



# **Educator Evaluation Process**

Approved by the Seekonk School Committee on July 20, 2020

<b>Educator Evaluation Committee Members</b>	<b>4</b>
<b>District Vision Statement</b>	<b>5</b>
<b>Educator Evaluation Committee Vision Statement</b>	<b>5</b>
<b>District Mission Statement</b>	<b>5</b>
<b>Educator Evaluation Committee Mission Statement</b>	<b>5</b>
<b>Overview</b>	<b>6</b>
Educator Evaluation Framework	6
<b>Purpose of Educator Evaluation</b>	<b>8</b>
<b>Definitions (*indicates definition is generally based on 603 CMR 35.02)</b>	<b>9</b>
<b>Evidence Used in Evaluation</b>	<b>14</b>
<b>Rubric</b>	<b>14</b>
<b>Evaluation Cycle: Annual Orientation</b>	<b>15</b>
<b>Evaluation Cycle: Self-Assessment</b>	<b>15</b>
<b>Evaluation Cycle: Goal Setting and Development of the Educator Plan</b>	<b>16</b>
<b>Evaluation Cycle: Observation of Practice and Examination of Artifacts – Educators without PTS</b>	<b>17</b>
<b>Evaluation Cycle: Observation of Practice and Examination of Artifacts – Educators with PTS</b>	<b>19</b>
<b>Observations</b>	<b>19</b>
<b>Evaluation Cycle: Formative Assessment for Developing Educator Plans</b>	<b>21</b>
<b>Evaluation Cycle: Formative Evaluation for</b>	<b>22</b>
<b>Two-Year Self-Directed Growth Plans Only</b>	<b>22</b>
<b>Summative Evaluation</b>	<b>23</b>
<b>Educator Plans: General</b>	<b>25</b>
<b>Educator Plans: Developing Educator Plan</b>	<b>25</b>
<b>Educator Plans: Self-Directed Growth Plan</b>	<b>25</b>
<b>Educator Plans: Directed Growth Plan</b>	<b>26</b>
<b>Educator Plans: Improvement Plan</b>	<b>27</b>
<b>Timelines</b>	<b>29</b>

<b>Career Advancement</b>	<b>29</b>
<b>Using Student Feedback in Educator Evaluation</b>	<b>30</b>
<b>Using Staff Feedback in Educator Evaluation</b>	<b>30</b>
<b>General Provisions</b>	<b>30</b>

## **Educator Evaluation Committee Members**

The following people spent an extraordinary amount of time and effort to improve upon the evaluation system. Their insights and perspectives helped make this document a constructive and coherent tool for all Seekonk Educators.

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## **District Vision Statement**

Seekonk Public Schools serve as a model for educational innovation as a result of using best practice instructional strategies, an integrated K--12 curriculum, and a variety of assessments in a technologically rich environment. Students are able to access multiple pathways which encourage and prepare them to think critically and use creative problem solving. We are a community united in the belief that it is our fiscal and moral responsibility to provide outstanding educational opportunities and facilities for all of our students. Our graduates are able to set goals, make responsible choices, and appreciate diversity in order to live their lives with a sense of purpose and face the challenges of the future.

## **Educator Evaluation Committee Vision Statement**

By the end of the 2019-2020 school year, the Seekonk Educator Evaluation Committee will have produced a completely revised and updated Educator Evaluation Tool focused on highlighting and creating quality educators in a professional, transparent manner that ensures professional freedom and growth. This tool will be reviewed annually by the Evaluation Committee and updated as needed.

## **District Mission Statement**

The mission of the Seekonk Public Schools is to inspire all students to acquire the skills, habits, knowledge, and passion to be responsible citizens of the global community.

## **Educator Evaluation Committee Mission Statement**

The mission of the Seekonk Educator Evaluation Committee is to create an accurate, understandable, and equitable tool that transparently evaluates educator performance while assisting with professional growth.

## Overview

### Educator Evaluation Framework

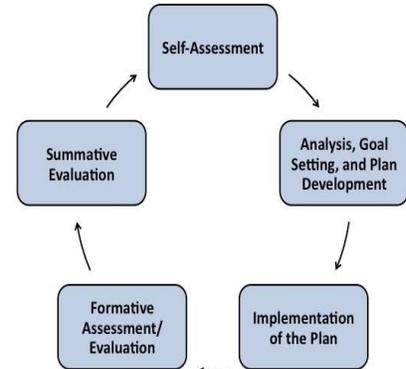
In August 2010, BESE convened the Massachusetts Task Force on the Evaluation of Teachers and Administrators to develop recommendations for revised evaluation regulations. Six months later, the Task Force issued a report recommending a “Breakthrough Framework.”

