant to one or more Performance Standards, including but not limited to:
- i) Evidence compiled and presented by the Educator, including (605.35:07):
 - (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
 - v) Any other relevant evidence from any source that the Evaluator has shared with the Educator.

4) Rubric

The rubrics for Standards and Indicators of Effective Teaching Practice are a scoring tool used for the Educator's self-assessment, the formative assessment, the formative evaluation and the summative evaluation. The district's rubrics are attached to this agreement.

5) Evaluation Cycle: Training

- A) Prior to the implementation of the new evaluation process contained in this article, the district 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 and Association shall determine the type and quality of training based on guidance provided by ESE.
- B) By October 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 October 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 one

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month of the date of hire. The district through the superintendent and Association shall determine the type and quality of the learning activity based on guidance provided by ESE.

6) Evaluation Cycle: Annual Orientation

- A) At the start of each school year, the superintendent or designee shall conduct a meeting for Educators and Evaluators focused substantially on educator evaluation. The superintendent or designee shall:
- i) Provide an overview of the evaluation process, including goal-setting and the educator plans. Provide District and School goals and priorities, as well as professional development opportunities related to those goals and priorities.
 - 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 provided an announcement is made at the beginning at the meeting.

7) Evaluation Cycle: Self-Assessment

- A) Completing the Self-Assessment
- i) The evaluation cycle begins with the Educator completing and submitting to the Supervising Evaluator a self-assessment by October 1st or within four weeks of the start of their employment at the school.
 - ii) The self-assessment includes:
 - (a) An analysis of evidence of student learning, growth and achievement for students under the Educator's responsibility.
 - (b) An assessment of practice against 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

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- i) Educators may consider goals for grade-level, subject-area, department teams, or other groups of Educators who share responsibility for student learning and results, except as provided in (ii) below. Educators may establish 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 student learning goals and professional practice 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.
- 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

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learning, growth and achievement will be determined after ESE issues guidance on this matter. (See #22, below.)

- C) Educator Plan Development Meetings shall be conducted as follows:
 - i) Educators in the same school may meet with the Evaluator in teams and/or individually at the end of the previous evaluation cycle or October 1st 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 1st 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 approves the Educator Plan by October 15th. The Educator shall sign the Educator Plan within 5 school days of its receipt and may include a written response. 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 new position:
 - i) The Educator shall have at least two announced observations during the school year using the protocol described in section 11B, below.
 - ii) The Educator shall have at least four unannounced observations (See definition of “observations”.) during the school year.
- 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 one announced observation during the school year.
 - ii) The Educator shall have at least three unannounced observations (See definition of “observations”.) during the school year.

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E v a l u a tion 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 (See definition of “observations”.) during the evaluation cycle.
- B) The Educator whose overall rating is needs improvement must be observed according to the Directed Growth Plan during the period of Plan which must include at least two unannounced observations (See definition of “observations”).
- C) The Educator whose overall rating is unsatisfactory must be observed according to the Improvement Plan which must include both unannounced and announced observations. The number and frequency of the observations shall be determined by the Evaluator, but in no case, for improvement plans of one year, shall there be fewer than one announced and four unannounced observations. For Improvement Plans of six months or fewer, there must be no fewer than one announced and two unannounced observations.
- D) Any Educator whose plan ends with a summative rating of needs improvement or unsatisfactory must have received at least seven unannounced observations during the previous year.

11) Observations

The Evaluator’s first observation of the Educator should take place by November 15. Observations required by the Educator Plan should be completed by May 15th. The Evaluator may conduct additional observations after this date. During a single observation, the Evaluator is not required nor expected to review all the indicators in the district rubric.

- A) Unannounced Observations (See definition of ‘observations’ in the definitions)
 - i) Unannounced observations may be in the form of partial or full-period classroom visitations, Instructional Rounds, Walkthroughs, Learning Walks, or any other means deemed useful by the Evaluator, principal, superintendent or other administrator.
 - ii) The Educator will be provided with at least brief written feedback from the Evaluator within 1-3 school days of the observation. The written feedback shall be delivered to the Educator in person, by email or placed in the Educator’s mailbox.

