

# HANDBOOK FOR EVALUATION

A HANDBOOK FOR EVALUATION OF  
UNIT A AND UNIT B EDUCATORS IN NEWTON

NEWTON PUBLIC SCHOOLS  
NEWTON, MASSACHUSETTS  
Updated August 2015

## Table of Contents

1.	Introduction	3
2.	General Provisions	3
3.	Definitions	4
4.	Evidence Used in Evaluation	12
5.	Rubric	13
6.	Evaluation Cycle: Annual Orientation	13
7.	Evaluation Cycle: Self-Assessment	13
8.	Evaluation Cycle: Goal Setting and Development of Educator Plan	15
9.	Evaluation Cycle: Observation of Practice and Examination of Artifacts - Educators without PTS	16
10.	Evaluation Cycle: Observation of Practice and Examination of Artifacts - Educators with PTS	17
11.	Evaluation Cycle: Observations	18
12.	Evaluation Cycle: Formative Assessment	20
13.	Evaluation Cycle: Formative Evaluation for Two Year Self-Directed Plans Only	22
14.	Evaluation Cycle: Summative Evaluation	23
15.	Educator Plans: General	26
16.	Educator Plans: Developing Educator Plan	27
17.	Educator Plans: Self-Directed Growth Plan	27
18.	Educator Plans: Directed Growth Plans	27
19.	Educator Plans: Improvement Plans	28
20.	Career Advancement	29
21.	Rating Impact of Student Learning Growth	30
22.	Timelines	31
23.	Chart of Evaluation Responsibilities	37

## 1) Introduction

The purpose of the Newton Public Schools' Professional Standards for Educators and Evaluation Procedure is to provide for the continuous growth of staff and the continuous improvement in the quality of education for all students. Evaluation of educator performance is an essential component of an effective educational program, as well as a requirement of state law and regulations. We believe that a cooperative process, characterized by mutual respect, teamwork and trust, best achieves professional growth and development, and the resulting improvement in the quality of education. Educators and administrators share responsibility in this evaluation process. The Educator Evaluation Procedure described here has been designed:

- A.) 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);
- B.) To provide a record of facts and assessments for personnel decisions, 35.01(2)(b);
- C.) To ensure that the school committee has a system to enhance the professionalism and accountability of educators and administrators that will enable them to assist all students to perform at high levels, 35.01(3); and
- D.) To assure effective teaching and administrative leadership, 35.01(3).

This Handbook is part of the collective bargaining agreement between Unit A and Unit B of the Newton Teachers Association and the Newton School Committee.

## 2) General Provisions

- A.) Evaluation of personnel shall be the responsibility of the Administration and may be conducted by them at any time after the educator has been informed of the general criteria. These criteria are specifically outlined in this "Handbook For Evaluation Of Unit A and Unit B Educators In Newton."
- B.) The Superintendent/Administration has the right to supervise, evaluate, observe and write observation reports in each and every year to the extent that they deem necessary short of harassment.
- C.) The Committee and the Association agree that the paramount purpose of evaluation is to promote professional excellence.
- D.) Only Educators who are appropriately licensed may serve as Evaluators of Educators.
- E.) 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.
- F.) 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.

- G.) 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.
- H.) 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.
- I.) The parties agree to establish a joint labor-management evaluation team that shall review the evaluation processes and procedures annually through the first three years of implementation and recommend adjustments to the parties.

3) 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 educator, for example, speech and language pathologists, occupational and physical therapists, and some special education teachers.
- C.) 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).
- D.) Classroom Educator: Educators who teach pre-K-12 whole classes, and teachers of special subjects as such as art, music, and physical education. May also include special education teachers and reading specialists who teach whole classes.
- E.) Coaching Educator: Educators whose primary responsibility is to serve as a literacy specialist or math coach.
- F.) Counseling Educator: Abbreviation to represent educators evaluated using the "Counselor, Psychologist, and Social Worker" Rubric. This includes METCO counselors and School Adjustment counselors.
- G.) \*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.

- H.) \*Educator(s): Inclusive term that applies to all Unit A and Unit B members, unless otherwise noted.
- I.) \*Educator Plan: The growth or improvement actions identified as part of each Educator’s evaluation. The Educator’s career stage, overall performance rating, and the rating of impact on student learning, growth and achievement determine the type of plan. There shall be four types of Educator Plans:
  - a. 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.
  - b. 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.
    - i. For Educators whose impact on student learning is either moderate or high, the Educator Plan shall be two years. 35.06(7) (Not applicable until 2017-2018)
    - ii. For Educators whose impact on student learning is low, the Educator plan shall be for one year. The Plan shall include a goal related to examining elements of practice that may be contributing to low impact. 35.07(a)(2) (Not applicable until 2017-2018)
  - c. 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.
  - d. Improvement Plan shall mean a plan developed by the Evaluator of at least one half (½) school year and no more than one (1) school year for Educators with PTS who are rated Unsatisfactory with goals specific to improving the Educator’s Unsatisfactory performance.
- J.) \*ESE: The Massachusetts Department of Elementary and Secondary Education.
- K.) \*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”).
- L.) \*Evaluator: Any person designated by a Superintendent who has primary or contributing 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.

- a. Primary Evaluator: This person determines the Educator's performance ratings and evaluation. The Primary Evaluator is the person responsible for developing the Educator Plan, supervising the Educator's progress through Formative assessments, and evaluating the Educator's progress toward attaining the Educator Plan goals.
  - b. Contributing Evaluator: This person shall conduct one (1) observation for educators who are in their first year in the Newton Public Schools, and provide them with needed additional support. In certain circumstances, a contributing Evaluator may be called upon as a resource for other educators during their evaluation process.
  - c. Assignment of Primary and Contributing Evaluators: Educators shall be assigned a Primary and Contributing Evaluator. (See attached chart of Evaluation Responsibilities.) The parties may agree to assign a different Primary and/or Contributing Evaluator to an Educator.
  - d. Notification: The Educator shall be notified in writing of his or her primary Evaluator and contributing Evaluator at the outset of each new evaluation cycle. The Evaluators may be changed upon notification in writing to the Educator.
- M.) 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.
- N.) \*Experienced Educator: An Educator with Professional Teacher Status (PTS).
- O.) Evidence Template: A form that an educator may use in preparation for Formative Assessment, Formative Evaluation, and Summative Evaluation meetings with his/her evaluator. The Educator is encouraged to use this form to list the evidence that he/she would like to share with his/her evaluator in these meetings.
- P.) \*Family: Includes students' parents, legal guardians, foster parents, or primary caregivers.
- Q.) \*Formative Assessment: The process used to assess progress towards attaining goals set forth in Educator plans and performance on standards. This process may take place at any time(s) during the cycle of evaluation, but typically takes place at mid-cycle. If an Educator is at risk for non-renewal, this will be indicated in the Formative Assessment and the Formative Assessment will indicate areas in his or her performance that must be addressed.
- R.) \*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 and performance on Standards and Indicators of Effective Educator Practice.