In June 2011, BESE adopted new educator evaluation regulations consistent with the Task Force recommendations. In the regulations are five key design features put forth in the Task Force report:

- 1. Statewide Standards and Indicators for Effective Administrative Leadership and Teaching Practice.** The Task Force proposed a set of Standards and Indicators intended to promote a statewide understanding about what effective teaching and administrative practice looks like. The process included an extensive comparison of relevant state and national standards. According to the report, “They serve as the spine of the new evaluation framework, and will do so in the evaluation systems that districts adopt.” The regulations define Standards and Indicators for Effective Teaching Practice and for Administrative Leadership Practice (603 CMR 35.03 and 603 CMR 35.04). Detailed information can be found in Part III of the Massachusetts Model System for Educator Evaluation (henceforth referred to as “the Model System”).
- 2. Three Categories of Evidence.** To assess educator performance on the Standards and Indicators, the Task Force called for three categories of evidence to be used in every district’s educator evaluation system. The regulations describe: multiple measures of student learning, growth, and achievement<sup>3</sup>; judgments based on observation and artifacts of professional practice, including unannounced observations of practice of any duration; and additional evidence relevant to one or more Performance Standards ([603 CMR 35.07\(1\)](#)).
- 3. Statewide Performance Rating Scale.** The performance of every educator is rated against the Performance Standards described above. All educators earn one of four ratings: *Exemplary*, *Proficient*, *Needs Improvement*, or *Unsatisfactory*. Each rating has a specific meaning:
  - *Exemplary performance* represents a level of performance that exceeds the already high standard of Proficient. A rating of *Exemplary* is reserved for performance on an Indicator or Standard that is of such a high level that it could serve as a model. Few educators are expected to earn Exemplary ratings on more than a handful of Indicators.
  - *Proficient performance* is understood to be fully satisfactory. This is the rigorous expected level of performance; demanding, but attainable.
  - *Needs Improvement* indicates performance that is below the requirements of a Standard but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

- *Unsatisfactory performance* is merited when performance has not significantly improved following a rating of Needs Improvement, or performance is consistently below the requirements of a standard and is considered inadequate, or both.

4. **Five-Step Evaluation Cycle.** This Implementation Guide is organized around the five-step cycle required for all educators, a centerpiece of the new regulations designed to have all educators play a more active, engaged role in their professional growth and development.



Under the regulations, evaluation begins with self-assessment and concludes with summative evaluation and rating of the educator’s impact on student learning. It also is a continuous improvement process in which evidence from the summative evaluation and rating of impact on learning become important sources of information for the educator’s self-assessment and subsequent goal setting.

5. **Four Educator Plans.** The Task Force prioritized differentiating evaluation by both career stage and performance. The regulations define four different Educator Plans. The following three plans apply only to “Experienced” educators defined as a teacher with Professional Teacher Status (PTS) or an administrator with more than three years in an administrative position in the school district:

- *Self-Directed Growth Plan* applies to educators rated Proficient or Exemplary and is developed by the educator. When the Rating of Impact on Student Learning is implemented (beginning in 2013-14), educators with a Moderate or High Rating of Impact will be on a two-year plan; educators with a Low Rating will be on a one-year plan.
- The *Directed Growth Plan* applies to educators rated Needs Improvement and is a plan of one school year or less developed by the educator and the evaluator.
- The *Improvement Plan* applies to educators rated Unsatisfactory and is a plan of no less than 30 calendar days and no longer than one school year, developed by the evaluator.

Few new educators are expected to be Proficient on every Indicator or even every Standard in their first years of practice. Therefore, the fourth plan applies to teachers without Professional Teacher Status, an administrator in their first three years in a district, or an educator in a new assignment (at the discretion of an evaluator):

- *The Developing Educator Plan* is developed by the educator and the evaluator and is for one school year or less.

## **Purpose of Educator Evaluation**

- A. This contract language is locally negotiated for the 2019-2020 school year and based on M.G.L., c.71, § 28, 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).

## Definitions (\*indicates definition is generally based on 603 CMR 35.02)

**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.

**Classroom teacher:** Educators who teach preK-12 whole classes, and teachers of special subjects such as art, health, music, library, technology, and physical education. May also include differentiated instruction teachers, English Language Learner teachers, special education teachers, and reading specialists who teach whole classes.

**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).

**Educator(s):** Inclusive term that applies to all classroom teachers and specialized instructional support personnel, unless otherwise noted.

**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, growth, and achievement. There shall be four types of Educator Plans:

- **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.
- **Self-Directed Growth Plan** shall mean a plan developed by the Educator for one or two school year for Educators with PTS who are rated proficient or exemplary.
- **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.
- **Improvement Plan** shall mean a plan developed by the Evaluator of at least 60 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. Planned activities will be at no additional cost to the Educator.

