

WREA

Educator Evaluation System



Wachusett Regional School District and the Wachusett Regional Education Association, Inc.

Memorandum of Agreement

Educator Evaluation

The undersigned, Thomas G. Pandiscio, Superintendent of Schools for the Wachusett Regional School District, hereinafter the "District" and Robert Becker, President, Wachusett Regional Education Association, Inc. hereinafter the "WREA," do hereby agree as follows:

In order to comply with the Massachusetts Regulations on Teacher Evaluation, the WREA and the District agree to suspend Article 18 of the Collectively Bargained Agreement Between the Wachusett Regional Education Association, Inc. and the Wachusett Regional School District, which specifies the procedure for teacher evaluation. In place of the standard forms and procedures, the parties agree to the guidelines for educator evaluation described in this document. Nothing written herein signifies a waiver of the District to provide educators with corrective feedback in the form of official reprimands.

Dated this ____ day of _____, 2012

Thomas G. Pandiscio, Ed.D., Superintendent of Schools

Wachusett Regional School District

Robert Becker, President

Wachusett Regional Education Association, Inc.

Protocol for the Rubric Evaluation Process

1. All WREA members will be provided an electronic copy of the evaluation rubric prior to the end of the first week of school or employment start date.
2. Within 10 days after first day of school, educators must inform principal in writing the reason they do not want a particular evaluator.
3. Within 20 days after the first day of school – primary evaluators will be assigned to all WREA members.
4. Within thirty days after the first day of school, the primary evaluator will meet with WREA members they evaluate in order to review the evaluation procedure and rubric. This meeting will introduce educators to the elements of this process. Note: This will change after the second year of implementation as educators and evaluators will have knowledge of the rubric.
5. In relation to the submission of artifacts and the updating of the rubric, the intent of the process is that evidence related to the evaluation is reviewed on an ongoing basis. Ratings on indicators may be updated throughout the year and therefore WREA members are encouraged to provide artifacts in relation to the **SHADED** indicators throughout the year.

By December 1st, the evaluator will publish a formative rubric. If any shaded Formative Indicator is not scored, teachers should provide artifacts for those **SHADED** indicators on or before the December 21st. All evaluators will have an individual meeting with educators on or prior to January 15th for a formative review of the rubric. If educators wish to provide additional supporting evidence for any indicator, they should bring this evidence to the scheduled evaluation review.

By May 1st, the evaluator will publish an updated rubric. If any shaded Indicator is not scored, teachers should provide artifacts for those **SHADED** indicators by the 163rd day of school. All evaluators will have an individual meeting with educators between the 164th day and the 183rd day of school to review the final rubric. In an effort to revise a rating, educators can provide additional supporting evidence for any indicator on or before the final scheduled evaluation meeting. The final summative rubric will be published by the 183rd day of school.

6. Should "needs improvement" or "unsatisfactory" be designated for one or more indicator within the rubric, the evaluator must include a narrative explanation of the designation(s).

Protocol for Classroom Observations and Feedback

1. There is a goal that all teachers will be observed a minimum of 10 times throughout the school year with at least 3 observations each half of the school year. These observations may vary in length in order to provide appropriate feedback in relation to the rubric. Observations that inform the evaluation process may be performed by any district evaluator and will be communicated to the educator.
 - a. (For Counselors and Psychologists) Opportunities for Counselor Observation are as follows: Parent meetings, IEP meetings, 504 meetings, Problem Solving Team meetings, Administrative meetings, classroom presentations, parent presentations, Coffee Hour presentations, and during school-wide scheduling.
2. Following an observation by any district evaluator, written feedback will be given to the educator within five school days. Feedback should be informative and related to aspects of the evaluation process. A district evaluator will be defined as “any person designated by the superintendent who has primary or supervisory responsibility for observation and evaluation.”¹

Protocol for Self-Evaluation

Prior to meeting with their evaluator to discuss goals, educators will write a narrative self-evaluation within the District’s electronic educator evaluation tool which addresses the four performance categories: *Curriculum, Planning and Assessment, Teaching all Students, Family and Community Engagement, and Professional Culture*. This self-evaluation may be used to develop the goals. Completion of this self-evaluation is at the discretion of the educator during the 2012/2013 school year but must be completed in successive years.