- S.) \*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.
- T.) Library Educator: Any educator whose primary responsibility is as a Library Educator preK-12.
- U.) \*Measurable: That which can be classified or estimated in relation to a scale, rubric, or standards.
- V.) Multiple Measures of Student Learning: Measures must include a combination of classroom, school and district assessments, student growth percentiles on state assessments, if state assessments are available, and student MEPA gain scores. This definition may be revised as required by regulations or agreement of the parties upon issuance of ESE guidance expected by July 2012.
- W.) \*Observation: a time during a educator's normal classroom day when an Evaluator is present while the educator conducts a class or exercises his or her professional duties. An observation is an opportunity to gather information on performance relative to the criteria identified in the Professional Teaching Standards. This data gathering process includes notes and judgments made during the classroom or worksite visit, and may include examination of artifacts of practice including student work. Observations may be announced or unannounced. Classroom or worksite observations conducted pursuant to this article must result in constructive feedback to the Educator.
  - a. Announced Observation: an observation that lasts for a full class period in the middle and high school, or for a complete lesson in the elementary or pre-schools, including transitions between lessons. Feedback for announced observations is provided through formal pre-observation and post-observation conferences.
    - i. Pre-Observation Conference: A conference between an Evaluator and an Educator that may be used to obtain background information in advance of a particular Announced Observation or to receive information about a particular classroom activity that he or she will observe, including the goals of the lesson. This conference may also be used by the conferees to collaboratively clarify, refine and/or elaborate these activities and the goals they are meant to achieve.
    - ii. Post-Observation Conference: A conference between an Evaluator and an Educator following an Announced Observation. The educator and Evaluator shall review the

goals of the lesson, the outcomes, and discuss what the Evaluator observed.

- b. Unannounced Observation: an observation by the Evaluator, of any duration, recommended to be a minimum of 10 minutes. Targeted and constructive feedback for an unannounced observation shall take the form of a conversation between the Educator and the Evaluator, after which the Evaluator will provide brief written feedback. This oral and written feedback must be given within five (5) school days of the observation. This time frame may be extended due to the unavailability of the Evaluator or the Educator, but shall be rescheduled within 24 hours whenever possible.
  - i. Normal supervisory responsibilities of department, building and district administrators also will cause administrators to drop in on classes and other activities in the worksite at various times as deemed necessary by the administrator. Carrying out these supervisory responsibilities, when they do not result in targeted and constructive feedback to the Educator, are not observations as defined in this Article.
  - ii. If the Evaluator is actively engaged in note-taking while in the classroom, the visit to the classroom shall be considered an unannounced observation pursuant to this definition, and the Educator can expect targeted and constructive feedback as described above.
- X.) Parties: The parties to this agreement are the local school committee and the employee organization that represents the Evaluators covered by this agreement for purposes of collective bargaining (“Employee Organization/Association”).
- Y.) \*Performance Rating: Describes the Educator’s performance on each indicator, standard, and overall.
  - a. On an Indicator:
    - i. **Exemplary:** The educator meets all of the indicator’s critical elements of proficient and:
      - 1. The educator’s practice and expertise are such that he or she would be able to train, teach, coach, assist, and/or demonstrate these elements and is open to doing so.
      - 2. The educator actively reflects and seeks to grow with respect to this indicator.
    - ii. **Proficient:** The educator routinely meets critical elements of the indicator and demonstrates growth where needed.
      - 1. An educator can receive a Proficient rating on an indicator while also needing to demonstrate growth in some critical elements of that indicator.



2. If the evaluator judges that targeted improvement in specific critical elements of an indicator is necessary for continued proficiency, the evaluator will indicate on the Summative Evaluation specific and actionable items in which the educator should demonstrate growth in the following year.
  3. The educator and evaluator may discuss specific shifts in practice that will support continuous growth toward an exemplary rating on the indicator.
- iii. **Needs Improvement:** The educator inconsistently and/or inadequately meets critical elements of the indicator. *OR* The educator demonstrates insufficient growth in response to evaluator's targeted feedback on the previous evaluation.
  - iv. **Unsatisfactory:** The educator is not meeting critical elements of the indicator and/or the educator demonstrates negligible growth in response to evaluator's targeted feedback on multiple critical elements on the previous evaluation.
- b. On a Standard
- i. **Exemplary:** The educator meets all of the standard's indicators of proficient and:
    1. The educator's practice and expertise are such that he or she would be able to train, teach, coach, assist, and/or demonstrate these indicators and is open to doing so.
    2. The educator actively reflects and seeks to grow with respect to this standard.
  - ii. **Proficient:** The educator routinely meets indicators of the standard and demonstrates growth where needed.
    1. An educator can receive a Proficient rating on a standard while also needing to demonstrate growth in some indicators of that standard.
    2. If the evaluator judges that targeted improvement in specific indicators of a standard is necessary for continued proficiency, the evaluator will indicate on the evaluation specific and actionable items in which the educator should demonstrate growth in the following year.
    3. The educator and evaluator may discuss specific shifts in practice that will support continuous growth toward an exemplary rating on the standard.
  - iii. **Needs Improvement:** The educator inconsistently and/or inadequately meets indicators of the standard. *OR* The educator demonstrates insufficient growth in response to evaluator's targeted feedback on the previous evaluation.

- iv. **Unsatisfactory:** The educator is not meeting indicators of the standard and/or the educator demonstrates negligible growth in response to evaluator's targeted feedback on multiple indicators on the previous evaluation.
- c. Overall: Synthesis of all four standards and the two goals.
  - i. **Exemplary:** An educator who receives an overall rating of exemplary meets all of the following requirements:
    - 1. The educator receives an exemplary rating on at least two standards, one of which must be Standard I or Standard II.
    - 2. The educator sets meaningful and challenging goals, actively works on these goals, and learns from the process regardless of the outcome.
  - ii. **Proficient:** An educator who receives an overall rating of proficient meets all of the following requirements:
    - 1. The educator receives a rating of Proficient or Exemplary on Standards I and II.
    - 2. The educator does not receive a rating of Unsatisfactory on any standards.
    - 3. The educator sets meaningful goals, works on these goals, and learns from the process regardless of the outcome.
  - iii. **Needs Improvement:** An overall rating of needs improvement indicates the following:
    - 1. The Educator's performance on standards and goals is below the requirements of proficient overall but is not considered to be Unsatisfactory at this time. Improvement is necessary and expected.
    - 2. The educator demonstrates a pattern of insufficient growth in response to evaluator's targeted feedback.
    - 3. Note: State regulations require an automatic overall rating of Needs Improvement if an educator earns a rating of Needs Improvement on Standard I or II.
  - iv. **Unsatisfactory:** An overall rating of unsatisfactory indicates the following:
    - 1. The Educator's performance has not improved following a rating of Needs Improvement. OR
    - 2. The educator fails to meet minimal requirements

Z.) \*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.