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

**\*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”).

**\*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 principals of supervision and evaluation. Each Educator will have one primary Evaluator at any one time responsible for determining performance ratings.

- **Evaluator/Primary Evaluator** shall be the person who determines the Educator’s performance ratings and evaluation. This person is responsible for collaboratively developing the Educator Plan with the Educator, supervising the Educator’s progress toward attaining the Educator Plan goals, and determining and/or making recommendations about the evaluation ratings (in the case of multiple Evaluators) at the end of the Educator Plan. All SEA members are excluded from serving as evaluators.
- **Secondary Evaluator** shall be the person assigned to help craft and oversee the implementation of the Directed Growth Plan or Improvement Plan.

**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 predominating assignment, the superintendent will determine who the primary evaluator will be.

**Notification:** The Educator shall be notified in writing of his/her Evaluator(s) at the outset of each new evaluation cycle. The Evaluator(s) may be changed upon notification in writing to the Educator.

**Evaluation Cycle:** A five-component process that all Educators follow consisting of:

- Self-Assessment;
- Goal-setting and Educator Plan development
- Implementation of the Plan
- Formative Assessment/Evaluation
- Summative Evaluation

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

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

**\*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.

**\*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.

**\*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, or by teams, departments, or groups of Educators who have the same role. In the event an Educator is placed on an Improvement Plan, the goals may be established by the Evaluator.

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

**\*Observations (Announced and Unannounced):** A transparent and unobtrusive data gathering process that includes notes and judgments made during one or more classroom or worksite visits(s) by the Evaluator and may include examination of artifacts of practice including student work. Observations will occur in person. Classroom or worksite observations conducted pursuant to this article must result in feedback to the Educator. Normal supervisory responsibilities of building and district administrators will also cause administrators to drop in on classes and other activities in the worksite at various times as deemed necessary by the administrator. Carrying out these supervisory responsibilities, when they do not result in targeted and constructive feedback to the Educator, are not observations as defined in this Article.

**Parties:** The parties to this agreement are the Seekonk School Committee and the Seekonk Educators' Association (SEA).

**\*Performance Rating:** Describes the Educator's performance on each performance standard and overall. There shall be four performance ratings:

- **Exemplary:** The Educator's performance consistently and significantly exceeds the requirements of a standard or overall. The rating of exemplary on a standard indicates that practice significantly exceeds proficient and could serve as a model of practice on that standard district-wide.
- **Proficient:** The Educator's performance fully and consistently meets the requirements of a standard or overall. Proficient practice is understood to be fully satisfactory.
- **Needs Improvement:** The Educator's performance on a standard or overall is below the requirements of a standard or overall, but is not considered to be unsatisfactory at this time. Improvement is necessary and expected.
- **Unsatisfactory:** The Educator's performance on a standard or overall has not significantly improved following a rating of needs improvement, or the Educator's

performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

**\*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.

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

**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:

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

**\*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:

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

**Specialized Instructional Support Personnel (SISP):** Educators who teach or counsel individual or small groups of students through consultation with the regular classroom teacher, for example, school nurses, guidance counselors, adjustment counselors, school psychologists, social workers, speech and language pathologists, occupational therapists, physical therapists, out-of-district coordinator, prekindergarten coordinator, transition coordinator, and some reading and/or math specialists and special education teachers.

**\*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.

**\*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.

**\*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 classroom teachers and specialized instructional support personnel.

## Evidence Used in Evaluation

The following categories of evidence shall be used in evaluating each Educator:

- A. Multiple measures of student learning, growth, and achievement, which shall include:
  - i. Measures of student progress on classroom assessments that are aligned with the Massachusetts Curriculum Frameworks or other relevant frameworks that are comparable within grades or subjects in school;
  - ii. 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;
  - iii. For Educators whose primary role is not as a classroom teacher, the appropriate measures of the Educator's contribution to student learning, growth, and development will be considered.
  
- B. Judgments based on observations and artifacts of practice including:
  - i. Unannounced observations of at least fifteen (15) minutes in duration.
  - ii. Announced observation(s) of at least thirty (30) minutes in duration.
  - iii. Examination of Educator work products.
  - iv. Examination of student work samples.
  - v. Examination of other demonstrations of Educator knowledge and skills with respect to specific performance standards.
  