Protocol for Completing Goals

Within the first 30 days after the first day of school, all WREA members must complete goals. Professional status educators on a self-directed growth plan will complete their goals and share them with their evaluator. For professional status educators on either a directed growth plan, improvement plan or non-professional status educators the evaluator will determine the goals. Input from the educator will be considered in establishing the goals. Goals may be team or individual goals. If creating a team goal every member would have the same plan and actions, but the success of the goal will be measured by way of individual results.

¹ Definition taken from the Massachusetts Model System for Educator Evaluation Part IV: Model Collective Bargaining Contract Language, January 2012.

Protocol for Performance Level Ratings¹

1. Each educator shall receive one of four ratings on each Performance Standard and overall.
 - a. Exemplary
 - b. Proficient
 - c. Needs Improvement
 - d. Unsatisfactory
2. The summative evaluation rating must be based on evidence from multiple categories of evidence. MCAS growth scores cannot be the sole basis for a summative evaluation rating.
3. To be rated Exemplary overall, an educator must:
 - earn a cumulative rating of Exemplary on the Curriculum, Planning, and Assessment standard, and
 - earn a cumulative rating of Exemplary on the Teaching All Students standard, and
 - earn a cumulative rating of Proficient or Exemplary on the Family and Community Engagement standard, and
 - earn a cumulative rating of Proficient or Exemplary on the Professional Culture standard.
4. To be rated Proficient overall, an educator must:
 - earn a cumulative rating of Proficient or Exemplary on the Curriculum, Planning, and Assessment standard, and
 - earn a cumulative rating of Proficient or Exemplary on the Teaching All Students standard, and
 - not earn a cumulative rating of Unsatisfactory on the Family and Community Engagement standard, and
 - not earn a cumulative rating of Unsatisfactory on the Professional Culture standard.
5. To be rated Needs Improvement overall, an educator must:
 - earn either a cumulative rating of Needs Improvement on the Curriculum, Planning, and Assessment standard, or
 - earn a cumulative rating of Needs Improvement on the Teaching All Students standard, and
 - not earn a cumulative rating of Unsatisfactory on the Curriculum, Planning, and Assessment standard, and

¹ Massachusetts Department of Elementary and Secondary Education Laws and Regulations 603 CMR 35.08

- not earn a cumulative rating of Unsatisfactory on the Teaching All Students standard.

6. To be rated Unsatisfactory overall, an educator must:

- earn either a cumulative rating of Unsatisfactory on the Curriculum, Planning, and Assessment standard, or
- earn a cumulative rating of Unsatisfactory on the Teaching All Students standard.

7. Educator ratings of Exemplary, Proficient, Needs Improvement, and Unsatisfactory in each one of the standards are defined in the table below:

	Exemplary	Proficient	Needs Improvement	Unsatisfactory
Curriculum, Planning, and Assessment	- 4 or more Exemplary ratings - No more than 1 Needs Improvement rating - No Unsatisfactory ratings	- 4 or more Proficient or Exemplary ratings - No Unsatisfactory ratings	- 4 or more Needs Improvement ratings - No more than 1 Unsatisfactory rating	- 2 or more Unsatisfactory ratings
Teaching All Students	- 4 or more Exemplary ratings - No more than 1 Needs Improvement rating - No Unsatisfactory ratings	- 5 or more Proficient or Exemplary ratings - No Unsatisfactory ratings	- 4 or more Needs Improvement ratings - No more than 1 Unsatisfactory rating	- 2 or more Unsatisfactory ratings
Family and Community Engagement	- 1 or more Exemplary rating - No Needs Improvement ratings - No Unsatisfactory ratings	- 1 or more Proficient or Exemplary ratings - No Unsatisfactory ratings	- 2 Needs Improvement ratings	- 1 or more Unsatisfactory rating
Professional Culture	- 2 or more Exemplary ratings - No Needs Improvement ratings - No Unsatisfactory ratings	- 2 or more Proficient or Exemplary ratings - No Unsatisfactory ratings	- 2 or more Needs Improvement ratings - No more than 1 Unsatisfactory rating	- 2 or more Unsatisfactory ratings

8. Professional teacher status, pursuant to G.L. ch. 71, § 41, should be granted only to educators who have achieved ratings of proficient or exemplary on each Performance Standard and overall.