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- 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 20 school days.

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- B) Announced Observations
- i. The Evaluator shall select the date and time of the lesson or activity to be observed and discuss with the Educator any specific goal(s) for the observation.
 - ii. Within 5 school days of the scheduled observation, the Evaluator and Educator shall meet for a pre-observation conference.
 - a. The Educator shall provide the Evaluator with a draft of the lesson, student conference, IEP plan or activity. If the actual plan is different, the Educator will provide the Evaluator with a copy prior to the observation.
 - b. The Educator will be notified as soon as possible if the Evaluator will not be able to attend the scheduled observation. The observation will be rescheduled with the Educator as soon as reasonably practical.
 - iii. Within 5 school days of the observation, the Evaluator and Educator shall meet for a post-observation conference. This timeframe may be extended due to unavailability on the part of either the Evaluator or the Educator, but shall be rescheduled within 24 hours if possible.
 - iv. The Evaluator shall provide the Educator with written feedback within 10 school days of the post-observation conference. For any standard where the Educator's practice was found to be unsatisfactory or needs improvement, the feedback must:
 - a. Describe the basis for the Evaluator's judgment.
 - b. Describe actions the Educator should take to improve his/her performance.
 - c. Identify support and/or resources the Educator may use in his/her improvement.
 - d. State that the Educator is responsible for addressing the need for improvement.

12) Evaluation Cycle: Formative Assessment

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

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

- B) Formative Assessment may be ongoing throughout the evaluation cycle but typically takes place mid-cycle when a Formative Assessment report is completed. For an Educator on a two-year Self-Directed Growth Plan, the mid-cycle Formative Assessment report is replaced by the Formative Evaluation report at the end of year one. See section 13, below.
- C) The Formative Assessment report provides written feedback and ratings to the Educator about his/her progress towards attaining the goals set forth in the Educator Plan, performance on Performance Standards and overall, or both.
- D) The Educator shall provide to the Evaluator evidence of family outreach and engagement, fulfillment of professional responsibility and growth, and progress on attaining professional practice and student learning goals no less than two weeks before the due date for the Formative Assessment report. The due date shall be established by the Evaluator in collaboration with the Educator.
- 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.
- G) The Educator shall sign the Formative Assessment report at the time of receipt 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.
- H) The Educator may reply in writing to the Formative Assessment report within 10 school days of receiving the report.
- I) As a result of the Formative Assessment Report, the Evaluator, in consultation with the Educator, 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.

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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) 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. The evidence will be provided no less than two weeks before the due date for the Formative Evaluation report. The due date shall be established by the Evaluator in consultation with the Educator.
- 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.
- E) The Educator shall sign the Formative Evaluation report upon receipt of 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.
- F) 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.
- G) The Educator may reply in writing to the Formative Evaluation report within 10 school days of receiving the report.
- H) As a result of the Formative Evaluation report, the Evaluator, in consultation with the Educator, 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.

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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 Supervising Evaluator determines the initial 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, in consultation with the supervising evaluator, shall determine the final, 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 Primary Evaluator shall discuss and review the rating with the Supervising Evaluator and confirm or revise the educator's rating.
- 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 Standard I, Curriculum, Planning and Assessment, and the Standard 2, Teaching All Students.
- G) 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. The evidence will be provided no less than two weeks before the due date for the Formative Evaluation report. The due date shall be established by the Evaluator in consultation with the Educator.
- 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 no later than May 15th.
- J) The Educator shall sign the final Summative Evaluation report upon receipt. The signature indicates that the Educator received the Summative Evaluation report in

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a timely fashion. The signature does not indicate agreement or disagreement with its contents.