- 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 plan, contributions to the school community and professional culture;
    - b. Evidence of active outreach to and engagement with families;
  - ii. Evidence of progress towards professional practice goal(s);
  - iii. Evidence of progress toward student learning goal(s);
  - iv. Student and Staff Feedback – See page 27, and;
  - v. Any other relevant evidence from any source that the Evaluator shares with the Educator. Other relevant evidence could include information provided by other administrators such as the superintendent.

## **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 district will use the agreed upon rubrics and supporting documents.

### **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 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. The meeting may be digitally recorded to facilitate orientation of Educators hired after the beginning of the school year.

### **Evaluation Cycle: Self-Assessment**

- A. Completing the Self-Assessment
  - i. The evaluation cycle begins with the self-assessment.
  - ii. The self-assessment is completed by all educators on a one-year plan and educators on the first year of a two-year plan.
  - iii. Self-assessments are also completed by Educators rated Needs Improvement on any one of the for standards on their Formative Evaluation.
  - iv. Educators complete and submit their self-assessment to the Primary Evaluator by in accordance with the annual timeline or within four weeks of the start of their employment at the school.
- 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. Developed goals to pursue:
    - a. At least one goal directly related to improving the Educator's own professional practice.
    - b. At least one goal directly related to importing student learning.
- C. Developing 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 in accordance with the annual timeline (or within four weeks of the Educator's first day of employment if the Educator begins employment after September 15<sup>th</sup>) to assist the Educator in completing the self-assessment and drafting the professional practice and student learning goals.
- iii. Unless the Evaluator indicates that an Educator in his/her second or third years of practice should continue to address individual 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.

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

- A. Every Educator has an Educator Plan that includes, but is not limited to, one goal related to the improvement of practice; one goal for the improvement of student learning. The Plan also outlines actions the Educator must take to attain the goals established in the Plan and benchmarks to assess progress. Goals may be developed by individual Educators, by the Evaluator, or by teams, departments, or groups of Educators who have the similar roles and/or responsibilities. See Sections 15-19 for more on Educator Plans.
- B. To determine the goals to be included in the Educator Plan, the Evaluator reviews the goals the Educator has proposed in the Self-Assessment, using evidence of Educator performance, growth and achievement based on the Educator's self-assessment and other sources that Evaluator shares with the Educator.
- C. Educator Plan Development Meeting 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 15<sup>th</sup> 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 in accordance with the annual timeline or within six weeks of the start of their assignment in that school.
- iii. The Evaluator shall meet individually with Educators with PTS and ratings of Needs Improvement or Unsatisfactory to develop Professional Practice goal(s) that must address specific standards and indicators identified for improvement.

- D. The Educator Plan shall be designed and written in collaboration with and final approval of the Evaluator. The Evaluator reviews the Educator Plan in accordance with the annual timeline. The Educator and Evaluator shall sign the Educator Plan within 5 school days. If there is disagreement, the educator may appeal to the Superintendent. The Educator may request assistance of the SEA. The Educator's signature does not indicate agreement or disagreement with its contents.

### **Evaluation Cycle: Observation of Practice and Examination of Artifacts – Educators without PTS**

- A. In the first year of practice or first year as a non-PTS educator in the school :
  - i. The Educator shall have at least two announced observations during the school year using the protocol described in section 11B below.
  - ii. The Educator shall have at least five unannounced observations during the school year.
  - iii. To promote continuous opportunities for growth and development, observations should occur at regular intervals throughout the school year.
  - iv. For non-PTS Educators who have earned Professional Teacher Status (or its equivalent) in another district at the Formative Assessment Meeting the Evaluator and Educator may discuss an abbreviated schedule of observations for the remainder of the year based on positive performance.
  
- B. In the second year of practice or second year as a non-PTS Educator in the school:
  - i. The Educator shall have at least one announced observation during the school year using the protocol described in section 11B below.
  - ii. The Educator shall have at least five unannounced observations during the school year.
  - iii. To promote continuous opportunities for growth and development, observations should occur at regular intervals throughout the school year.
  - iv. For non-PTS Educators who have earned Professional Teacher Status (or its equivalent) in another district at the Formative Assessment Meeting the

Evaluator and Educator may discuss an abbreviated schedule of observations for the remainder of the year based on positive performance.

- C. In the third year of practice or third year as a non-PTS Educator in the school:<sup>1</sup>
- i. The Educator may request one announced observation during the school year using the protocol described in section 11B below.
  - ii. The Educator shall have at least five unannounced observations during the school year.
  - iii. To promote continuous opportunities for growth and development, observations should occur at regular intervals throughout the school year.
  - iv. For non-PTS Educators who have earned Professional Teacher Status (or its equivalent) in another district at the Formative Assessment Meeting the Evaluator and Educator may discuss an abbreviated schedule of observations for the remainder of the year based on positive performance.

