

Methuen Public Schools
Teacher Evaluation Packet
2016-2017



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Appendix A : Evidence Collection Sheets (3 to choose from - all Educators choose 1)

Formative Assessment Checklist

Evidence Meeting Sheet

1) **Purpose of Educator Evaluation**

- A) This contract language is locally negotiated and based on M.G.L., c.71, § 38; M.G.L. c.150E; the Educator Evaluation regulations, 603 CMR 35.00 et seq.; and the Model System for Educator Evaluation developed and which may be updated from time to time by the Department of Elementary and Secondary Education. See 603 CMR 35.02 (definition of model system). In the event of a conflict between this collective bargaining agreement and the governing laws and regulations, the laws and regulations will prevail.
- B) The regulatory purposes of evaluation are:
 - i) To promote student learning, growth, and achievement by providing Educators with feedback for improvement, enhanced opportunities for professional growth, and clear structures for accountability, 603 CMR 35.01(2)(a);
 - ii) To provide a record of facts and assessments for personnel decisions, 35.01(2)(b);
 - iii) To ensure that every school committee has a system to enhance the professionalism and accountability of teachers and administrators that will enable them to assist all students to perform at high levels, 35.01(3); and
 - iv) To assure effective teaching and administrative leadership, 35.01(3).

2) **Definitions (* 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 individuals or small groups of students through consultation with the regular classroom teacher, for example, school nurses, guidance staff, speech and language pathologists, and some reading specialists and special education teachers.
- C) **Classroom teacher:** Educators who teach pre K-12 whole classes, and teachers of special subjects as such as art, music, library, and physical education. May also include special education teachers and reading specialists who teach whole classes.
- D) **Categories of Evidence:** Multiple measures of student learning, growth, and achievement, judgments based on observations and artifacts of professional practice, including unannounced observations of practice of any duration; and additional evidence relevant to one or more Standards of Effective Teaching Practice (603 CMR 35.03).
- E) ***District-determined Measures:** Locally bargained measures of student learning, growth and achievement related to the Massachusetts Curriculum Frameworks, Massachusetts Vocational Technical Education Frameworks, or other relevant frameworks, that are

comparable across grade or subject level district-wide. These measures may include, but shall not be limited to: portfolios approved commercial assessments and district-developed pre and post unit and course assessments, and capstone projects.

- F) ***Educator(s)**: Inclusive term that applies to all classroom teachers and caseload educators, unless otherwise noted.
- G) ***Educator Plan**: The growth or improvement actions identified as part of each Educator's evaluation. The type of plan is determined by the Educator's career stage, overall performance rating, and the rating of impact on student learning, growth and achievement. There shall be four types of Educator Plans:
 - i) **Developing Educator Plan** shall mean a plan developed by the Educator and the Evaluator for one school year or less for an Educator without Professional Teacher Status (PTS); or, at the discretion of an Evaluator, for an Educator with PTS working under a different license (changes within the high school science department for teachers with PTS are exempt from this provision)
 - 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 for no less than 3 school months and no more than one school year.
 - iv) **Improvement Plan** shall mean a plan developed by the Evaluator of at least 30 school 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.
- 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. Each Educator will have one primary Evaluator at any one time responsible for determining performance ratings.
 - i) **Primary Evaluator** shall be the person who determines the Educator's performance ratings and evaluation.
 - ii) **Supervising Evaluator** shall be the person responsible for developing the Educator Plan, supervising the Educator's progress through formative assessments, evaluating the Educator's progress toward attaining the Educator Plan goals, and making recommendations about the evaluation ratings to the