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

- BB.) 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.
- CC.) 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:
- a. Standard 1: Curriculum, Planning and Assessment
  - b. Standard 2: Teaching All Students
  - c. Standard 3: Family and Community Engagement
  - d. Standard 4: Professional Culture
  - e. Progress on and Reflection about Professional Practice Goal(s)
  - f. Progress on and Reflection about Student Learning Goal(s)
- DD.) Reflection on Progress Toward Goals Form: A form to be completed at the end of each year to document to progress on and reflection about goals. This form serves as the evidence of progress on goals.
- EE.) \*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 consist of:
- a. Standards: Describes broad categories of professional practice, including those required in 603 CMR 35.03;
  - b. Indicators: Describes aspects of each standard, including those required in 603 CMR 35.03;
  - c. Critical Elements: Defines the individual components under each indicator
- FF.) \*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 progress on and reflection about goals set forth in the Educator's Plan.
- GG.) \*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.
- HH.) \*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 speech pathologists.

- II.) \*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.
- JJ.) Unit B Administrator: Any educator who is a member of Unit B of the NTA.

#### 4) 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:
  - a. Measures of student progress on classroom assessments that are aligned with the Common Core or other relevant frameworks and are comparable within grades or subjects in a school
  - b. At least two district-determined measures of student learning related to the Common Core or the Massachusetts Vocational Technical Education Frameworks or other relevant frameworks that are comparable across grades and/or subjects district-wide. These measures may include: portfolios, approved commercial assessments and district-developed pre- and post- unit and course assessments, and capstone projects. One such measure shall be the MCAS Student Growth Percentile (SGP) or Massachusetts English Proficiency Assessment gain scores, if applicable, in which case at least two years of data is required
  - c. 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;
  - d. 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 and notes based on observations and artifacts of practice including:
  - a. Unannounced observations of practice of any duration, recommended to be a minimum of 10 minutes;
  - b. Announced observation(s) for non-PTS Educators, Educators on Improvement Plans, and as determined by the Evaluator;
  - c. Examination of Educator work products;
  - d. Examination of student work samples.
- C.) Evidence relevant to one or more Performance Standards, including but not limited to:
  - a. Evidence presented by the Educator.
    - i. The Educator is encouraged to use the Evidence Template to prepare to share evidence with his/her evaluator.
  - b. Evidence of progress towards professional practice goal(s);

- i. The Educator shall use the Reflection on Progress Toward Goals form to submit evidence of progress on his/her goals.
- c. Evidence of progress toward student learning outcomes goal(s);
  - i. The Educator shall use the Reflection on Progress Toward Goals form to submit evidence of progress on his/her goals.
- d. Student and staff feedback. (Not applicable until 2014-2015 or until such time as the ESE provides regulations and guidelines on their use.);
- e. Any other relevant evidence from any source that the Evaluator shares with the Educator. Other relevant evidence could include information provided by other administrators such as the Superintendent.

5) Rubric: A scoring tool used for the Educator's self-assessment, the Formative assessment, the Formative Evaluation and the Summative Evaluation. The rubrics used by the Newton Public Schools have been adapted from those 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:
  - a. Provide an overview of the evaluation process, including goal setting and the Educator plans.
  - b. Provide all Educators with directions for obtaining a copy of the forms used by the district. These may be electronically provided.
  - c. This training may be digitally recorded to facilitate orientation of Educators hired after the beginning of the school year, and made available to all staff for their review.

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

Educator goals help focus teaching and self-reflection. Goals should be challenging and inspiring, and educators should feel safe to pursue these goals. To this end, evaluation should focus on progress, not solely outcomes, and on educators' willingness and ability to reflect fruitfully on and improve their practice. Furthermore, educators should be encouraged to adapt and modify their goals on the basis of their reflection.

- A) Completing the Self-Assessment
  - a. The evaluation cycle begins with the Educator completing and submitting to the Primary Evaluator a self-assessment by the 2nd Friday in October or within four weeks after the Educator's first day of employment if the Educator begins employment after September 15th. Educators who are new to the Newton Public Schools will work together with their Evaluator to complete this self-assessment, which should be completed by the 2nd Friday in October.
  - b. The self-assessment includes:

- i. An analysis of evidence of student learning, growth and achievement for students under the Educator’s responsibility.
    - ii. An assessment of practice against each of the four Performance Standards of effective practice using the district’s rubric.
    - iii. Proposed goals to pursue:
      - 1. At least one goal directly related to improving the Educator’s own professional practice.
      - 2. At least one goal directly related to improving student learning.
- B) Proposing the Goals
  - a. 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 (b) below. Educators may meet with teams to consider establishing team goals. Evaluators may participate in such meetings.
  - b. For Educators new to the Newton Public Schools, the Primary Evaluator shall meet individually with each Educator by the 2nd Friday in October or within four weeks after the Educator’s first day of employment if the Educator begins employment after September 15th to assist the Educator in completing the self-assessment and drafting the professional practice and student learning goals, which must include induction and mentoring activities.
  - c. Unless the Evaluator indicates that an Educator in his or 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 team goals.
  - d. 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.
  - e. 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.
- C) Vision Statement: The Newton Public Schools believes:
  - a. effective teaching is based around reflection, guided self-assessment, embracing new challenges and curiosity; an educator’s career has a trajectory that includes constant learning.
  - b. the process of goal setting validates hard work, and acknowledges we are all on a continuum of learning and growth.
  - c. focusing on improving a specific aspect of their work and practice is one way that educators engage in on-going professional learning.

- d. effective goals may be broad-based allowing for differentiation of instruction for a variety of learners in classrooms (each of the students demonstrating personal growth in the area of the goal).
- e. both personal and team generated goals add value.
- f. goals can be measured using qualitative and/or quantitative evidence. Measuring numeric percentages does not necessarily strengthen a goal. Sometimes the best goals are the hardest to measure.
- g. it is okay not to achieve your goal; we don't always get things right the first time.
- h. larger school, department or district goals will be shared so that educators have the opportunity to nest their own goals within larger initiatives.
- i. administrators maintain final approval of goals, however, ideally goals will be educator-generated.

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

- A.) Every Educator has an Educator Plan that includes, but is not limited to, one goal related to the improvement of practice and one goal for the improvement of student learning. The Plan also outlines actions the Educator must take to make progress on the goals established in the Plan and benchmarks to assess progress. Goals may be developed by individual Educators, by the Evaluator, or by teams, departments, or groups of Educators who have similar roles and/or responsibilities. (See Sections 18-22 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.)
- C.) Educator Plan Development Meetings shall be conducted as follows:
  - a. Educators new to the Newton Public Schools must meet with the Primary Evaluator individually by the 4th Friday in October (or within six weeks of the Educator's first day of employment if the Educator begins employment after September 15th) to establish the Educator Plan.
  - b. The Evaluator shall meet individually with Educators with PTS and ratings of Needs Improvement or Unsatisfactory by the 4th Friday in October 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.