9. Educators whose summative performance rating is exemplary and whose impact on student learning is rated moderate or high may be recognized and rewarded with leadership roles, promotion, additional compensation, public commendation or other acknowledgement.

Protocol for Educator Plans

(include peer assistance and appeal process)

Note: See Appendix A for a more complete description of the Educator Plans (taken from Appendix C of the DESE Teacher and Caseload Educator Model Contract). See Appendix B for forms related to the Educator Plans

1. Evaluators shall use evidence of educator performance and impact on student learning,

growth, and achievement in goal setting with the educator based on the educator's self-assessment and other sources that the evaluator shares with the educator.¹

2. Evaluators and educators shall consider creating goals for teams, departments, or groups of educators who share responsibility for student results.³
3. All educators will have an Educator Plan, the type and length determined by the overall summative rating and trends/patterns in student learning outcomes. All Educator Plans must have a professional practice goal and a student learning outcomes goal.⁴
4. The Developing Educator Plan is for all educators who are in their first three years in the district, or for an educator without Professional Teacher Status, or for an educator in a new assignment.³
5. The Self-Directed Growth Plan is for all educators rated overall as Exemplary or Proficient and are developed by the educator with input from the evaluator. A rating of Proficient will allow the educator a one-year self-directed plan. A rating of Exemplary will allow the educator a two-year self-directed plan.³
6. The Directed Growth Plan is for all educators rated overall as Needs Improvement. These goals will be determined by the evaluator with educator input but must address areas of low performance.⁴
7. The Improvement Plan is for all educators rated overall as Unsatisfactory. These goals will be determined by the evaluator with educator input but must address areas of low performance.⁴ This plan shall be implemented for at least 30 calendar days and no more than one school year for educators.³

¹ Massachusetts Department of Elementary and Secondary Education Laws and Regulations 603 CMR 35.06

³ Massachusetts Department of Elementary and Secondary Education Laws and Regulations 603 CMR 35.06

⁴ Massachusetts Teacher Association Center for Education Policy and Practice www.massteacher.org/cepp

Curriculum, Planning, and Assessment (Teachers)

Standard I: Curriculum, Planning and Assessment: *The teacher promotes the learning and growth of all students through designing coherent instruction and authentic and meaningful student assessments, analyzing, student performance and growth, and continuously refining learning objectives.*

Shaded areas denote items that will be evaluated through products of practice shared in the Collection of Evidence. Non-shaded areas will be evaluated through classroom observation. Artifacts for formative indicators must be submitted prior to December 21st and artifacts for summative artifacts must be submitted by the 163rd day of school.

Artifacts shall mean products of an educator's work that demonstrate knowledge and skills of the educator with respect to specific performance standards.¹

Artifacts to be included in the Collection of Evidence may include but not be limited to:

Standards: Curriculum maps, lesson plans, plan books, assessments, unit outlines, calendars, trajectories, syllabi, posted standards

Units: Curriculum maps, unit plans/outlines, calendars, timetables, syllabi

Analysis: exam data, spreadsheets, data summaries, clicker data, AIMS, DRA and group development, pre/post test data, mid-year and final exam data summaries, behavior plan data, program monitoring data, formative/summative data

	Exemplary	Proficient	Needs Improvement	Unsatisfactory
Formative Indicators				
Standards	Has a clearly defined plan for the year that is always aligned with state standards and assessments.	Plans the year for students to meet state standards and to be ready for external assessments.	Has done some planning about how to cover high standards and test requirements.	Plans lesson by lesson and has little familiarity with state standards and tests.
Units	Plans most units backwards, with well-thought-out big ideas, essential questions, knowledge, and skill goals.	Plans some units backwards with essential questions, knowledge, and skill goals.	Plans units with some thought to larger goals and objectives and higher-order thinking skills.	Teaches on an ad hoc basis with little or no consideration for long-range curriculum goals.
Summative Indicators				
Analysis	Works with colleagues to analyze and document assessment data, draw conclusions, and use these conclusions to drive instructional changes.	Analyzes data from assessments, draws conclusions, and uses these conclusions to drive instructional changes.	Uses some data to note general patterns for future reference.	Records students' grades without analyzing assessment or instructional data.

¹ Definition taken from Massachusetts Department of Elementary and Secondary Education Center for Education Policy and Practice 35.02: Definitions.