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

- iii) **Teaching Staff Assigned to More Than One Building:** Each Educator who is assigned to more than one building will be evaluated by the appropriate administrator where the individual is assigned most of the time. The principal of each building in which the Educator serves must review and sign the evaluation, and may add written comments. In cases where there is no predominate assignment, the superintendent will determine who the primary evaluator will be.
- iv) **Notification:** The Educator shall be notified in writing of his/her primary Evaluator and supervising Evaluator, if any, at the outset of each new evaluation cycle. The Evaluator(s) may be changed upon notification in writing to the Educator.
- K) **Evaluation Cycle:** A five-component process that all Educators follow consisting of 1) Self-Assessment; 2) Goal-setting and Educator Plan development; 3) Implementation of the Plan; 4) Formative Assessment/Evaluation; and 5) Summative Evaluation.
- L) ***Experienced Educator:** An educator with Professional Teacher Status (PTS).
- M) ***Family:** Includes students' parents, legal guardians, foster parents, or primary caregivers.
- N) ***Formative Assessment:** The process used to assess progress towards attaining goals set forth in Educator plans, performance on standards, or both. This process may take place at any time(s) during the cycle of evaluation, but typically takes place at mid-cycle.
- O) ***Formative Evaluation:** An evaluation conducted at the end of Year 1 for an Educator on a 2-year Self-Directed Growth plan which is used to arrive at a rating on progress towards attaining the goals set forth in the Educator Plan, performance on Standards and Indicators of Effective Teaching Practice, or both.
- P) ***Goal:** A specific, actionable, and measurable area of improvement as set forth in an Educator's plan. A goal may pertain to any or all of the following: Educator practice in relation to Performance Standards, Educator practice in relation to indicators, or specified improvement in student learning, growth and achievement. Goals may be developed by individual Educators, by the Evaluator, or by teams, departments, or groups of Educators who have the same role.
- Q) ***Measurable:** That which can be classified or estimated in relation to a scale, rubric, or standards.
- R) **Multiple Measures of Student Learning:** Measures must include a combination of classroom, school and district assessments, student growth percentiles on state assessments, if state assessments are available, and student ACCESS gain scores. This definition may be revised as required by regulations or through local bargaining.
- S) ***Observation:** A data gathering process that includes notes and judgments made during 3-5 classroom or work site visit (s) of no less than 10 minutes by the Evaluator per evaluation cycle and may include examination of artifacts of practice including student work. No more than one (1) observation will take place outside of one's primary certification. Observations will occur in person. Classroom or work-site 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 visit classes and other activities in the work site at various times as deemed necessary by the administrator. Carrying out these supervisory responsibilities, when they do not result in targeted and constructive feedback to the Educator, are not observations as defined in this Article.

- T) **Parties:** The parties to this agreement are the local school committee and the employee organization that represents the Educators covered by this agreement for purposes of collective bargaining (“Employee Organization/Association”).
- U) ***Performance Rating:** Describes the Educator’s performance on each performance standard and overall. There shall be four performance ratings:
- Exemplary: the Educator’s performance consistently and significantly exceeds the requirements of a standard or overall.
 - 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 is less than proficient on a standard or overall, but is not considered to be unsatisfactory at this time. Improvement is necessary and expected.
 - Unsatisfactory: the Educator’s performance is less than proficient and has not significantly improved following a rating of needs improvement, or the Educator’s performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.
- V) ***Performance Standards:** Locally developed standards and indicators pursuant to M.G.L. c. 71, § 38 and consistent with, and supplemental to 603 CMR 35.00. The parties may agree to limit standards and indicators to those set forth in 603 CMR 35.03.
- W) ***Professional Teacher Status:** PTS is the status granted to an Educator pursuant to M.G.L. c. 71, § 41.
- X) **Rating of Educator Impact on Student Learning:** A rating of high, moderate or low based on trends and patterns on state assessments and district-determined measures. The parties will negotiate the process for using state and district-determined measures to arrive at an Educator’s rating of impact on student learning, growth and achievement, using guidance and model contract language from ESE, expected by July 2012.
- Y) **Rating of Overall Educator Performance:** The Educator’s overall performance rating is based on the Evaluator’s professional judgment and examination of evidence of the Educator’s performance against the four Performance Standards and the Educator’s attainment of goals set forth in the Educator Plan, as follows:
- i) Standard 1: Curriculum, Planning and Assessment
 - ii) Standard 2: Teaching All Students

- iii) Standard 3: Family and Community Engagement
 - iv) Standard 4: Professional Culture
 - v) Attainment of Professional Practice Goal(s)
 - vi) Attainment of Student Learning Goal(s)
- Z) ***Rubric:** A scoring tool that describes characteristics of practice or artifacts at different levels of performance. The rubrics for Standards and Indicators of Effective Teaching Practice are used to rate Educators on Performance Standards. These rubrics consists of:
- i) Standards: Describes broad categories of professional practice, including those required in 603 CMR 35.03
 - ii) Indicators: Describes aspects of each standard, including those required in 603 CMR 35.03
 - iii) Elements: Defines the individual components under each indicator
 - iv) Descriptors: Describes practice at four levels of performance for each element
- AA) ***Summative Evaluation:** An evaluation used to arrive at a rating on each standard, an overall rating, and as a basis to make personnel decisions. The Summative Evaluation includes the Evaluator's judgments of the Educator's performance against Performance Standards and the Educator's attainment of goals set forth in the Educator's Plan.
- BB) ***Superintendent:** The person employed by the school committee pursuant to M.G.L. c. 71 §59 and §59A. The superintendent is responsible for the implementation of 603 CMR 35.00.
- CC) ***Teacher:** An Educator employed in a position requiring a certificate or license as described in 603 CMR 7.04(3)(a, b, and d) and in the area of vocational education as provided in 603 CMR 4.00. Teachers may include, for example, classroom teachers, librarians, guidance counselors, or school nurses.
- DD) ***Trends in student learning:** At least two years of data from the district-determined measures and state assessments used in determining the Educator's rating on impact on student learning as high, moderate or low.
- 3) **Evidence Used In Evaluation**
The following categories of evidence shall be used in evaluating each Educator:
- A) Locally bargained multiple measures of student learning, growth, and achievement, which shall include:
 - i) Measures of student progress on classroom assessments that are aligned with the Massachusetts Curriculum Frameworks or other relevant frameworks and are comparable within grades or subjects in a school;
 - ii) At least two district-determined measures of student learning related to the Massachusetts Curriculum Frameworks or the Massachusetts Vocational Technical Education Frameworks or other relevant frameworks that are comparable across grades and/or subjects district-wide. These measures may include: portfolios,