- c. 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 the 4th Friday in October of the next academic year to develop their Educator Plan. Educators shall not be expected to meet during the summer hiatus.
- D.) The Evaluator completes the Educator Plan by 1st Friday in November. The Educator shall sign the Educator Plan within 5 school days of its receipt and may include a written response. The Educator's signature indicates that the Educator received the plan in a timely fashion. The signature does not indicate agreement or disagreement with its contents. The Evaluator retains final authority over the content of the Educator's Plan.

9) Evaluation Cycle: Observation of Practice and Examination of Artifacts – Educators without PTS

- A.) In an Educator's first year of practice in the Newton Public Schools:
  - a. The Educator shall have at least one announced observation by the Primary Evaluator, and at least one announced observation by the Contributing Evaluator during the school year, using the protocol described in section 11B, below.
  - b. The Educator shall have at least four unannounced observations by the Primary or Contributing Evaluator during the school year.
    - i. The Primary Evaluator or the Contributing Evaluator shall complete at least one announced observation and the associated conferences by the last school day in November.
    - ii. The Primary or the Contributing Evaluator shall complete the second announced observation and the associated conferences and at least two unannounced observations and associated feedback by the last school day in January.
    - iii. The Primary or the Contributing Evaluator shall complete at least two additional unannounced observations and associated feedback by the 1st Friday in April.
- B.) In an Educator's remaining years of practice without PTS in the Newton Public Schools:
  - a. The Educator shall have at least one announced observation by the Primary Evaluator using the protocol described in section 12B, below.
  - b. The Educator shall have at least three unannounced observations during the school year by the Primary or Contributing Evaluator.
    - i. The Primary Evaluator shall complete at least one announced observation and the associated conferences by the last school day in November.
    - ii. The Primary or Contributing Evaluator shall complete at least two unannounced observations and associated feedback by the last school day in January.



- iii. The Primary or the Contributing Evaluator shall complete at least one additional unannounced observation and associated feedback by the 1st Friday in April.
- c. The Evaluator(s) may conduct additional observations, announced or unannounced, throughout the year at their discretion.

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

- A.) The Educator whose overall rating is Proficient or Exemplary must have at least one unannounced observation during the evaluation cycle.
  - a. The Primary or Contributing Evaluator shall complete this observation by the last school day in April of the first year of the cycle.
  - b. The Evaluator(s) may conduct additional observations, announced or unannounced, throughout the year at their discretion.
- B.) The Educator whose overall rating is Needs Improvement must be observed according to the Directed Growth Plan during the period of the plan. The Evaluator shall determine the number and frequency of the observations, but in no case shall there be fewer than one announced and three unannounced observations.
  - a. The Primary Evaluator or the Contributing Evaluator shall complete at least one announced observation and the associated conferences by the last school day in November.
  - b. The Primary or the Contributing Evaluator shall complete at least two unannounced observations and associated feedback by the last school day in January.
  - c. The Primary or the Contributing Evaluator shall complete at least one additional unannounced observations and associated feedback between the last school day in January and the last school day in March.
  - d. The Evaluator(s) may conduct additional observations, announced or unannounced, throughout the year at their discretion.
- 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 Evaluator shall determine the number and frequency of the observations, but in no case, for improvement plans of one year, shall there be fewer than one announced and three unannounced observations.
  - a. The Primary or the Contributing Evaluator shall complete at least one announced observation and the associated conferences by the last school day in November.
  - b. The Primary or the Contributing Evaluator shall complete at least two unannounced observations and associated feedback by the last school day in January.
  - c. The Primary or the Contributing Evaluator shall complete at least one additional unannounced observation and associated feedback

between the last school day in January and the last school day in March.

- d. The Evaluator(s) may conduct additional observations, announced or unannounced, throughout the year at their discretion.
- D.) For Improvement Plans of six months or fewer, there must be no fewer than one announced and three unannounced observations.
- a. The Primary or the Contributing Evaluator shall complete at least one announced observation and the associated conferences by the last school day in November.
  - b. The Primary or the Contributing Evaluator shall complete at least three unannounced observations and associated conversations the 1st Friday in December.
  - c. The Evaluator(s) may conduct additional observations, announced or unannounced, throughout the year at their discretion.
  - d. If the Improvement Plan begins during the school year, these dates will be adjusted to reflect the above timelines.

## 11) Observations

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

- A.) Unannounced Observations
  - a. Unannounced Observations may be in the form of partial or full-period classroom visitations, but a visit of at least 10 minutes is recommended.
    - i. Normal supervisory responsibilities of department, building and district administrators will also cause administrators to drop in on classes and other activities in the worksite at various times as deemed necessary by the administrator. Carrying out these supervisory responsibilities, when they do not result in targeted and constructive feedback to the Educator, are not Observations as defined in this Agreement.
      - 1. These visits may take the form of Instructional Rounds, Walkthroughs, Learning Walks, or any other means deemed useful by the Evaluator, principal, Superintendent or other administrator.
  - b. If the Evaluator is actively engaged in note-taking while in the classroom, the visit to the classroom shall be considered an Unannounced Observation, and the Educator can expect targeted and constructive feedback as described below.
  - c. Targeted and constructive feedback for an unannounced observation shall take the form of a conversation between the Educator and the Evaluator, after which the Evaluator shall provide a brief written summary of this conversation.
    - i. The conversation:
      - 1. Feedback in this form must be given within five (5) school days of the observation. 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 whenever possible.

2. The evaluator should initiate the scheduling of the conversation.
  3. The conversation, when possible, should take place in the Educator's classroom or office, or in a neutral space. The conversation will, when possible, take place during the school day and in a private space.
- ii. The written feedback:
1. This is a brief summary of the conversation; it is a record that the conversation occurred, and should reflect the perspective of both educator and evaluator.
  2. While there are references to parts of the lesson discussed in the conversation, it is not a re-cap of the observation itself.
  3. The write-up must be written after the conversation. The write-up should be delivered (electronically) soon after the conversation.
  4. The write-up may take the form of a bulleted list (see exemplars.)
  5. The write-up serves as evidence for the evaluation.
  6. This brief written feedback shall be delivered to the Educator face- to-face, by email or to the Educator's school mailbox or home.
- d. 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 a full class in the middle or high school, or a complete lesson in the elementary or pre- school, including transition between classes, within 30 school days.