- K) The Educator shall have the right to respond in writing, within 10 school days to the summative evaluation which shall become part of the final Summative Evaluation report.
- L) The Primary Evaluator shall meet with the Educator rated Needs Improvement or Unsatisfactory to discuss the summative evaluation. The meeting shall occur by June 1st.
- M) An Evaluator will 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.
- N) Upon mutual agreement, the Educator and the Supervising Evaluator may develop the Self-Directed Growth Plan for the following two years during the meeting on the 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:
 - i) At least one goal related to Improvement of Professional Practice tied to one or more Performance Standards;
 - ii) At least one goal for the Improvement of Student Learning, Growth, and Achievement of the students under the Educator's responsibility;
 - iii) An outline of actions the Educator must take to attain the goals and benchmarks to assess progress. Actions must include specified professional development and learning activities that the Educator will participate in as a means of obtaining the goals, as well as other support that may be suggested by the Evaluator or provided by the school or district. Examples may include but are not limited to coursework, self-study, action research, curriculum development, study groups with peers, and implementing new programs.

Contract Language for Educators' Evaluation

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

18) Educator Plans: Directed Growth Plan

- A) A Directed Growth Plan is for those Educators with PTS whose overall rating is needs improvement.
- B) The goals in the Plan must address areas identified as needing improvement in the Summative Evaluation Report.
- C) The Evaluator shall complete a summative evaluation for the Educator at the end of the period determined by the Plan, but at least annually, and in no case later than June 10th.
- D) For an Educator on a Directed Growth Plan whose overall performance rating is at least proficient, the Evaluator will place the Educator on a Self-Directed Growth Plan for the next Evaluation Cycle.
- E) For an Educator on a Directed Growth Plan whose overall performance rating is not at least proficient, the Evaluator will rate the Educator as unsatisfactory and will place the Educator on an Improvement Plan for the next Evaluation Cycle.
- F) Upon request, a Teacher's reasonable request for assistance on the directed growth plan will be granted. Any disputes over what is reasonable will be resolved by the Superintendent and the Association President.

Contract Language for Educators' Evaluation

19) Educator Plans: Improvement Plan

- A) An Improvement Plan is for those Educators with PTS whose overall rating is unsatisfactory.
- B) The parties agree that in order to provide students with the best instruction, it may be necessary from time to time to place an Educator whose practice has been rated as unsatisfactory on an Improvement Plan of no fewer than 45 calendar days and no more than one school year.
- C) The Evaluator must complete a summative evaluation for the Educator at the end of the period determined by the Evaluator for the Plan.
- D) An Educator on an Improvement Plan shall be assigned a Supervising Evaluator (see definitions). The Supervising Evaluator is responsible for providing the Educator with guidance and assistance in accessing the resources and professional development outlined in the Improvement Plan. The primary evaluator may be the Supervising Evaluator.
- E) The Improvement Plan shall define the problem(s) of practice identified through the observations and evaluation and detail the improvement goals to be met, the activities the Educator must take to improve and the assistance to be provided to the Educator by the district.
- F) The Improvement Plan process shall include:
 - i) Within ten school days of notification to the Educator that the Educator is being placed on an Improvement Plan, the Evaluator shall schedule a meeting with the Educator to discuss the Improvement Plan. The Evaluator will develop the Improvement Plan, which will include the provision of specific assistance to the Educator.
 - ii) The Educator may request that a representative of the Wareham Education Association attend the meeting(s).
 - iii) If the Educator consents, Wareham Education Association will be informed that an Educator has been placed on an Improvement Plan.
- G) The Improvement Plan shall:
 - i) Define the improvement goals directly related to the Performance Standard(s) 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;

Contract Language for Educators' Evaluation

- 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.
 - viii) If there is no agreement on the Improvement Plan, the Grievance Procedure for appeals will be followed.
- H) 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.
- I) Decision on the Educator's status at the conclusion of the Improvement Plan.
- i) All determinations below must be made no later than June 1. One of three decisions must be made at the conclusion of the Improvement Plan:
 - (a) If the Primary 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) If the Primary Evaluator determines that the Educator is making substantial progress toward proficiency, the Primary Evaluator shall place the Educator on a Directed Growth Plan.
 - (c) If the Primary Evaluator determines that the Educator is not making substantial progress toward proficiency, the Evaluator shall recommend to the superintendent that the Educator be dismissed.