approved commercial assessments and district-developed pre and post unit and course assessments, and capstone projects. One such measure shall be the MCAS Student Growth Percentile (SGP) or ACCESS for ELLs gain scores, if applicable, in which case at least two (2) years of data is required.

- iii) Measures of student progress and/or achievement toward student learning goals set between the Educator and Evaluator for the school year or some other period of time established in the Educator Plan.
 - iv) For Educators whose primary role is not as a classroom teacher, the appropriate measures of the Educator's contribution to student learning, growth, and achievement set by the district. The measures set by the district should be based on the Educator's role and responsibility.
- B) Judgments based on observations and artifacts of practice including:
- i) Unannounced observations of practice for a minimum of ten (10) minutes.
 - ii) Announced observation(s) for non-PTS Educators in their first year of practice in a school, Educators on Improvement Plans, and at the discretion of the evaluator, PTS teachers working under a new license (changes within the high school science department for teachers with PTS are exempt from this provision)
 - iii) Examination of Educator work products.
 - iv) Examination of student work samples.
- C) Evidence relevant to one or more Performance Standards, including but not limited to:
- i) Evidence compiled and presented by the Educator, including :
 - (a) Evidence of fulfillment of professional responsibilities and growth such as self-assessments, peer collaboration, professional development linked to goals in the Educator plans, contributions to the school community and professional culture;
 - (b) Evidence of active outreach to and engagement with families;
 - ii) Evidence of progress toward 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 that the Evaluator shares with the Educator. Other relevant evidence could include information provided by other administrators such as the superintendent.

4) **Rubric**

The rubrics are a scoring tool used for the Educator's self-assessment, the formative assessment, the formative evaluation and the Summative Evaluation. The districts may use either the rubrics provided by ESE or comparably rigorous and comprehensive rubrics developed or adopted by the district and reviewed by ESE.

5) **Evaluation Cycle: Training**

- A) Prior to the implementation of the new evaluation process contained in this article, districts shall arrange training for all Educators, principals, and other evaluators that outlines the components of the new evaluation process and provides an explanation of the evaluation cycle. The district through the superintendent shall determine the type and quality of training based on guidance provided by ESE.
- B) By November 10th of the first year of this agreement, all Educators shall complete a professional learning activity about self-assessment and goal-setting satisfactory to the superintendent or principal. Any Educator hired after the November 10th date, and who has not previously completed such an activity, shall complete a professional learning activity about self-assessment and goal-setting within three (3) months of the date of hire. The district through the superintendent shall determine the type and quality of the learning activity based on guidance provided by ESE.

6) **Evaluation Cycle: Annual Orientation**

- A) At the start of each school year, the superintendent, principal or designee shall conduct a meeting for Educators and Evaluators focused substantially on educator evaluation. The superintendent, principal or designee shall:
 - i) Provide an overview of the evaluation process, including goal setting and the educator plans.
 - ii) Provide all Educators with directions for obtaining a copy of the forms used by the district. These may be electronically provided.
 - iii) Eliminated

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

- A) Completing the Self-Assessment
 - i) The evaluation cycle begins with the Educator completing a self-assessment.
 - ii) The self-assessment includes:
 - (a) An analysis of evidence of student learning, growth and achievement for students under the Educator's responsibility.
 - (b) An assessment of practice against each of the four (4) Performance Standards of effective practice using the district's rubric.
 - (c) Proposed goals to pursue:
 - (1) At least one (1) goal directly related to improving the Educator's own professional practice.
 - (2) At least one (1) goal directedly related to improving student learning.