B.) Announced Observations

- a. All non-PTS Educators, PTS Educators on Directed Growth or Improvement Plans, and other Educators at the discretion of the Evaluator shall have at least one Announced Observation.
  - i. The Evaluator and Educator shall confer to discuss possible dates and times for the Announced Observation, after which 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.
    1. The Educator shall provide the Evaluator a draft of the lesson, student conference, IEP plan or activity. If the

- actual plan is different, the Educator will provide the Evaluator with a copy prior to the observation.
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.
  - iii. Within 10 school days of the observation, the Evaluator and Educator shall meet for a post-observation conference. This timeframe may be extended due to unavailability on the part of either the Evaluator or the Educator, but shall be rescheduled within 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:
    1. Describe the basis for the Evaluator's judgment.
    2. Describe actions the Educator should take to improve his or her performance.
    3. Identify support and/or resources the Educator may use in his or 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 typically takes places 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 16, below.
- C.) The Formative Assessment report provides written feedback to the Educator about his or her progress on the goals set forth in the Educator Plan and performance on Performance Standards.
- D.) Formative assessment happens mid-year. In order to assess Evaluator progress, 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, or any additional evidence of the Educator's performances

against the four Performance Standards. The Evaluator shall provide the Educator with at least two weeks notice of the need to provide this evidence.

- E.) Upon request of either the Evaluator or the Educator, a meeting may be scheduled to discuss the Formative Assessment before the Evaluator has completed writing the Assessment report. The Educator and Evaluator shall meet within 10 days of the request.
- F.) The Evaluator shall complete the Formative Assessment report and provide a copy to the Educator no later than the 1st Friday in February. All Formative Assessment reports must be signed by the Evaluator and delivered face-to-face, by email or to the Educator's school mailbox or home.
  - a. Upon the request of either the Evaluator or the Educator, within 10 days of its completion, the Evaluator and the Educator will meet to discuss the Formative Assessment.
- G.) The Educator shall sign the Formative Assessment report within 5 school days of receiving the report. The signature indicates that the Educator received the Formative Assessment report 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 within 10 school days of receiving the report or following the conference with the Evaluator, whichever comes later.
- I.) The Educator may request representation by the Association at any of the Formative Assessment meetings.
- J.) As a result of the Formative Assessment Report, the Evaluator may change the activities in the Educator Plan.
- K.) If an Educator who does not have Professional Teacher Status performance is such that he or she is at risk of not having his or her contract renewed for the following school year, the Evaluator must indicate this on the Formative Assessment.
- L.) If the Educator is at risk for non-renewal, a copy of the Formative Assessment shall be sent to the respective Central Staff Administrator, the Office of Human Resources, and the Association President.
- M.) This warning indicates only that the Educator may not be reappointed. It does not state that the Educator has not been reappointed for the following year.
- N.) A Formative Assessment that includes this warning must indicate the prior dates of conferences.
- O.) The Formative Assessment must give the Educator clear and specific indication of where he or she Needs Improvement.
- P.) The Association agrees to assign members of its Professional Rights and Responsibilities Committee to mentor, support and counsel Educators who have received February letters if they wish this support.

- 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.
    - a. The Formative Evaluation report provides written feedback and ratings to the Educator about his or her progress towards the goals set forth in the Educator Plan.
    - b. The Educator's performance rating on each standard, and overall, 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 ratings may change, and the Evaluator may place the Educator on a different Educator plan, appropriate to the new rating.
      - i. The Formative Evaluation report provides written feedback to an educator about his or her performance on a Performance Standard and/or overall if and only if a rating has changed since the previous Summative Evaluation.
  - B.) In order to evaluate Educator progress, the Educator shall provide to the Evaluator evidence of family outreach and engagement, fulfillment of professional responsibility and growth, and progress toward professional practice and student learning goals, or any additional evidence of the Educator's performances against the four Performance Standards. The Evaluator shall provide the Educator with at least two weeks notice of the need to provide this evidence.
    - a. Evidence can be shared in person with the Evaluator. Educators are encouraged to use the evidence template to prepare for the sharing of evidence.
      - i. Educators shall not be required to produce portfolios of evidence.
    - b. Evidence regarding progress on goals should be shared using the Reflection on Progress Toward Goals Form.
  - C.) Upon request of either the Evaluator or the Educator, a meeting may be scheduled to discuss the Formative Evaluation before the Evaluator has completed writing the Evaluation. The Educator and Evaluator shall meet within 10 days of the request.
  - D.) Upon the request of either the Evaluator or the Educator, within 10 days of notification of its completion, the Evaluator and the Educator will meet to discuss the Formative Evaluation.
    - a. The Evaluator shall provide to the Educator a written copy of the Formative Evaluation Report at least two days before the scheduled meeting.
  - E.) The Evaluator shall complete the Formative Evaluation report and provide a copy to the Educator. All Formative Evaluation reports must be signed by the Evaluator and delivered face-to-face, by email or to the Educator's school mailbox or home.

- F.) The Educator shall sign the Formative Evaluation report within 5 school days of receiving the report. The signature indicates that the Educator received the Formative Evaluation report in a timely fashion. The signature does not indicate agreement or disagreement with its contents.
- G.) The Educator may reply in writing to the Formative Evaluation report within 10 school days of receiving the report or following the conference with the Evaluator, whichever comes later.
- H.) The Educator may request representation by the Association at any of the Formative Evaluation meetings.
- I.) As a result of the Formative Evaluation report, the Evaluator may change the activities in the Educator Plan.
- J.) If the rating in the Formative Evaluation report differs from the last Summative rating the Educator received, the Evaluator may place the Educator on a different Educator Plan, appropriate to the new rating.

#### 14) Evaluation Cycle: Summative Evaluation

- A.) The evaluation cycle concludes with a Summative Evaluation report.
  - a. For Educators on the second year of a 2-year Self-Directed Growth Plan, the Evaluator shall deliver a signed copy of the Summative Evaluation report to the Educator face-to-face, by email or to the Educator's school mailbox or home no later than the first Friday in June.
  - b. For educators on all other plans, the Evaluator shall deliver a signed copy of the Summative Evaluation report to the Educator face-to-face, by email or to the Educator's school mailbox or home no later than the first Friday in May.
- 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 progress on and reflection about the Educator Plan goals.
- C.) The Summative evaluation includes:
  - a. A rating on each indicator.
  - b. A rating on each standard.
  - c. An overall rating.
  - d. Written feedback and a rating regarding progress toward each goal in the educator plan.
  - e. Written feedback on an educator's performance relative to each Performance Standard.
    - i. If the evaluator judges that targeted improvement in specific critical elements of an indicator is necessary for continued proficiency, the evaluator will indicate on the Summative Evaluation specific and actionable items in which the educator should demonstrate growth in the following year.
    - ii. If the evaluator judges that targeted improvement in specific indicators of a standard is necessary for continued proficiency, the evaluator will indicate on the evaluation specific and

actionable items in which the educator should demonstrate growth in the following year.