Lessons	Designs most lessons with clear, measurable goals closely aligned with standards and data analysis.	Designs lessons focused on measurable outcomes aligned with standards and unit goals.	Plans lessons with some consideration of standards or long-term goals.	Plans lessons without consideration of standards and/or not related to long-term goals.
Knowledge	Demonstrates a high level of expertise in subject area(s) and in understanding child/adolescent development and how students learn.	Knows the subject matter well and has a good grasp of child/adolescent development and how students learn.	Is somewhat familiar with the subject area(s) and/or somewhat familiar with ways students develop and learn.	Has little familiarity with the subject matter or how students learn.
Assessments	Prepares quality, on-the-spot, interim, summative, and a wide variety of assessments to monitor student learning.	Plans quality, on-the-spot, and unit assessments to measure student learning.	Creates unit tests as instruction proceeds with inconsistent quality.	Assessments are not fully aligned with instruction and/or quality of assessment is poor.
Checks for Understanding	Uses a variety of on-going effective methods to check for understanding, identify misconceptions, and adjusts instruction accordingly.	Often uses formative assessments to check for understanding and adjusts instruction accordingly.	Occasionally checks for understanding during instruction and/or does not adjust instruction.	Rarely checks for understanding or uses only summative assessment.

Teaching All Students/Instruction (Teachers)

Standard II: Teaching All Students/Instruction: *The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, and creates a safe and effective classroom environment.*

Shaded areas denote items that will be evaluated through products of practice shared in the Collection of Evidence. Non-shaded areas will be evaluated through classroom observation. Artifacts for formative indicators must be submitted prior to December 21st and artifacts for summative artifacts must be submitted by the 163rd day of school.

Artifacts shall mean products of an educator's work that demonstrate knowledge and skills of the educator with respect to specific performance standards.

Artifacts to be included in the Collection of Evidence may include but not be limited to:

Differentiation: examples of various activities, lessons or assignments, literature circle book election, curriculum maps

High Expectations: student work samples with teacher feedback, rubrics, assessments, lesson plans, objectives, one-on-one student reader/writer conference notes, writing folders, differentiated assignments, parent communications, extra help session records, course recommendations, syllabi

	Exemplary	Proficient	Needs Improvement	Unsatisfactory
Formative Indicators				
Differentiation	Regularly differentiates in multiple modalities including instructional methods, interests, learning styles and products.	Regularly differentiates in some modalities including instructional methods, interests, learning styles and products.	Differentiates in minimal modalities including instructional methods, interests, learning styles and products.	May differentiate in minimal modalities, but has a limited understanding of differentiation.
Summative Indicators				
High Expectations	Consistently communicates high expectations and clear directions to students by using exemplars of student work or teacher models and providing opportunities for students to demonstrate their success.	Communicates high expectations and clear directions to students and provides opportunities for students to demonstrate their success.	Inconsistently communicates expectations to students with limited or unclear directions, or provides limited opportunities for students to demonstrate their success.	Fails to communicate expectations to students without providing clear directions or provides inadequate opportunities for students to demonstrate their success.
Engagement	Students are highly engaged in work in which they are active learners and problem-solvers.	Most students are engaged in work in which they are active learners.	Attempts to get students actively involved but many are disengaged.	Little or no student engagement in the student learning process.
Instructional Methods	Uses innovative and effective strategies, available materials, and classroom practices.	Uses effective strategies, available materials, and classroom practices.	Uses a limited range of classroom strategies, available materials, and practices with mixed success.	Uses only one or two teaching strategies and types of available materials.