- B) Proposing the goals
- i) Educators must consider goals for grade-level, subject-area, department teams, or other groups of Educators who share responsibility for student learning and results, except as provided in (ii) below. Educators may meet with teams to consider establishing team goals. Evaluators may participate in such meetings.
 - ii) For Educators in their first year of practice, the Evaluator or his/her designee will meet with each Educator by October 1st (or within four (4) weeks of the Educator's first day of employment) to assist the Educator in completing the self-assessment and to draft the professional practice and student learning goals which must include induction and mentoring activities.
 - iii) Unless the Evaluator indicates that an Educator in his/her second or third years of practice should continue to address induction and mentoring goals pursuant to 603 CMR 7.12, the Educator may address shared grade level or subject area team goals.
 - 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 the 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. See Sections 15-19 for more on Educator Plans.
- B) To determine the goals to be included in the Educator Plan, the Evaluator reviews the goals the Educator has proposed in the Self-Assessment, using evidence of Educator performance and impact on student learning, growth and achievement based on the Educator's self-assessment and other sources that Evaluator shares with the Educator. The process for determining the Educator's impact on student learning, growth and achievement will be determined after ESE issues guidance on this matter. See #22, below.
- C) Educator Plan Development Meetings shall be conducted as follows:
- i) Educators in the same school may meet with the Evaluator in teams and/or individually at the end of the previous evaluation cycle or by October 15th of the

next academic year to develop their Educator Plan. Educators shall not be expected to meet during the summer hiatus.

- ii) For those Educators new to the school, the meeting with the Evaluator to establish the Educator Plan must occur by October 15th or within six (6) 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 Educator completes and signs the Educator Plan no later than 11:59pm on November 1. The Evaluator shall sign the Educator Plan within five (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 three (3) years of practice or first year assigned to a school:
- i) The Educator shall have at least one (1) announced observation between October 1 and November 15 of their first year using the protocol described in section 11B, below.
 - ii) The Educator shall have 3-5 observations during the evaluation cycle.

10) **Evaluation Cycle: Observation of Practice and Examination of Artifacts – Educators with PTS**

- A) The Educator whose overall rating is proficient or exemplary must have at least 3-5 unannounced 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 (2) unannounced observations.
- C) The Educator whose overall rating is unsatisfactory must be observed according to the Improvement Plan which must include both unannounced and announced observations. The number and frequency of the observations shall be determined by the Evaluator, but in no case, for improvement plans of one (1) year, shall there be fewer than one (1) announced and four (4) unannounced observations. For Improvement Plans of six (6) months or fewer, there must be no fewer than one (1) announced and two unannounced observations.

11) **Observations**

The Evaluator's first observation, in the Educator's Plan Cycle, should take place between October 1st and November 15th. Observations required by the Educator Plan should be completed by May 15th. The Evaluator may conduct additional observations after this date.(see #20.Timeline)

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

A) Unannounced Observations

- i) Unannounced observations may be in the form of partial (minimum of 10 minutes) or full-period classroom visitations by the Evaluator, principal, superintendent or other administrator.
- ii) The Educator will be provided with at least brief written feedback from the Evaluator within five (5) school days of the observation. The written feedback shall be delivered unsigned to the Educator in person or electronically. The Educator shall sign the observation report within five (5) schools days after receipt. The Educator's signature indicates that the Educator received the observation in a timely fashion. The signature does not indicate agreement or disagreement with its contents. The Evaluator will sign the observation after the educator signs, or no later than ten (10) school days after the observation was shared.
- iii) Any observation or series of observations resulting in one or more standards judged to be unsatisfactory or needs improvement for the first time must be followed by at least one observation of at least thirty (30) minutes in duration within thirty (30) school days.
- iv) Walkthroughs are intended to gauge the overall climate, culture and instruction within a school, program, or department, and entail walking into multiple classrooms, usually for less than five (5) minutes in each classroom. Walkthroughs are not observations for the sake of this evaluation system and do not result in feedback to individual teachers. Walkthroughs can be announced or unannounced and there are no limits to the number of walkthroughs that can occur. Observations from walkthroughs are used to talk about patterns or trends in instruction, climate, or school culture.

B) Announced Observations

- i) All non-PTS Educators in their first year in a school or department, PTS Educators on Improvement Plans, and at the discretion of an evaluator, PTS Educators who are working under a different license (changes within the high school science department for teachers with PTS are exempt from this provision) shall have at least one Announced Observation between October 1 and November 15.
 - (a) The Evaluator shall select the date and time of the lesson or activity to be observed and discuss with the Educator any specific goal(s) for the observation.
 - (b) Within five (5) school days of the scheduled observation, the Evaluator and Educator will meet for a pre-observation conference.