Contract Language for Educators' Evaluation

20. Timelines (Dates in italics are provided as guidance)

Activity:	Completed By:
Superintendent, principal or designee meets with evaluators and educators to explain evaluation process	<i>August 30 or before</i>
Evaluator meets with first-year educators to assist in self-assessment and goal setting process Educator submits self-assessment and proposed goals	August Orientation and In Service
Evaluator meets with Educators in teams or individually to establish Educator Plans (Educator Plan may be established at Summative Evaluation Report meeting in prior school year)	September
Evaluator and Educator completes Educator Plans	October 1
Evaluator should complete first observation of each Educator	November 15
Educator submits evidence on parent outreach, professional growth, progress on goals (and other standards, if desired) * or four weeks before Formative Assessment Report date established by Evaluator	<i>January 10*</i>
Evaluator should complete mid-cycle Formative Assessment Reports for Educators on one-year Educator Plans	<i>February 1</i>
Evaluator holds Formative Assessment Meetings if requested by either Evaluator or Educator	<i>February 15</i>
Educator submits evidence on parent outreach, professional growth, progress on goals (and other standards, if desired) *or 4 weeks prior to Summative Evaluation Report date established by evaluator	<i>April 20*</i>
Evaluator completes Summative Evaluation Report	May 15
Evaluator meets with Educators whose overall Summative Evaluation ratings are Needs Improvement or Unsatisfactory	June 1
Evaluator meets with Educators whose ratings are proficient or exemplary at request of Evaluator or Educator	June 10
Educator signs Summative Evaluation Report and adds response, if any within 5 school days of receipt	June 15

Contract Language for Educators' Evaluation

A) Educators with PTS on Two Year Plans

Activity:	Completed By:
Evaluator completes unannounced observation(s)	Any time during the 2-year evaluation cycle
Evaluator completes Formative Evaluation Report	June 1 of Year 1
Evaluator conducts Formative Evaluation Meeting, if any	June 1 of Year 1
Evaluator completes Summative Evaluation Report	May 15 of Year 2
Evaluator conducts Summative Evaluation Meeting, if any	June 10 of Year 2
Evaluator and Educator sign Summative Evaluation Report	June 15 of Year 2

B) Educators on Plans of Less than One Year

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

21. Career Advancement

- A) In order to attain Professional Teacher Status, the Educator should achieve ratings of proficient or exemplary on each Performance Standard and overall. A principal considering making an employment decision that would lead to PTS for any Educator who has not been rated proficient or exemplary on each performance standard and overall on the most recent evaluation shall confer with the superintendent by May 1. The principal's decision is subject to review and approval by the superintendent. (603 CMR 35.08(6))
- B) In order to qualify for a leadership position, the Educator must have had a Summative Evaluation performance rating of proficient or exemplary for at least the previous two years.
- C) Educators with PTS whose summative performance rating is exemplary and, after 2013-14 whose impact on student learning is rated moderate or high, shall be recognized and rewarded with leadership roles, promotions, additional compensation, public commendation or other acknowledgement as determined by the district through collective bargaining where applicable. (603 CMR 35.08 (7))

Contract Language for Educators' Evaluation

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

25. Transition from Existing Evaluation System

- A) The parties may agree that All Educators in the district will be evaluated under the new procedures at the outset of this Agreement, for the first year of implementation of the new procedures in this Agreement, starting the Fall of 2012 for the 2012-2013 school year.
- B) The parties shall agree on a process for identifying the Educator Plan that each Educator will be placed on during the Educator's first year being evaluated under the new procedures, providing that Educators who have received ratings of "not met" on three (3), or more, of the seven (7) standards in the prior year will be placed on one year Directed Growth Plan.
- C) The parties agree that to address the workload issue of Evaluators, during the first evaluation cycle under this Agreement in every school or department, educators with three or more "in progress" and/or less than 3 not met, will be placed on one year Self-Directed Growth Plan. Remaining educators will be placed on either a one or two-year Self Directed Growth Plan through a randomized system by school building. All teachers who are in new assignments will be on a one-year Developing Educator Plan.

Contract Language for Educators' Evaluation

- D) The existing evaluation system will remain in effect until the provisions set forth in this Article are implemented. The relevant timeframe for adopting and implementing new systems is set forth in 603 CMR 35.11(1).