Classroom Management	Establishes highly effective routines and a discipline repertoire. Prevents or effectively and appropriately manages issues.	Uses effective routines and discipline strategies to either prevent or appropriately manage most issues.	Inconsistently uses routines and/or discipline strategies to either prevent or effectively manage issues.	Ineffective or absence of routines and/or discipline strategies to either prevent or effectively manage issues.
Learning Environment	Consistently provides a safe and collaborative learning environment of mutual respect among class members where students feel valued as members of the classroom and are willing risk takers.	Provides a safe and collaborative learning environment where students feel safe and valued as members of the classroom.	Attempts to provide a safe and collaborative learning environment, but at times fails to do so.	Fails to provide a safe and collaborative learning environment.
Instructional Implementation	Consistently incorporates effective questions, clear explanations, models thought processes, and relevant examples to promote independent learning and drive student learning towards essential questions/knowledge.	Often incorporates effective questions, clear explanations, models thought processes, and relevant examples to drive student learning towards essential questions/knowledge.	Occasionally incorporates effective questions, clear explanations, models thought processes, and relevant examples to drive student learning towards essential questions/knowledge.	Rarely incorporates effective questions, clear explanations, models thought processes, and uses relevant examples to drive student learning towards essential questions/knowledge.
Advocate/Support	Understands the diverse needs of students, promotes the available learning supports, adheres to specialized plans/interventions, and actively encourages all students' academic growth.	Understands the diverse needs of students, is familiar with available learning supports, adheres to specialized plans/interventions, and encourages most students' academic growth.	May struggle with understanding the diverse needs of students, is unfamiliar with learning supports, does not consistently adhere to specialized plans/interventions, or may not appropriately encourage all student's academic growth.	Does not understand the diverse needs of students, does not adhere to specialized plans/interventions, and does not appropriately encourage all students' academic growth.

Curriculum, Planning, and Assessment (Counselor)

Shaded areas denote items that will be evaluated through products of practice shared in the Collection of Evidence. Non-shaded areas will be evaluated through classroom observation. Artifacts for formative indicators must be submitted prior to December 21st and artifacts for summative artifacts must be submitted by the 163rd day of school.

Artifacts shall mean products of an educator's work that demonstrate knowledge and skills of the educator with respect to specific performance standards.¹

Artifacts to be included in the Collection of Evidence may include but not be limited to:

Graduation Standards: Credit checks (or other credit reporting too), schedule requests, warning letters, log-entries

Assessment: PST referrals, emails, referrals, log-entries

Analysis: Course recommendation sheets, request for reconsideration sheets, Partnership applications

	Exemplary	Proficient	Needs Improvement	Unsatisfactory
Formative/Summative Indicators				
Analysis	Counselor will gather all pertinent data and ensure that the student and his/her parent have a clear understanding of the recommended level of study that will maximize the student's academic potential for post secondary success.	Counselor will gather data and advise the student and the parent of the level of study that would potentially maximize the student's academic potential.	Counselor will gather data on the student's past performance but disregard the data in recommending level of placement that will maximize the student's academic potential.	Counselor will ensure that the student's preference for study is built into his/her schedule without regard for the data that reflects past performance.
Assessment	Counselor collects detailed and individualized assessments of all students in need of support (includes input from the classroom teacher, administrator, and the student's liaison) and uses all available data and methods to provide the necessary intervention.	Counselor assesses students in need of support through the collection of pertinent data and identifies methods to identify the necessary interventions.	Counselor's assessment of students in need of support is perfunctory and/or the identification of interventions is minimal.	Counselor does not assess student needs or the assessments result in inaccurate conclusions.

¹ Definition taken from Massachusetts Department of Elementary and Secondary Education Center of Education Policy and Practice 35.02: Definitions.