- (1) The Educator shall provide the Evaluator a draft of the lesson, student conference, IEP plan or activity. If the actual lesson plan is different, the Educator will provide the Evaluator with a copy prior to the observation.
- (2) The Educator will be notified as soon as possible if the Evaluator will not be able to attend the scheduled observation. The observation will be rescheduled with the Educator as soon as reasonably practical.
- (c) Within five (5) school days of the observation, the Evaluator and Educator shall meet for a post-observation conference. This time frame may be extended due to unavailability on the part of either the Evaluator or the Educator, but shall be rescheduled within twenty-four (24) hours if possible.
- (d) The Evaluator shall provide the Educator with written feedback within five (5) school days of the post-observation conference. The Educator shall sign the observation report within five (5) school days of receipt. The Educator's signature indicates that the Educator received the plan in a timely fashion. The signature does not indicate agreement or disagreement with its contents. For any standard where the Educator's practice was found to be unsatisfactory or needs improvement, 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.

12) **Evaluation Cycle: Formative Assessment**

- A) A specific purpose for evaluation is to promote student learning, growth, and achievement by providing Educators with feedback for improvement. Evaluators are expected to make frequent unannounced visits to classrooms. Evaluators are expected to give targeted constructive feedback to Educators based on their observations of practice, examination of artifacts, and analysis of multiple measures of student learning, growth, and achievement in relation to the Standards and Indicators of Effective Teaching Practice.
- B) Formative Assessment may be ongoing throughout the evaluation cycle, but formally takes place mid-cycle when a Formative Assessment Checklist is completed for all Non-PTS teachers. The Formative Assessment Checklist provides written feedback and ratings to the Educator about his/her progress toward attaining the goals set forth in the Educator Plan, performance on Performance Standards and overall, or both.
- C) The Educator shall provide to the Evaluator evidence of Standard III - family outreach and engagement, Standard IV - fulfillment of professional responsibility and growth, and

progress on attaining professional practice and student learning goals, no less than two (2) weeks before the due date for the Formative Assessment Checklist, which for all Non-PTS who started on the first day of school, will be no later than 11:59pm on February 1. For all non-PTS who started after the first day of school, the formative assessment date will be decided upon and written into the Educator Plan. The Educator may provide to the Evaluator additional evidence of the Educator's performances against all four (4) Performance Standards.

- D) The Evaluator and the Educator will meet before the completion of the Formative Assessment Checklist for the purpose of reviewing both the student learning goal and the professional practice goal.
- E) The Evaluator shall complete the Formative Assessment Checklist and provide a copy to the Educator no later than 11:59 p.m. on February 1. All Formative Assessment Checklists must be signed by the Evaluator and delivered face-to-face or electronically.
- F) The Educator may reply in writing to the Formative Assessment Checklist within five (5) school days of receiving the report.
- G) The Educator shall sign the Formative Assessment Checklist within five (5) school days of receiving the report. The signature indicates that the Educator received the Formative Assessment Checklist in a timely fashion. The signature does not indicate agreement or disagreement with its contents. The Evaluator will sign the observation after the educator signs, or no later than ten (10) school days after the observation was shared.
- H) As a result of the Formative Assessment Checklist, the Evaluator may change the activities in the Educator Plan.
- I) Eliminate

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 no later than 11:59pm on June 1st of the first year on the plan. 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 toward attaining the goals set forth in the Educator Plan.
- C) Beginning April 1 and before the due date of no later than 11:59pm on June 1, for the Formative Evaluation Report, the Educator shall provide to the Evaluator evidence of 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 (4) Performance Standards. The Educator and Evaluator will meet briefly to review the

evidence of both the student learning goal and the professional practice goal prior to the Evaluator completing the Formative Evaluation Report.

- D) The Evaluator shall complete the Formative Evaluation Report and provide a copy to the Educator no later than 11:59pm on June 1. All Formative Evaluation Reports must be signed by the Evaluator and delivered face-to-face or electronically.
- E) The Educator may reply in writing to the Formative Evaluation Report within five (5) school days of receiving the report.
- F) The Educator shall sign the Formative Evaluation Report by within five (5) school days of receiving the report. The signature indicates that the Educator received the Formative Evaluation report in a timely fashion. The signature does not indicate agreement or disagreement with its contents. The Evaluator will sign the observation after the educator signs, or no later than ten (10) school days after the observation was shared.
- G)
- H) As a result of the Formative Evaluation report, the Evaluator may change the activities in the Educator Plan for Year 2 of the self-directed growth plan.
- I) If the rating in the Formative Evaluation Report differs from the last summative rating, the Educator received, the Evaluator may place the Educator on a different Educator Plan, appropriate to the new rating.