- f. Written feedback on an educator's overall performance only when necessary.
- D.) The professional judgment of the primary Evaluator shall determine the overall Summative rating that the Educator receives. The overall rating is a synthesis of all four standards and the two goals.
- a. **Exemplary:** An educator who receives an overall rating of exemplary meets all of the following requirements:
    - i. The educator receives an exemplary rating on at least two standards, one of which must be Standard I or Standard II.
    - ii. The educator sets meaningful and challenging goals, actively works on these goals, and learns from the process regardless of the outcome.
  - b. **Proficient:** An educator who receives an overall rating of proficient meets all of the following requirements:
    - i. The educator receives a rating of Proficient or Exemplary on Standards I and II.
    - ii. The educator does not receive a rating of Unsatisfactory on any standards.
    - iii. The educator sets meaningful goals, works on these goals, and learns from the process regardless of the outcome.
  - c. **Needs Improvement:** An overall rating of needs improvement indicates the following:
    - i. The Educator's performance on standards and goals is below the requirements of proficient overall but is not considered to be Unsatisfactory at this time. Improvement is necessary and expected.
    - ii. The educator demonstrates a pattern of insufficient growth in response to evaluator's targeted feedback.
    - iii. State regulations require an automatic overall rating of Needs Improvement if an educator earns a rating of Needs Improvement on Standard I or II.
  - d. **Unsatisfactory:** An overall rating of unsatisfactory indicates the following:
    - i. The Educator's performance has not improved following a rating of Needs Improvement. OR
    - ii. The educator fails to meet minimal requirements
- E.) 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 (2018 and on). In cases where the Superintendent is the primary Evaluator, the Superintendent's decision on the rating shall not be subject to review.



- F.) 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.
- G.) To be rated Proficient overall, the Educator shall, at a minimum, have been rated Proficient on Standards I and II.
- H.) In order to evaluate Educator progress, the Educator shall provide to the Evaluator evidence of family outreach and engagement, fulfillment of professional responsibility and growth, and progress toward professional practice and student learning goals, or any additional evidence of the Educator's performances against the four Performance Standards. The Evaluator shall provide the Educator with at least two weeks notice of the need to provide this evidence.
  - a. Evidence can be shared in person with the Evaluator. Educators are encouraged to use the evidence template to prepare for the sharing of evidence.
    - i. Educators shall not be required to produce portfolios of evidence.
  - b. Evidence regarding progress on goals should be shared using the Reflection on Progress Toward Goals Form.
- I.) The Summative Evaluation report should recognize areas of strength as well as identify recommendations for professional growth.
- J.) The Evaluator shall meet with the Educator rated Needs Improvement or Unsatisfactory to discuss the Summative Evaluation. The meeting shall occur by the first Friday in June.
  - a. The Evaluator shall provide to the Educator a written copy of the Summative Evaluation Report at least two days before the scheduled meeting.
- K.) The Evaluator shall meet with the Educator rated Proficient or Exemplary to discuss the Summative Evaluation, if either the Educator or the Evaluator requests such a meeting. The meeting shall occur by the first Friday in June.
  - a. If the Educator or the Evaluator requests a meeting, the Evaluator shall provide to the Educator a written copy of the Summative Evaluation Report at least two days before the scheduled meeting.
- L.) Upon mutual agreement, the Educator and the Evaluator may develop the Self-Directed Growth Plan for the following two years during the meeting on the Summative Evaluation report.
- M.) The Educator shall sign the final Summative Evaluation report within five days of its receipt. The signature indicates that the Educator received the Summative Evaluation report in a timely fashion. The signature does not indicate agreement or disagreement with its contents.
- N.) The Educator shall have the right to respond within ten (10) days in writing to the Summative Evaluation, which shall become part of the final Summative Evaluation report.

- O.) A copy of the signed final Summative Evaluation report, including any response from the Educator, shall be filed in the Educator's personnel file. Unsatisfactory for Educators with PTS
- P.) Educators with PTS who are at risk of receiving an overall ranking of Needs Improvement or Unsatisfactory shall be informed in writing by the last school day in March. A copy of this letter shall be sent to the respective Central Staff administrator and the Office of Human Resources, and the Association President. This letter must indicate the prior dates of conferences with the Educator.
- Q.) An Evaluation Advisory Panel shall be established comprising two (2) representatives of the Association and two (2) representatives of the administration. An additional representative of the Association or the Administration may be called in by either party where a particular expertise would be useful. Upon request of any PTS Educator whose overall ranking is Needs Improvement or Unsatisfactory, the Evaluation Advisory Panel will review his or her evaluation. Upon completing the review, the Evaluation Advisory Panel shall make a recommendation to the Superintendent.

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:
  - a. At least one goal related to improvement of practice tied to one or more Performance Standards;
  - b. At least one goal for the improvement of the learning, growth and achievement of the students under the Educator's responsibility;
  - c. 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 make progress on the goals in the Plan and to participate in any trainings and professional development provided through the state, district, or other providers in accordance with the Educator Plan.

16) Educator Plans: Developing Educator Plan

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

17) Educator Plans: Self-Directed Growth Plan

- A.) 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 one and a Summative Evaluation report at the end of year two.
- 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.) An Educator on a Directed Growth Plan shall be assigned an Evaluator who is responsible for providing the Educator with guidance and assistance in accessing the resources and professional development outlined in the Directed Growth Plan. This Evaluator may be the Primary Evaluator, or another assigned Evaluator.
- C.) The Directed Growth Plan, written by the Evaluator, shall:
  - a. Delineate the goals in the plan that address the areas identified as needing improvement;
  - b. Describe the activities and work products the Educator must complete as a means of improving performance;
  - c. Describe the assistance that the district will make available to the Educator;
  - d. Articulate the measurable outcomes that will be accepted as evidence of improvement;
  - e. 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);
  - f. Identify the individuals assigned to assist the Educator which must include minimally the Primary Evaluator;
  - g. Include the signatures of the Educator and Primary Evaluator.
- D.) A copy of the signed Directed Growth Plan shall be provided to the Educator. The Educator's signature indicates that the Educator received the Directed Growth Plan in a timely fashion. The signature does not indicate agreement or disagreement with its contents.

- E.) 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 the first Friday in May.
- F.) 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.
- G.) 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.

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 90 school days and no more than one school year.
- C.) Within ten (10) school days after the decision to place an Educator on an Improvement Plan, the Educator, Evaluator and a Representative of the Association will meet to discuss the development of an Improvement Plan.
  - a. Although not recommended, the Educator may choose to decline representation.
- D.) 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.
- E.) The Improvement Plan shall:
  - a. Define the improvement goals directly related to the Performance Standard(s) and/or student learning outcomes that must be improved;
  - b. Describe the activities and work products the Educator must complete as a means of improving performance;
  - c. Describe the assistance that the district will make available to the Educator;
  - d. Articulate the measurable outcomes that will be accepted as evidence of improvement;
  - e. 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);
  - f. Identify the individuals assigned to assist the Educator which must include minimally the Primary Evaluator;
  - g. Include the signatures of the Educator and Primary Evaluator.
- F.) A copy of the signed Plan shall be provided to the Educator and the Association. 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.