Summative Indicators

Graduation Standards	Counselor charts each individual student's progress toward graduation on an on-going basis, and works collaboratively with families, students, and class administrator in advising students of alternative credit options.	Counselor charts each individual student's progress toward graduation on an on-going basis and also works with families and students in advising them of alternative credit options.	Counselor inconsistently charts each individual student's progress toward graduation, and occasionally works with families and students in advising them of alternative credit options.	Counselor does not chart each individual student's progress towards graduation and does not work with families in advising them of alternative credit options.
Data Literacy	Demonstrates advanced skills with current software programs and is able to both run a wide range of reports from the local student information system and use data to influence counseling curriculum	Counselor demonstrates proficiency in using relevant software and is able to run basic reports from the local student information system.	Counselor demonstrates beginning skills with relevant software and the local student information systems.	Lacks skills with relevant software and relies on others to get reports from the local student information system.
Lesson Design	Designs and ensures delivery to all students a data driven, developmentally appropriate curriculum creatively utilizing technology and other materials and instructional strategies to engage all students.	Designs and delivers a data driven, developmentally appropriate curriculum utilizing technology and other materials and instructional strategies to engage students.	Designs and intermittently delivers a developmentally appropriate curriculum	Does not deliver a developmental guidance curriculum.
Knowledge	Demonstrates knowledge of students' developmental levels and the different ways these student learn or behave by providing differentiated learning experiences, support and/or assistance that enable all students to progress toward meeting intended outcomes.	Demonstrates knowledge of students' developmental levels and the different ways these student learn or behave by providing differentiated learning experiences, support and/or assistance that enable all students to progress toward meeting intended outcomes.	Demonstrates knowledge of students' developmental levels and the different ways these student learn or behave but inconsistently provide differentiated learning experiences, support and/or assistance that enable all students to progress toward meeting intended outcomes.	Fails to demonstrate knowledge of students' developmental levels and the different ways these student learn or behave and inadequately provides differentiated learning experiences, support and/or assistance that enable all students to progress toward meeting intended outcomes.
Planning	Counselor works with administration to comprehensively diagnose the school's strengths and weaknesses using data to create a result orientated plan which includes the overall improvement of school-wide programs that influence the counseling program	Counselor works to diagnose the school's strengths and weaknesses using data. Writes a focused, measureable strategic plan for the systemic delivery of the school counseling program.	Counselor uses some data to develop a plan to improve the systemic delivery of the school counseling program.	Counselor does not plan strategically for systemic delivery of school counseling program.

Teaching All Students/Instruction (Counselor)

Shaded areas denote items that will be evaluated through products of practice shared in the Collection of Evidence. Non-shaded areas will be evaluated through classroom observation. Artifacts for formative indicators must be submitted prior to December 21st and artifacts for summative artifacts must be submitted by the 163rd day of school.

Artifacts shall mean products of an educator's work that demonstrate knowledge and skills of the educator with respect to specific performance standards.

Artifacts to be included in the Collection of Evidence may include but not be limited to:

Management: warning letters, request for reconsideration sheets, scheduling request sheets, college applications, letters of recommendations

Advocate: parent communication, PST referrals, Alt Ed referrals, SPED referrals, counseling referrals

Academic Advising: reconsideration forms, course registration sheets, Partnership applications, transcripts

College/Career Development: Naviance, College Board, College/Career resource materials

	Exemplary	Proficient	Needs Improvement	Unsatisfactory
Formative/Summative Indicators				
Management	Counselor maintains a highly systematic and efficient mode of record keeping that can be made available to all pertinent staff in effort to provide effective communication of student needs.	Counselor accurately reports, records and documents all pertinent data regarding students in a timely fashion.	Counselor reports, records and documents data regarding students accurately but does not submit documentation in a timely fashion.	Counselor reports, records and documents data regarding students inaccurately at times and fails to do so in a timely manner.
Advocate	Counselor is aware of students' needs and strategizes with students and stakeholders to resolve concerns and continually promote the development of skills that encourage appropriate social/emotional responses.	Counselor is aware of student needs and works with students and stakeholders to develop a plan to address concerns.	Counselor meets with students in response to need but employs limited resources to assist the student in resolving issues.	Counselor either does not meet with students in response to need or has minimal follow-up after meeting.
Summative Indicators				
Academic Advising	In collaboration with families and teachers, effectively advances students' planning and preparation in rigorous/ appropriate academic programs that connect to their college and career goals.	Effectively advances students' planning and preparation in rigorous/ appropriate academic programs that connect to their college and career goals.	Advances some students' planning and preparation in rigorous/ appropriate academic programs that connect to their college and career goals.	Does not work to ensure students are enrolled in rigorous/ appropriate classes.
College/Career Development	Using a variety of career/college assessment resources, the Counselor exposes students to a wide range of college and career options as well as the college application and admissions process	Using a variety of career/college assessment resources, the Counselor exposes students to a wide range of college and career options as well as the college application	Using limited resources, the Counselor exposes students to some college and career options as well as the college application and admissions process	Counselor does not include career exploration in the school counseling program.