14) **Evaluation Cycle: Summative Evaluation**

- A) The evaluation cycle concludes with a Summative Evaluation Report. For Educators on a one or two year Educator Plan, the Summative Report must be written and provided to the educator no later than 11:59pm on June 1.
- B) The Evaluator determines a rating on each standard and an overall rating based on the Evaluator's professional judgment, an examination of evidence against the Performance Standards, and evidence of the attainment of the Educator Plan goals.
- C) The professional judgment of the primary Evaluator shall determine the overall summative rating that the Educator receives.
- D) For an Educator whose overall performance rating is exemplary or proficient and whose impact on student learning is low, the Evaluator's supervisor shall discuss and review the rating with the Evaluator and the supervisor shall confirm or revise the Educator's rating.
- E) The Summative Evaluation rating must be based on evidence from multiple categories of evidence. MCAS Growth scores shall not be the sole basis for a Summative Evaluation rating.
- F) To be rated Proficient overall, the Educator shall, at a minimum, have been rated proficient on the Curriculum, Planning and Assessment(Standard I) and the Teaching All Students (Standard II) Standards of Effective Teaching Practice.
- G) Between April 1 and no later than 11:59pm on June 1, for the Summative Evaluation report, the Educator will provide to the Evaluator evidence of Standard III - family outreach and engagement, Standard IV - fulfillment of professional responsibility and growth, and

progress on attaining professional practice and student learning goals. Educators shall provide at least one artifact/piece of evidence for each indicator under Standards III and IV. The evidence meeting will focus on goals and Standards III and IV, and the Evaluator will use the evidence meeting form as a guide.

*If a meeting is not scheduled by May 15th, the Evaluator can assign a meeting date prior to June 1st.

- H) The Educator may also provide to the Evaluator additional evidence of the Educator's performance against the four Performance Standards.
- I) The Summative Evaluation Report should recognize areas of strength as well as identify recommendations for professional growth.
- J) The Evaluator shall deliver a signed copy of the Summative Evaluation Report to the Educator face-to-face or electronically no later than 11:59pm on June 1st.
- K) The Evaluator shall meet with the Educator, rated needs improvement or unsatisfactory, to discuss the Summative Evaluation. The meeting shall occur prior to sharing the evaluation.
- L) The Evaluator may meet with the Educator, rated proficient or exemplary, to discuss the Summative Evaluation, if either the Educator or the Evaluator requests such a meeting.
- M) Upon mutual agreement, the Educator and the Evaluator may develop the Self-Directed Growth Plan for the following two (2) years during the meeting on the Summative Evaluation report.
- N) The Educator shall sign the final Summative Evaluation report within five school days of being shared. The signature indicates that the Educator received the Summative Evaluation report in a timely fashion. The signature does not indicate agreement or disagreement with its contents.
- O) The Educator shall have the right to respond in writing to the Summative Evaluation which shall become part of the final Summative Evaluation Report.
- P) A teacher's full evaluation file will be archived electronically for as long as the teacher is an employee of the Methuen Public Schools. Teachers will have full access to their evaluation files throughout their employment.

15) **Educator Plans – General**

- A) Educator Plans shall be designed to provide Educators with feedback for improvement, professional growth, and leadership; and to ensure Educator effectiveness and overall system accountability. The Plan must be aligned to the standards and indicators and be consistent with district and school goals.
- B) The Educator Plan shall include, but is not limited to:

- i) At least one goal related to improvement of practice tied to one or more Performance Standards;
 - ii) At least one goal for the improvement of the learning, growth and achievement of the students under the Educator's responsibility;
 - iii) An outline of actions the Educator must take to attain the goals and benchmarks to assess progress. Actions must include specified professional development and learning activities that the Educator will participate in as a means of obtaining the goals, as well as other support that may be suggested by the Evaluator or provided by the school or district. Examples may include but are not limited to coursework, self-study, action research, curriculum development, study groups with peers, and implementing new programs.
 - C) It is the Educator's responsibility to attain the goals in the Plan and to participate in any trainings and professional development provided through the state, district, or other providers in accordance with the Educator Plan.
- 16) **Educator Plans: Developing Educator Plan**
- A) All non-PTS Educators in their first year in a school or department or PTS Educators on Developing Educator Plans shall have at least one Announced Observation (between October 1 and November 15).
 - B) At the discretion of the evaluator, PTS educators who are working under a different license (changes within the high school science department for teachers with PTS are exempt from this provision) shall have at least one Announced Observation.
 - C) The Educator shall be evaluated at least annually.
- 17) **Educator Plans: Self-Directed Growth Plan**
- A) A Two-Year Self-Directed Growth Plan is for those Educators with PTS who have an overall rating of proficient or exemplary, and after 2017-2018 whose impact on student learning is moderate or high. A formative evaluation report is completed at the end of Year 1 and a Summative Evaluation report at the end of year 2.
 - B) A One-Year Self-Directed Growth Plan is for those Educators with PTS who have an overall rating of proficient or exemplary, and after 2017-2018 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 as determined by the Evaluator.
 - C) The Evaluator shall complete a Summative Evaluation for the Educator at the end of the period determined by the plan, but at least annually, and in no case later than 11:59pm on June 1st.