- G.) In the event that the Evaluator and Educator do not mutually agree on the Plan, it will be referred to the Superintendent or his or her designee. The Superintendent or his or her designee and the President of the Association or his or her designee shall meet within ten (10) school days to attempt to resolve the disagreement. In the event that they are unable to resolve the disagreement, the Superintendent or his or her designee shall resolve the disagreement, and his or her decision will be final.
- H.) The Evaluator must complete a Summative Evaluation for the Educator at the end of the period determined by the Evaluator for the Plan.
- I.) Decision on the Educator's status at the conclusion of the Improvement Plan.
  - a. All determinations below must be made no later than the first Friday in June. One of three decisions must be made at the conclusion of the Improvement Plan:
    - i. If the Evaluator determines that the Educator has improved his or her practice to the level of proficiency, the Educator will be placed on a Self-Directed Growth Plan.
    - ii. In those cases where the Educator was placed on an Improvement Plan as a result of his or her Summative rating at the end of his or her Directed or Self-Directed Growth Plan, if the Evaluator determines that the Educator is making substantial progress toward proficiency, the Evaluator shall place the Educator on a Directed Growth Plan.
    - iii. In those cases where the Educator was placed on an Improvement Plan as a result of his or her Summative rating at the end of his or her Directed Growth Plan, if the Evaluator determines that the Educator is not making substantial progress toward proficiency, the Evaluator shall recommend to the Superintendent that the Educator be dismissed.
    - iv. If the Evaluator determines that the Educator's practice remains at the level of Unsatisfactory, the Evaluator shall recommend to the Superintendent that the Educator be dismissed.

## 20) 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 or his or her designee by the first Friday in June. The principal's decision is subject to review and approval by the Superintendent or his or her designee.

- B.) In order to qualify to apply for an educator leader 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.

21) 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 by July 15, 2012. Upon receiving this model contract language and guidance, the parties agree to bargain with respect to this matter.

**TEACHERS ON DEVELOPING EDUCATOR PLANS (NON-PTS TEACHERS)  
CALENDAR OF EVALUATION PROCESS**

End of September	Annual Orientation meeting on Evaluation Procedures
2nd Friday in October	Educator completes self-assessment and proposes draft goals. An Educator new to Newton meets with Evaluator to complete self-assessment and draft goals.
4th Friday in October (or within four weeks of beginning employment if this occurs after September 30th)	Self-assessment/goal setting conference. Educator and Evaluator meet and work together to design a Developing Educator Plan.
1st Friday in November	Evaluator completes Educator Plan, which is signed within five (5) days by the Educator.
Last school day in November	Completion of 1st announced observation and associated conferences.
By last school day in January	Completion of 2nd announced observation and associated conferences (First year Educators); completion of 2 unannounced observations and associated feedback (All non-PTS Educators)
1st Friday in February	Presentation of Formative Assessment, with the opportunity for conference within five (5) days of request by either the Evaluator or the Educator. (Evaluator requests evidence of performance two weeks prior to completing the Formative assessment.) Deadline for Evaluators to identify and inform in writing any teacher whose performance suggests non-reappointment.
First Friday in April	Completion of 3rd and 4th unannounced observations and associated feedback. (First year Educators); Completion of 3rd unannounced observations and associated feedback. (All other non-PTS Educators)
First Friday in May	Formal conference and presentation of Summative Evaluation, with the opportunity for discussion. Summative Evaluation must be delivered to Educator at least two days prior to conference.
3rd Friday in May	Submission of Evaluation Reports to Office of Human Resources.
June 15th	Deadline for Principals and/or Superintendent of Schools to notify Educators without professional teacher status of decision to release or reappoint.

**TEACHERS ON TWO-YEAR SELF-DIRECTED GROWTH PLANS  
CALENDAR OF EVALUATION PROCESS**

End of September	Annual Orientation meeting on Evaluation Procedures
2nd Friday in October	Educator completes self-assessment and proposes draft goals.
4th Friday in October (or within four weeks of beginning employment if this occurs after September 30th)	Self-assessment/goal setting conference. Educator and Evaluator meet and work together to design/review Educator Plan.
1st Friday in November	Evaluator completes Educator Plan, which is signed within five (5) days by the Educator.
Last school day in April (year 1 of cycle)	Completion of at least one unannounced observation and associated conversation.
Last school day in March (year 1 or 2 of cycle)	Written warning from Evaluator sent to Educators who are at risk of receiving an overall rating of Needs Improvement or Unsatisfactory.
First Friday in June (year 1 of cycle)	Presentation of Formative Evaluation, with the opportunity for conference within ten (10) days of request by either the Evaluator or the Educator.
First Friday in June (year 2 of cycle)	Formal conference and presentation of Summative Evaluation, with the opportunity for discussion. Summative Evaluation must be delivered to Educator at least two days prior to conference.
Last day of school	Submission of Evaluation Reports to Office of Human Resources



**TEACHERS ON ONE-YEAR SELF-DIRECTED GROWTH PLANS  
CALENDAR OF EVALUATION PROCESS  
(Not applicable until 2018)**

End of September	Annual Orientation meeting on Evaluation Procedures
2nd Friday in October	Educator completes self-assessment and proposes draft goals.
4th Friday in October (or within four weeks of beginning employment if this occurs after September 30th)	Self-assessment/goal setting conference. Educator and Evaluator meet and work together to design an Educator Plan.
1st Friday in November	Evaluator completes Educator Plan, which is signed within five (5) days by the Educator.
Last school day in January	Completion of at least one unannounced observation and associated feedback.
2nd Friday in February	Presentation of Formative Evaluation, with the opportunity for conference within five (5) days of request by either the Evaluator or the Educator.
Last school day in March	Written warning from Evaluator sent to Educators who are at risk of receiving an overall rating of Needs Improvement or Unsatisfactory. A copy sent to the respective Central Staff Administrator, the Office of Human Resources, and the Association President. This form must indicate the prior dates of conferences with the teacher.
First Friday in May	Formal conference and presentation of Summative Evaluation, with the opportunity for discussion. Summative Evaluation must be delivered to Educator at least three days prior to conference.
2nd Friday in May	Submission of Evaluation Reports to Office of Human Resources

**TEACHERS ON DIRECTED GROWTH OR  
ONE-YEAR IMPROVEMENT PLANS  
CALENDAR OF EVALUATION PROCESS**

End of September	Annual Orientation meeting on Evaluation Procedures
2nd Friday in October	Educator completes self-assessment and proposes draft goals.
4th Friday in October (or within four weeks of beginning employment if this occurs after September 30th)	Self-assessment/goal setting conference. Educator and Evaluator meet and work together to design an Educator Plan.
1st Friday in November	Evaluator completes Educator Plan, which is signed within five (5) days by the Educator.
Last school day in November	Completion of announced observation and associated conferences.
Last school day in January	Completion of 2 unannounced observations and associated feedback.
2nd Friday in February	Presentation of Formative Assessment, with the opportunity for conference within five (5) days of request by either the Evaluator or the Educator.
Last school day in March	Completion of 3rd unannounced observations and associated feedback.
Last school day in March	Written warning from Evaluator sent to Educators who are at risk of receiving an overall rating of Needs Improvement or Unsatisfactory.
First Friday in May	Formal conference and presentation of Summative Evaluation, with the opportunity for discussion. Summative Evaluation must be delivered to Educator at least two days prior to conference.
2nd Friday in May	Submission of Evaluation Reports to Office of Human Resources