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<sup>1</sup> This section also applies to Educators who remain employed as non-PTS Educators beyond his/her third year.

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

- A. The Educators whose overall rating is proficient or exemplary must have at least five unannounced observations during the evaluation cycle. Three (3) unannounced observations will occur in year one of the cycle. Two (2) unannounced observations will occur in year two of the cycle. To promote continuous opportunities for growth and development, observations should occur at regular intervals throughout the school year.
- B. The Educator whose overall rating is needs improvement must be observed according to the Directed Growth Plan during the period of the Plan which must include at least five unannounced observations. To promote continuous opportunities for growth and development, observations should occur at regular intervals throughout the school year.
- C. The Educator whose overall rating is unsatisfactory must be observed according to the Improvement Plan, which must include both unannounced and announced observations. The number and frequency of the observations shall be determined by the Evaluator, but in no case, for improvement plans of one year, shall there be fewer than two (2) announced and five (5) unannounced observations. For Improvement Plans of ninety (90) school days or less, there must be no fewer than one (1) announced and three (3) unannounced observations.
- D. All Educators with PTS on Self-Directed Growth plans may request one (1) announced observation during the school year using the protocol described in section 11B below.

### **Observations**

The Evaluator's first observation of the Educator should take place in accordance with the annual timeline. Observations required by the Educator Plan should be completed in accordance with the annual timeline. The Evaluator is not required, nor expected, to review all of the indicators within the rubric during an observation.

- A. Unannounced Observations
  - i. Unannounced observations will last a minimum of fifteen (15) minutes.
  - ii. A post-conference will occur within five (5) school days of the unannounced observation. The Educator will be provided with written feedback from the Evaluator within five (5) school days of the observation. The written feedback shall be delivered to the Educator in person or placed in the Educator's mailbox. Notification of feedback may be sent by email.
  - iii. For PTS Educators on self-directed growth plans, if the Evaluator or Educator feels that any observation or series of observations did not reflect the established standards defined in the rubric, either party may request an

additional unannounced observation. This observation must occur within fifteen (15) school days and last at least thirty (30) minutes.

## B. Announced Observations

- i. All non-PTS Educators in their first year in the school shall have two (2) Announced Observations. Non-PTS Educators in their second year shall have at least one (1) announced observation. PTS Educators on Directed Growth Plans and Improvement Plans shall have at least two (2) Announced Observations. Non-PTS Educators in their third year<sup>2</sup> and PTS Educators on Self-Directed Growth Plans may request one (1) Announced Observation.
  - a. The Evaluator and Educator shall mutually select the date and time of the lesson or activity to be observed and discuss any specific goal(s) for the observation.
  - b. Within five (5) school days of the scheduled observation, upon request of either the Evaluator or Educator, The Evaluator and Educator shall meet for a pre-observation conference. In lieu of a meeting, the Educator may inform the Evaluator in writing of the nature of the lesson, the student population served, and any other information that will assist the Evaluator to assess performance.
    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.
  - c. Within three (3) 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 Educator, but shall be rescheduled within twenty-four (24) hours, if possible.
  - d. The Evaluator shall provide the Educator with written feedback within three (3) 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/her performance;
    3. Identify support and/or resources the Educator may use in his/her improvement;

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<sup>2</sup> This section also applies to Educators who remain employed as non-PTS Educators beyond his/her third year.

4. State that the Educator is responsible for addressing the need for improvement.

C. Observation Post Conference

- i. The purpose of the post conference is for the Educator and the Evaluator to meet to discuss the observation and for each party to be given the opportunity to share their thoughts of the observation and provide feedback for improvement.
- ii. The Post Conference meeting appointment shall be initiated by the Evaluator no later than five (5) school days after the observation. This initiation may be done through email.
- iii. When possible, all Evaluators at a common site shall initiate the Post Conference Meeting in the same manner.

**Evaluation Cycle: Formative Assessment for Developing Educator Plans**

- A. A specific purpose for evaluation is to promote student learning, growth and development by providing Educators with feedback for improvement. Evaluators are expected to make frequent unannounced visits to classrooms. Educators are expected to provide artifacts and examples of how analyzed data informed the Educator's practice. Evaluators are expected to give targeted constructive feedback to Educators based on their observations of practice, examination of artifacts, and analysis of multiple measures of student learning, growth and achievement in relation to the Standards and Indicators of Effective Teaching Practice.
- B. Formative Assessment may be ongoing throughout the evaluation cycle but typically takes place mid-cycle when a Formative Assessment report is completed in accordance with the annual timeline.
- C. The Formative Assessment report provides written feedback to the Educator about his/her progress towards attaining the goals set forth in the Educator Plan, performance on Performance Standards and overall, or both.
- D. The Educator shall provide to the Evaluator evidence of family outreach and engagement, fulfillment of professional responsibility and growth, and progress on attaining professional practice and student learning goals in accordance with the annual timeline. The educator may provide to the evaluator additional evidence of the educator's performances against the four Performance Standards.
- E. The Evaluator and the Educator will meet before completion of the Formative Assessment Report.
- F. The Evaluator shall complete the Formative Assessment report and provide a copy to the Educator. All Formative Assessment reports must be signed by the Evaluator and