26. General Provisions

- A) Only Educators who are currently licensed as administrators may serve as Primary Evaluators of Educators. All Supervising Evaluators must hold a current, Massachusetts license as Supervisor/Director or Assistant/Principal. All evaluators must complete the district's identified and approved training in the principles of supervision and evaluation.
- B) Evaluators shall not make negative comments about the Educator's performance, or comments of a negative evaluative nature, in the presence of students, parents or other staff, except in the unusual circumstance where the Evaluator concludes that s/he must immediately and directly intervene. Nothing in this paragraph is intended to limit an administrator's ability to investigate a complaint, or secure assistance to support an Educator.
- C) The superintendent shall ensure 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 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. 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.

Contract Language for Educators' Evaluation

Appendix A: Forms

Overview of Forms

The forms included in the Appendix are to be used to support Educators and Evaluators as they implement the Educator Evaluation. These forms are available electronically and additional pages may be attached as needed.

*For the implementation of the new Educator Evaluation Regulations, as an Early Adopter, Wareham Educators will initiate the Evaluation Cycle, by establishing “preliminary goals”, with the parties acknowledging this is a beginning of a process that will continue to evolve. The Educator Self Assessment and Goal Setting shall be completed by June 1, 2012. As Early Adopters and at the forefront of this new system, Evaluators will be encouraged to support goals that are achievable and can be supported. Continued review of this process and these forms through joint collaboration and collective bargaining will occur and modifications may result.

Form 1 - Educator Self Assessment

Part 1 - Analysis of Student Learning, Growth, and Achievement

Part 2 - Assessment of Practice Against Performance Standards

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

Form 2 - Goal Setting

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

Form 3 - Educator Plan Form

Contract Language for Educators' Evaluation

Form 1 - Educator Self-Assessment -

Part 2 - Assessment of Practice Against Performance Standards

Educator Name/Position/School _____

Evaluator Name/Position _____

603 CMR 35.06 (2)

a. *Each Educator shall be responsible for gathering and providing to the evaluator information on the Educator's performance, which shall include:*

2. an assessment of practice against Performance Standards;

Using the Standards and Performance Rubric for Wareham Educators, briefly summarize areas of strength and high priority areas for growth.

Areas may target specific Standards, Indicators, or Elements, or span multiple Indicators or Elements within or across Standards.

This form (available electronically) should be individually submitted by the Educator, but Part 2 can also be used by teams in preparation for proposing team goals.

Team, if applicable _____

School/Team/Grade Level and/or Department _____

Team Members: _____

Signature of Educator: _____ **Date:** _____

Signature of Evaluator: _____ **Date:** _____

*The Evaluator's signature indicates that s/he has received a copy of the self-assessment form, Parts 1 and 2.

Contract Language for Educators' Evaluation

Form 2 - Goal Setting

Educator Name/Position/School _____

Evaluator Name/Position _____

603 CMR 35.06 (2)

a. Each Educator shall be responsible for gathering and providing to the evaluator information on the Educator's performance, which shall include:

3. proposed goals to pursue to improve practice and student learning, growth, and achievement.

Check all that apply:

Proposed Goals _____ Initials & Date _____ Final Goals _____ Initials & Date _____

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

Student Learning SMART Goal <i>Check whether goal is individual or team; write team name if applicable</i>	Professional Practice SMART Goal <i>Check whether goal is individual or team; write team name if applicable</i>
___ Individual ___ Team Goal Name: _____	___ Individual ___ Team Goal Name: _____

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

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

Setting SMART Goals*

Teachers may find the “**SMART**” Goal framework a helpful tool to utilize in establishing clear goals and action plans.

Contract Language for Educators' Evaluation

A “**SMART**” Goal is:

Specific and **S**trategic

Measurable

Action Oriented

Rigorous, **R**ealistic, and **R**esults-Focused

Timed and **T**racked

S=Specific and Strategic

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

M=Measurable

What measures of quantity, quality, and/or impact will we use to determine that we have achieved the goal? How will we measure progress? Progress toward achieving the goal is typically measured through “benchmarks.” Some benchmarks focus on the process. Others focus on the outcome.