**TEACHERS ON HALF-YEAR IMPROVEMENT PLANS  
CALENDAR OF EVALUATION PROCESS**

End of September	Annual Orientation meeting on Evaluation Procedures
2nd Friday in September	Educator completes self-assessment and proposes draft goals.
1st Friday in October	Self-assessment/goal setting conference. Educator and Evaluator meet and work together to design an Educator Plan.
2nd Friday in October	Evaluator completes Educator Plan, which is signed within five (5) days by the Educator.
Last school day in November	Completion of announced observation and associated conferences.
1st Friday in December	Completion of 3 unannounced observations and associated conversations
2nd Friday in December	Presentation of Formative Assessment, with the opportunity for conference within three (3) days of request by either the Evaluator or the Educator.
Last school day in December	Written warning from Evaluator sent to Educators on half-year improvement plans who are at risk of receiving an overall rating of Needs Improvement or Unsatisfactory.
January 30th	Formal conference and presentation of Summative Evaluation, with the opportunity for discussion. Summative Evaluation must be delivered to Educator at least three days prior to conference.
2nd Friday in February	Submission of Evaluation Reports to Office of Human Resources

Newton Public Schools  
 Newton, Massachusetts  
 Chart of Evaluation Responsibilities

High School

<b>Staff Member</b>	<b>Primary Evaluator</b>	<b>Contributing Evaluator</b>
English	English Department Head	Principal, Vice Principal or Housemaster
Mathematics	Mathematics Department Head	Principal, Vice Principal or Housemaster
Science & Tech. Eng.	Science Department Head	Principal, Vice Principal or Housemaster
History & Social. Science.	History Department Head	Principal, Vice Principal or Housemaster
World Language	World Language Dept. Head	Principal, Vice Principal or Housemaster
Music	Fine and Performing Arts Department Head	Principal, Vice Principal or Housemaster
Art		Principal, Vice Principal or Housemaster
Business	Business Department Head or Director of Career and Tech. Ed.	Principal, Vice Principal or Housemaster
P.E., Health & Wellness	Physical Education Dept. Head	Principal, Vice Principal or Housemaster
Librarian	Library Department Head or Vice Principal	Director of Information Tech.
Special Education	Special Ed. Department Head or Assistant Department Head	Principal, Vice Principal or Housemaster
Counselor	Guidance Department Head	Principal, Vice Principal or Housemaster
Psychologist	Asst. Sup. for Pupil Services or Special Ed. Department Head	Principal, Special Ed. Dept. Head or Assist. Sup. for Pupil Services
Social Worker	Guidance or Special Ed. Dept. Head	Principal, Vice Principal or Housemaster
Instructional Tech.	Director of Information Tech. or Coordinator	Principal, Housemaster, Vice Principal, Coordinator, or Director of Information Tech.
Career and Tech. Ed.	Director of Career and Tech. Ed.	Principal, Vice Principal or Housemaster
ELL	ELL Coordinator or Vice Principal	Principal, Vice Principal or ELL Coordinator

Middle School

<b>Staff Member</b>	<b>Primary Evaluator</b>	<b>Contributing Evaluator</b>
English	Principal or Assistant Principal	Coordinator
Mathematics	Principal or Assistant Principal	Coordinator
Social Studies	Principal or Assistant Principal	Coordinator
Science	Principal or Assistant Principal	Coordinator
Art	Principal or Assistant Principal	Coordinator
World Languages	Principal or Assistant Principal	Coordinator
Music	Principal or Assistant Principal	Coordinator
Drama	Principal or Assistant Principal	Coordinator
PE, Health & Wellness	Principal or Assistant Principal	Coordinator
Librarian	Principal or Assistant Principal	Director of Information Tech.
Instructional Tech.	Principal or Assistant Principal	Director of Information Tech. or Coor.
Media	Principal or Assistant Principal	Principal or Assistant Principal
Technology Eng.	Principal or Assistant Principal	Coordinator, Principal or Assistant Principal
Special Education	Asst. to the Principal for Pupil Services	Principal or Assistant Principal
Guidance Counselor	Asst. to the Principal for Pupil Services	Principal or Assistant Principal
Social Worker	Asst. to the Principal for Pupil Services	Principal or Assistant Principal
Psychologist	Asst. Supt. for Pupil Services or Asst. to the Principal for Pupil Serv.	Asst. to the Principal for Pupil Services or Principal
Literacy Specialists	Principal or Assistant Principal	Coordinator
ELL	ELL Coordinator or Principal	Asst. to the Principal for Pupil Services or Principal

Elementary School

<b>Staff Member</b>	<b>Primary Evaluator</b>	<b>Contributing Evaluator</b>
Classroom	Principal	Principal or Coordinator
Art and Music	Coordinator, Fine & Performing Arts	Principal
P.E., Health & Wellness	Coordinator, P.E., Health & Wellness	Principal
Librarian	Director of Information Tech. or Coordinator of Library/Media	Principal
Special Education	Asst. Director for Pupil Services or Coord. of Elem. Special Ed.	Principal
Psychologist	Asst. Super. For Pupil Services	Principal
Social Worker	Principal	Principal or Asst. Super. for Pupil Serv.
Literacy Specialist	Coordinator or Principal	Principal or Coordinator
ELL	ELL Coordinator or Principal	Principal or ELL Coordinator
Instructional Tech.	Coordinator or Director of Information Tech.	Principal, Director of Information Tech. or Coordinator

Pre-School School

<b>Staff Member</b>	<b>Primary Evaluator</b>	<b>Contributing Evaluator</b>
Teachers	Pre-School Coordinator	Asst. Director for Pupil Services or Coordinator of Elem. Special Ed.
Psychologist	Asst. Super. For Pupil Services	Pre-School Coordinator
Social Worker	Pre-School Coordinator	Asst. Super. for Pupil Services

Citywide

<b>Staff Member</b>	<b>Primary Evaluator</b>	<b>Contributing Evaluator</b>
Occupational Therapist	Asst. Director for Pupil Services	Principal, Coordinator of Elem. Special Education, Asst. to the Prin. for Pupil Services, Special Ed. Dept. Chair or Pre-School Coordinator
Physical Therapist	Asst. Director for Pupil Services	Principal, Coordinator of Elem. Special Education, Asst. to the Prin. for Pupil Services, Special Ed. Dept. Chair or Pre-School Coordinator
Speech and Language Pathologists	Coordinator of Speech and Lang. Pathologists or Pre-School Coord.	Principal, Coordinator of Elem. Special Education, Asst. to the Prin. for Pupil Services, or Special Ed. Dept. Chair
METCO Counselors	METCO Director	Principal, Assistant Principal, Housemaster, or Vice Principal