delivered face-to-face to the Educator. At the request of either the Evaluation or Educator a meeting to review and discuss the Formative Assessment will be scheduled within five (5) school days of receiving the report.

- G. The Educator may reply in writing to the Formative Assessment report within five (5) school days of receiving the report for reasons of agreement or disagreement.
- H. The Educator shall sign the Formative Assessment report by within five (5) school days of receiving the report. The signature indicates that the Educator received the Formative Assessment report in a timely fashion. The signature does not indicate agreement or disagreement with its contents.
- I. As a result of the Formative Assessment Report, the Evaluator may change the activities in the Educator Plan. The Educator may revise the activities with justification and approval of the evaluator.

### **Evaluation Cycle: Formative Evaluation for Two-Year Self-Directed Growth Plans Only**

- A. Educators on two-year Self-Directed Growth Educator Plans receive a Formative Evaluation report near the end of the first year of the two-year cycle. The Educator's performance rating for that year shall be assumed to be the same as the previous summative rating unless evidence demonstrates a significant change in performance in which case the rating on the performance standards may change, and the Evaluator may place the Educator on a different Educator plan, appropriate to the new rating.
- B. The Formative Evaluation report provides written feedback and ratings to the Educator about his/her progress towards attaining the goals set forth in the Educator Plan, performance on each performance standard and overall, or both.
- C. The Educator shall provide to the Evaluator evidence of family outreach and engagement, fulfillment of professional responsibility and growth, and progress on attaining professional practice and student learning goals in accordance with the annual timeline. The educator may also provide to the evaluator additional evidence of the educator's performance against the four Performance Standards.
- D. The Evaluator and the Educator will meet before completion of the Formative Evaluation Report.
- 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 to the Educator.

- F. Any Educator receiving a rating of Needs Improvement on any of the four standards must meet with their Evaluator within five days of receipt of the Formative Evaluation Report from the Evaluator. This meeting will be initiated by the Evaluator and scheduled at a mutually agreed upon time. The purpose of the meeting will be to discuss how the Evaluator came to the rating and to identify steps the Educator can take to improve in this area.
- G. The Educator shall sign the Formative Evaluation report within 5 school days of receiving the report. The signature indicates that the Educator received the Formative Evaluation report 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 Evaluation report within 5 school days of receiving the report for reasons of agreement or disagreement.
- I. As a result of the Formative Evaluation report, the Evaluator may change the activities in the Educator Plan. The Educator may revise the activities with justification and approval of the evaluator. Making changes in the activities in the Educator Plan does not require the completion of a new self-assessment.
- J. If the overall performance 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.

### **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 in accordance with the annual timeline.
- B. The Evaluator determines a rating on each standard and an overall rating based on the Evaluator's professional judgment, an examination of evidence against the Performance Standards and evidence of the attainment of the Educator Plan goals.
- C. The professional judgment of the primary evaluator shall determine the overall summative rating that the Educator receives.
- D. For an educator whose overall performance rating is exemplary or proficient and whose impact on student learning is low, the evaluator's supervisor shall discuss and review the rating with the evaluator and the supervisor shall confirm or revise the educator's rating in cases where the Superintendent serves as the primary evaluator, the Superintendent's decision on the rating shall not be subject to review.
- E. The summative evaluation rating must be based on evidence from multiple categories of evidence.

- F. To be rated proficient overall, the Educator shall, at a minimum, have been rated proficient on the Curriculum, Planning and Assessment and the Teaching All Students Standards of Effective Teaching Practice.
- G. In accordance with the annual timeline the Educator will provide to the Evaluator evidence of family outreach and engagement, fulfillment of professional responsibility and growth, and progress on attaining professional practice and student learning goals. The educator may also provide to the evaluator additional evidence of the educator's performance against the four Performance Standards.
- H. The Summative Evaluation report should recognize areas of strength as well as identify recommendations for professional growth.
- I. The Evaluator shall deliver a signed copy of the Summative Evaluation report to the Educator face-to-face or placed in the Educator's school mailbox in accordance with the annual timeline. Notification of feedback may be sent by email.
- J. The Educator may reply in writing to the Summative Evaluation report within five (5) school days of receiving the report for reasons of agreement or disagreement.
- K. The Evaluator shall meet with the Educator rated needs improvement or unsatisfactory to discuss the summative evaluation. The meeting shall occur in accordance with the annual timeline.
- L. The Evaluator will meet with the Educator rated proficient or exemplary to discuss the written summative evaluation. The meeting shall occur in accordance with the annual timeline.
- M. 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.
- N. The Educator shall sign the final Summative Evaluation report within five days after 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.
- 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 copy of the signed final Summative Evaluation report shall be filed in the Educator's personnel file.