- 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 less than proficient, the Evaluator will rate the Educator as unsatisfactory and will place the Educator on an Improvement Plan for the next Evaluation Cycle.

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 to place an Educator (whose practice has been rated as unsatisfactory) on an Improvement Plan of no fewer than thirty (30) school days and no more than one school year. In the case of an Educator receiving a rating of unsatisfactory near the close of one school year, the Improvement Plan may include activities that occur during the summer prior to the next school year, if mutually agreed upon by the educator and the evaluator.
- 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:

Within ten (10) school days of notification to the Educator that the Educator is being placed on an Improvement Plan, the Evaluator shall schedule a meeting with the Educator, the MEA President, and Assistant Superintendent to discuss the Improvement Plan. The Evaluator will develop the Improvement Plan, which will include the provision of specific assistance to the Educator.
- 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;
 - 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.
- 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) One of three decisions must be made at the conclusion of the Improvement Plan. All determinations must be made no later than 11:59pm on June 1st.
 - (a) If the Evaluator determines that the Educator has improved his/her practice to the level of proficiency, the Educator will be placed on a Self-Directed Growth Plan.
 - (b) If the Evaluator determines that the Educator is making substantial progress toward proficiency, the Evaluator shall place the Educator on a Directed Growth Plan.
 - (c) If the Evaluator determines that the Educator is not making substantial progress toward proficiency or remains at the level of unsatisfactory, the Evaluator shall recommend to the superintendent that the Educator be dismissed.

20. Timelines

NON-PTS - Developing Plans	YEAR 1 Self Directed Growth Plan	YEAR 2 Self Directed Growth Plan	Completed By:
Superintendent, principal or designee meets with Evaluators and Educators to explain evaluation process	Superintendent, principal or designee meets with Evaluators and Educators to explain evaluation process	Superintendent, principal or designee meets with Evaluators and Educators to explain evaluation process	September 15
Evaluator meets with first-year Educators to assist in self-assessment and goal setting process			October 1
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)	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)	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)	October 15

Educator completes Educator Plan - signs and shares with Evaluator	Educator completes Educator Plan - signs and shares with Evaluator	Evaluator completes Educator Plan - signs and shares with Evaluator	no later than 11:59pm on November 1
Evaluator completes first announced observation of all first year teachers and unannounced of teachers in years 2 and 3	Evaluator completes first unannounced observation of Educators in Year 1 of Self Directed Growth Plan	Evaluator conducts remaining observations before May 15th to be used for Summative Evaluation but they do not have to an observation completed between October 1 and November 15.	October 1-November 15 (for all NPS teachers and year 1 teachers of a 2-year plan)
Educator submits evidence (at least one artifact/piece of evidence for each indicator) on Standard III - parent outreach, Standard IV - professional growth, progress on goals (and other standards, if desired), no less than two (2) weeks before Formative Assessment Checklist date established by Evaluator. A brief evidence meeting regarding student learning goals and professional practice goals will be scheduled before the end of the school day on February 1.			Evidence submission: by January 15 Brief evidence meetings: after evidence is submitted, and before Feb. 1.
Evaluator completes mid-cycle Formative Assessment Checklists			no later than 11:59pm on February 1
Educator and Evaluator schedule evidence collection meetings with evidence on Standard III - parent outreach, Standard IV -professional growth, progress on goals (and other standards, if desired) and meets briefly with Evaluator to review evidence (at least one artifact/piece of evidence for each indicator) *If a meeting is not scheduled by May 15th, the Evaluator can assign a meeting date prior to end of the school day on June 1st.	Educator and Evaluator schedule evidence collection meetings with evidence -professional growth, progress on goals (and other standards, if desired) and meets briefly with Evaluator to review goals *If a meeting is not scheduled by May 15th, the Evaluator can assign a meeting date prior to No later than 11:59pm on June 1st.	Educator and Evaluator schedule evidence collection meetings with evidence on Standard III - parent outreach, Standard IV -professional growth, progress on goals (and other standards, if desired) and meets briefly with Evaluator to review evidence (at least one artifact/piece of evidence for each indicator) *If a meeting is not scheduled by May 15th, the Evaluator can assign a meeting date prior to no later than 11:59pm on June 1st.	Meeting will take place beginning April 1 st for teachers on all plans and conclude on June 1 st .
Educator submits Evidence Collection Summary Sheet no later than forty-eight (48) hours prior to evidence collection meeting	Educator submits Evidence Collection Summary Sheet no later than forty-eight (48) hours prior to evidence collection meeting	Educator submits Evidence Collection Summary Sheet no later than forty-eight (48) hours prior to evidence collection meeting	48 hours prior to evidence collection meeting
Evaluator completes and shares signed Summative Evaluation Report	Evaluator completes and shares signed Formative Evaluation Report with narrative comments for both student learning and professional learning goals. Standards I-IV remain the same ratings	Evaluator completes and shares signed Summative Evaluation Report	no later than 11:59pm on June 1