A=Action Oriented

Goals are active, not passive verbs. Action steps attached to goals tell us “who” is doing “what.” Clear key actions are required to achieve a goal. Everyone sees how their part of the work is connected - to other parts of the work and to a larger purpose. This will assist people in staying focused and energized.

R=Rigorous, Realistic, and Results-Focused (the 3 Rs)

A goal makes clear what will be different as a result of achieving the goal. A goal needs to describe a realistic, yet ambitious result. It should stretch the educator, team, school, or district toward improvement but not be out of reach. The focus and effort to achieve a rigorous and realistic goal should be challenging but not exhausting.

T=Timed

A goal needs a deadline. A timeline must be established which identifies when key actions will be completed and benchmarks achieved. Tracking progress is essential. Benchmarks provide the information necessary to make mid-course corrections.

Contract Language for Educators' Evaluation

Form 3 - Educator Plan Form

Educator _____ Evaluator: _____

Teaching Assignment _____ Certification: _____

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

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

Start Date: _____ End Date: _____

Goal Setting Form with final goals is attached to the Educator Plan.

Some activities may apply to the pursuit of multiple goals or types of goals (student learning or professional practice). Attach additional pages as necessary.

Student Learning Goal(s): Planned Activities <i>Describe actions the educator will take to attain the student learning goal(s). Activities may apply to individual and/or team. Attach additional pages as needed.</i>		
Action	Supports/Resources from School/District ¹	Timeline or Frequency

*Additional details may be attached if needed

Contract Language for Educators' Evaluation

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

Professional Practice Goal(s): Planned Activities <i>Describe actions the educator will take to attain the professional practice goal(s). Activities may apply to individual and/or team. Attach additional pages as needed.</i>		
Action	Supports/Resources from School/District ¹	Timeline or Frequency

Signature of Evaluator _____ Date _____

Signature of Educator _____ Date _____

* As the evaluator retains final authority over goals to be included in an educator’s plan (see [603 CMR 35.06\(3\)\(c\)](#)), the signature of the educator indicates that he or she has received the Goal Setting Form with the “Final Goal” box checked, indicating the evaluator’s approval of the goals. The educator’s signature does not necessarily denote agreement with the goals. Regardless of agreement with the final goals, signature indicates recognition that “It is the educator’s responsibility to attain the goals in the plan and to participate in any trainings and professional development provided through the state, district, or other providers in accordance with the Educator Plan.” (see [603 CMR](#))

¹ Must identify means for educator to receive feedback for improvement per [603 CMR 35.06\(3\)\(d\)](#)

Contract Language for Educators' Evaluation

Form 4 - Educator's Record/Collection of Evidence Form

Educator Name/Position/School _____

Academic Year: _____ Educator Plan and Duration _____

Using Wareham's Standards and Indicators for Effective Teaching Practice, Educators will gather and classify evidence for their Educator Plan. This form is intended to assist the Educator in maintaining a personal record of their work. Evidence is necessary and must be readily available to review when completing the Formative Assessment Report, Formative Evaluation Report, and/or the Summative Evaluation Report. Evidence may come from walkthroughs, observations, etc. **This form shall be made available electronically for ease of use.*

Standards and Indicators for Effective Teaching Practice			
I. Curriculum, Planning & Assessment	II. Teaching All Students	III. Family & Community Engagement	IV. Professional Culture
Curriculum & Planning	Instruction	Engagement	Reflection
Assessment	Learning Environment	Collaboration	Professional Growth
Analysis	Cultural Proficiency	Communication	Collaboration
	Expectations		Decision-making
			Shared Responsibility
			Professional Responsibilities

*The evidence collection should include, where available/applicable: Date; Source of Evidence; Standard(s)/Indicator(s); and Analysis of Evidence.

**Upon review by the Educator's Evaluator, Feedback should be noted (e.g. strengths and comments/suggestions for improvement).

Contract Language for Educators' Evaluation

Form 5: Observation Feedback

To be developed (8/2/12) but will be paper and/or electronic.