### **Educator Plans: General**

- A. Educator Plans shall be designed and written in collaboration with and final approval of the Evaluator.
- B. 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. The Plan may be revised up to the mid-point in the evaluation cycle by mutual agreement of the Educator and Evaluator.
- C. 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 Standard;
  - 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 group with peers, and implementing new programs.
- D. It is the Educator’s responsibility to demonstrate progress towards meeting the goals in the Plan and to participate in any training and professional development provided through the state, district, or other providers in accordance with the Educator Plan, without any additional cost to the Educator.

### **Educator Plans: Developing Educator Plan**

- A. The Developing Educator Plan is for all Educators without PTS. At the discretion of the Evaluator, Educators with PTS in new assignments working under a different license from their previous assignment may also be placed on a developing educator plan.

### **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. A formative evaluation report is completed at the end of year 1 and a summative evaluation report at the end of year 2 in accordance with the annual timeline.

## **Educator Plans: Directed Growth Plan**

- A. A Directed Growth Plan is for those Educators with PTS whose overall rating is Needs Improvement.
- B. The duration of the Directed Growth Plan is one school year.
- C. The Educator and Evaluator will develop two improvement goals. Educators will also be responsible for collecting evidence on Standards I, II, III, and IV. Evidence collected by the Educator can be used as evidence for the improvement goals and/or for Standards I, II, III, and IV.
- D. The Educator may request that a representative of the Seekonk Educators' Association (SEA) attend any meetings related to the directed growth plan.
- E. The goals in the Plan must:
  - i. Define the improvement goals directly related to the performance standard(s) and/or student learning outcomes that must be improved;
  - ii. Identify the activities and work products the Educator must complete as a means of improving performance;
  - iii. Outline 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 completing 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 individual assigned to assist the Educator which must include minimally an Evaluator; and,
  - vii. Include the signatures of the Educator and Evaluator.
- F. In addition to the Primary Evaluator, either the Educator or Evaluator may request a Secondary Evaluator to help craft and oversee the Directed Growth Plan. This request must be made in writing within five school days following the receipt of the Summative Evaluation. The Superintendent or his/her designee will assign the Secondary Evaluator to collaborate with both the Primary Evaluator and Educator.
- G. 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. In the first year returning to a Self-Directed Growth Plan at the request of the Educator or the suggestion of the Evaluator, additional supports may be provided to assist the Educator.

- H. 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 or the next evaluation cycle.
- I. The Educator on the Directed Growth Plan shall be assigned a Support Coach to help achieve the goals of the Directed Growth Plan and to provide general feedback for improvement. The Support Coach shall be compensated at the same rate of an Educator who serves as an Individual Mentor for the District.

### **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 sixty (60) 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 before the next school year begins.
- C. The Evaluator must complete a Summative Evaluation for the Educator at the end of the period determined by the Evaluator for the Plan.
- D. An Educator on an Improvement Plan shall be assigned a Primary Evaluator and a Secondary Evaluator (see definitions). The Primary Evaluator is responsible for providing the Educator with guidance and assistance in accessing the resources and professional development outlined in the Improvement Plan. The Primary Evaluator will assign the rating at the end of the Improvement Plan. The Educator may request a specific Secondary Evaluator. The Superintendent or his/her designee will ultimately assign the Secondary Evaluator to collaborate with both the Primary Evaluator and Educator. The Secondary Evaluator will assist with crafting and implementing the Improvement Plan.
- E. If the Educator consents, the Seekonk Educators' Association (SEA) will be informed that the Educator has been placed on an Improvement Plan.
- F. The Educator may request that a representative of the Seekonk Educators' Association (SEA) attend the meeting(s).
- G. The Educator, Primary Evaluator, Secondary Evaluator, and SEA Representative, if participating, will develop two improvement goals. Progress toward attaining these two goals will determine the Educator's Improvement Plan rating.