	as most recent Summative Evaluation unless there is evidence for change.		
Evaluator meets with Educators whose overall Summative Evaluation ratings are Needs Improvement or Unsatisfactory		Evaluator meets with Educators whose overall Summative Evaluation ratings are Needs Improvement or Unsatisfactory	Prior to sharing the evaluation
Evaluator meets with Educators whose ratings are proficient or exemplary at request of Evaluator or Educator		Evaluator meets with Educators whose ratings are proficient or exemplary at request of Evaluator or Educator	Per request after June 1
Educator signs Summative Evaluation Report and adds response, if any within five school days of receipt		Educator signs Summative Evaluation Report and adds response, if any within five school days of receipt	5 school days after receipt of Summative Evaluation Report

NOTE: If any of the “completed by” dates fall on a weekend or holiday the completed activity must be submitted on the previous school day.

21. eliminated

22. DDM Model Contract Language -

The Teacher Evaluation Committee agrees to meet regularly throughout the length of the teacher contract and will continue to discuss and negotiate DDM Model Contract Language as it pertains to Methuen Public Schools. Student Impact Ratings for the first 2-year cycle ending in 2018 will be Moderate for all unit A staff, as staff continues to design, pilot, and analyze results from current common assessments.

23. Using Student feedback in Educator Evaluation

Using Student feedback in Educator Evaluation In accordance with 603 CMR 35.07(1)(c)(2), the parties agree that student feedback shall be used as evidence relevant to one or more Performance Standards in the evaluation of each educator (see Section 3.C). The instruments used to collect student feedback shall include safeguards necessary to protect student confidentiality.

24. Using Staff feedback in Educator Evaluation

ESE will provide model contract language, direction and guidance on using staff feedback in Administrator Evaluation by June 30, 2013. Upon receiving this model contract language, direction and guidance, the parties agree to bargain with respect to this matter.

25. Transition from Existing Evaluation System

A) eliminated

26. General Provisions

A) Only Evaluators who are licensed may serve as primary evaluators of Educators.

- B) Evaluators shall not make negative comments about the Educator's performance, or comments of a negative evaluative nature, in the presence of students, parents or other staff, except in the unusual circumstance where the Evaluator concludes that s/he must immediately and directly intervene. Nothing in this paragraph is intended to limit an administrator's ability to investigate a complaint, or secure assistance to support an Educator.
- C) The Superintendent shall insure that Evaluators have training in supervision and evaluation, including the regulations and standards and indicators of effective teaching practice promulgated by ESE (35.03), and the evaluation Standards and Procedures established in this Agreement.
- D) Should there be a serious disagreement between the Educator and the Evaluator regarding an overall summative performance rating of unsatisfactory, the Educator may meet with the Evaluator's supervisor to discuss the disagreement. Should the Educator request such a meeting, the Evaluator's supervisor must meet with the Educator. The Evaluator may attend any such meeting at the discretion of the Superintendent.
- E) The parties agree to establish a joint labor-management evaluation team which shall review the evaluation processes and procedures annually through the first three (3) years of implementation and recommend adjustments to the parties.
- E) Violations of this article are subject to grievance and arbitration procedures.
- F) Where there is a leave of absence of an Educator during the school year that impacts the required time lines and observations, the Educator and Evaluator can discuss plan options.

Appendix A

Evidence Collection Sheets

[Evidence Collection Sheet #1](#)

[Evidence Collection Sheet #2](#)

[Evidence Collection Sheet #3](#)

[Formative Assessment Checklist \(NPS only\)](#)

[Evidence Meeting Sheet](#)