Contract Language for Educators' Evaluation

Form 6 - Formative Assessment Report

Page 1 – to be completed by the Educator

Educator Name/Position/School _____

Evaluator Name/Position _____

Evidence pertains to (check all that apply):

Fulfillment of professional responsibilities and growth

Evidence of outreach to and ongoing engagement with families

Progress toward attaining student learning goal(s)

Progress toward attaining professional practice goal(s)

Other: _____

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

Summary of Evidence

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

Signature of Educator: _____ **Date:** _____

Signature of Evaluator: _____ **Date:** _____

Attachment(s) included

Contract Language for Educators' Evaluation

Form 6 - Formative Assessment Report

Page 2 – to be completed by the Evaluator

Educator Name/Position/School _____

Evaluator Name/Position _____

Assessing:

Progress toward attaining goals Performance on Standards Both

*Attach additional pages as needed.

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

Progress toward Student Learning Goal(s) Describe the current level of progress and feedback for improvement
Progress toward Professional Practice Goal(s) Describe the current level of progress and feedback for improvement
Performance on Each Standard Describe the current level of progress and feedback for improvement. I. Curriculum, Planning & Assessment II. Teaching All Students III. Family & Community Engagement IV. Professional Culture

The educator shall have the opportunity to respond in writing to the formative assessment as per 603 CMR 34.06(5)(c).

Signature of Educator: _____ **Date:** _____

Signature of Evaluator: _____ **Date:** _____

Attachment(s) included

Contract Language for Educators' Evaluation

Form 7 - Formative Evaluation Report

Educator Name/Position/School _____

Evaluator Name/Position _____

Assessing:

Progress toward attaining goals Performance on Standards Both

*Attach additional pages as needed.

<p style="text-align: center;">Progress toward Student Learning Goal(s) Describe the current level of progress and feedback for improvement</p> <p><input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Significant progress <input type="checkbox"/> Some progress <input type="checkbox"/> Did not meet</p>
<p style="text-align: center;">Progress toward Professional Practice Goal(s) Describe the current level of progress and feedback for improvement</p> <p><input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Significant progress <input type="checkbox"/> Some progress <input type="checkbox"/> Did not meet</p>
<p style="text-align: center;">Performance on Each Standard Describe the current level of progress and feedback for improvement.</p> <p><input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Significant progress <input type="checkbox"/> Some progress <input type="checkbox"/> Did not meet</p>
<p>I. Curriculum, Planning & Assessment</p> <p><input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>
<p>II. Teaching All Students</p> <p><input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>
<p>III. Family & Community Engagement</p> <p><input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>
<p>IV. Professional Culture</p> <p><input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>

Contract Language for Educators' Evaluation

Form 7 - Formative Evaluation Report (continued)

Educator Name/Position/School _____

Evaluator Name/Position _____

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

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

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

Signature of Educator: _____ **Date:** _____

Signature of Evaluator: _____ **Date:** _____

*Signature of the educator indicates acknowledgment of this report; it does not necessarily denote agreement with the contents of the report. Educators have the opportunity to respond to this report in writing.

Attachment(s) included

Contract Language for Educators' Evaluation

Form 8 - Summative Evaluation Report

Educator _____ Evaluator: _____

Teaching Assignment _____ Certification: _____

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

Rationale, evidence, and feedback for improvement:

Progress Toward Professional Practice Goal(s)

Attach additional pages as needed.

Did not meet Some progress Significant Progress Met Exceeded

evidence, and feedback for improvement:

Contract Language for Educators' Evaluation

Form 8 - Summative Evaluation Report (continued)

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

Contract Language for Educators' Evaluation

Form 8 - Summative Evaluation Report (continued)

Overall Performance Rating

Unsatisfactory Int Proficient Exemplary

Rationale, evidence, and feedback for improvement:

Plan Movement

<input type="checkbox"/> Self-Directed Growth Plan	<input type="checkbox"/> Directed Growth Plan	<input type="checkbox"/> Developing Plan		
--	---	--	--	--

Educator

The educator shall have the opportunity to respond in writing to this evaluation as per [603 CMR 35.06\(6\)](#) on the Educator Response Form.

ve

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. Educators have the opportunity to respond to this report in writing and may use the Educator Report Form.

Contract Language for Educators' Evaluation

Appendix B - Rubrics, Final Revision