- H. 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.
- I. Within ten school days of notification to the Educator that the Educator is being placed on an Improvement Plan, the Evaluator shall schedule a meeting with the Educator to discuss the Improvement Plan. The meeting will include the Primary Evaluator, Secondary Evaluator, Educator, and SEA Representative, if participating. The Improvement Plan will include provisions of specific assistance to the Educator.
- J. 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; Be written and approved prior to the end of the school year; Specify the activities and work products the Educator must complete as a means of improving performance; Itemize the assistance, support, and resources that the district will make available to the Educator;
  - ii. Articulate the measurable outcomes that will be accepted as evidence of improvement;
  - iii. Detail the timeline for completing of each component of the Plan, including at a minimum, a mid-cycle Formative Assessment report of the relevant standard(s) and indicator(s);
  - iv. Identify the individuals assigned to assist the Educator which must include minimally the Primary Evaluator;
  - v. Be assigned a Support Coach to help achieve the goals of the Improvement Plan and to provide general feedback for improvement. The Support Coach shall be compensated at the same rate of an Educator who serves as an Individual Mentor for the District, and;
  - vi. Include the signatures of the Educator, Evaluator(s), and SEA Representative, if participating in the process.
- K. 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.
- L. If the educator does not agree with the contents of the Plan, he/she may appeal to the Superintendent or his/her designee. The appeal must occur within five school days of receipt of the plan. A meeting with the Superintendent or his/her designee, the Educator, and SEA Representative, if participating in the process, must occur within five school days after receipt of the appeal.

- M. Decision on the Educator's status at the conclusion of the Improvement Plan.
- i. All determinations below must be made no later than May 31. One of three decisions must be made at the conclusion of the Improvement Plan:
  - ii. 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.
  - iii. In those cases where the Educator was placed on an Improvement Plan as a result of his/her Summative Rating at the end of his/her Directed Growth Plan, if the Evaluator determines that the Educator is making substantial progress toward proficiency, the Evaluator shall place the Educator on a Directed Growth Plan.
  - iv. In those cases where the Educator was placed on an Improvement Plan as a result of his/ her Summative rating at the end of his/her Directed Growth Plan, if the Evaluator determines that the Educator is not making substantial progress toward Proficiency, the Evaluator may recommend to the Superintendent any of the following options:
    - a. For Educators on Improvement Plans of less than one (1) school year, additional time may be added to the original Improvement Plan, for a maximum combined time of one school year.
    - b. For Educators on Improvement Plans of less than one (1) school year, the Improvement Plan *may be revised* and additional time may be added to the original Improvement Plan, for a maximum combined time of one (1) school year.
    - c. The Educator be dismissed. The Superintendent may dismiss the Educator.

### **Timelines**

- A. The Superintendent and his/her designee and the SEA President agree to meet annually to review and adjust the annual Evaluation Timeline dates as needed. The agreed upon timeline will be provided to all Educators no later than the first day of school. In extenuating circumstances, the agreed upon dates can be revised by mutual agreement.
- B. Educators on Plans of Less than One Year
  - i. The timeline for educators on Plans of less than one year will be established in the Educator Plan.
- C. The evaluation process for Educators who, for whatever reason, cannot adhere to the district timeline will be dealt with on a case by case basis with the Educator, Evaluator, SEA, and Central Office Administration.

### **Career Advancement**

- A. In order to attain Professional Teacher Status (PTS), the Educator should achieve ratings of Proficient or Exemplary on each Performance Standard and overall. A principal considering making an employment decision that would lead to PTS for any Educator who has not been rated Proficient or Exemplary on each performance standard and overall on the most recent evaluation shall confer with the Superintendent by April 15. The principal's decision is subject to review and approval by the Superintendent.
- B. In order to qualify to apply for a teacher 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 shall be recognized and rewarded with leadership roles, promotes, additional compensation, public commendation, or other acknowledgement as determined by the district through collective bargaining where applicable.

### **Using Student Feedback in Educator Evaluation**

- A. The parties agree to bargain with respect to this matter in the future.

### **Using Staff Feedback in Educator Evaluation**

- A. The parties agree to bargain with respect to this matter in the future.

### **General Provisions**

- A. Only Educators who are licensed may serve as Primary Evaluators of Educators.
- B. Members of the Seekonk Educator(s) Association (SEA) will not serve as Evaluators.
- C. 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 he/she 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.
- D. 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. Evaluators will receive ongoing training related to updates in the evaluation process and calibration to increase equity in the application of the process across the district.

- E. 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. The Educator may request SEA representation to any such meeting.
- F. The parties agree to establish a joint labor-management evaluation team (i.e., utilize an assistance and review model), which shall review the evaluation processes and procedures annually.
- G. 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 Education, then no financial remedy or reinstatement shall issue if there was substantial compliance.