	and regularly works with students on developing individualized post secondary plan.	and admissions process.		
Engagement	Counselor effectively establishes a relationship with students where there is a high degree of comfort and trust. Counselor teaches students how to engage in positive interactions and regularly engages other personnel when appropriate.	Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	Counselor's interactions with students are limited and/or their efforts at encouraging positive interactions among students meet with minimal success for various reasons.	Counselor's interactions are at times negligent or dismissive; the counselor does little to encourage positive student-student interactions.
Learning Environment	Counselor strategically organizes office materials and displays to support student engagement and updates pertinent information routinely.	Counselor organizes office materials and displays to support student engagement.	Counselor does not organize materials, and displays to support student engagement. Office displays and décor are updated rarely.	Office materials and displays do not support student engagement. Room is cluttered and disorganized.
Personal/Social Development	Through school counseling programming and ongoing encouragement to participate in extracurricular activities, the counselor consistently and effectively helps students across all grades to develop attitudes, behaviors, and skills necessary to promote personal responsibility and effectively relate to others.	Through school counseling programming, the counselor effectively helps students across all grades to develop attitudes, behaviors, and skills necessary to promote personal responsibility and effectively relate to others.	Through school counseling programming, the counselor inconsistently helps students across all grades to develop attitudes, behaviors, and skills necessary to promote personal responsibility and effectively relate to others.	Through school counseling programming, the counselor ineffectively helps students across all grades to develop attitudes, behaviors, and skills necessary to promote personal responsibility and effectively relate to others.
High Expectations	Counselor advocates for the success of all students by promoting equity and access to curriculum, programs, services and resources. Relentlessly conveys the expectation that all students, regardless of their backgrounds and economic status be challenged to reach high academic standards.	Counselor advocates for the success of all students by promoting equity and access to the curriculum, programs, services and resources. Conveys high expectations for students.	Counselor advocates for the success of some students by promoting equity and access to curriculum, programs, services and resources. Does not convey high expectations for all students.	Counselor does not advocate for the inclusion of under-served populations into rigorous and relevant curriculum, programs, services and resources.

Curriculum, Planning, and Assessment (Psychologists)

Standard I: Curriculum, Planning and Assessment: *The teacher promotes the learning and growth of all students through designing coherent instruction and authentic and meaningful student assessments, analyzing, student performance and growth, and continuously refining learning objectives.*

Shaded areas denote items that will be evaluated through products of practice shared in the Collection of Evidence. Non-shaded areas will be evaluated through classroom observation. Artifacts for formative indicators must be submitted prior to December 21st and artifacts for summative artifacts must be submitted by the 163rd day of school.

Artifacts shall mean products of an educator's work that demonstrate knowledge and skills of the educator with respect to specific performance standards.¹

Artifacts to be included in the Collection of Evidence may include but not be limited to:

Goals: 504s, IEPs, Psychological reports, behavioral support plans

Assessments: Psychological reports

Progress Monitoring/Communication: RTI, phone, letter, e-mail records, progress reports

	Exemplary	Proficient	Needs Improvement	Unsatisfactory
Formative Indicators				
Goals	Intervention goals are clearly defined, measurable, highly appropriate, and have been developed following consultations with the student, parent, and colleagues.	Intervention goals are clear, measurable, and appropriate and have been developed following some consultations.	Intervention goals are rudimentary and immeasurable, and only partially suitable to the school setting and age of the student.	Intervention goals are unclear, not appropriate or nonexistent.
Treatment Plans	Designs treatment plans with benchmarks that are aligned with counseling goals, monitors student progress and effectively communicates with relevant treatment providers.	Designs treatment plans with benchmarks that are aligned with counseling goals, monitors student progress and communicates with relevant treatment providers.	Designs treatment plans with benchmarks that do not align with counseling goals.	Designs treatment plans without benchmarks and counseling goals.
Assessments	Uses a wide range of psychological instruments to evaluate students and knows the proper situation in which each should be used and can provide rationale to the use of instruments to the Team.	Uses a wide range of psychological instruments to evaluate students and knows the proper situation in which each should be used.	Uses appropriate psychological instruments to evaluate students and determine possible eligibility.	Demonstrates limited knowledge and skill in using psychological instruments to evaluate students.

¹ Definition taken from Massachusetts Department of Elementary and Secondary Education Center for Education Policy and Practice 35.02: Definitions.

Progress Monitoring and Communication	Refines interventions in response to student progress and consistently communicates with teachers and parents regarding interventions.	Refines interventions in response to student progress and communicates with teachers regularly and reports status of interventions to parents via progress reports.	Refines interventions only when confronted with the need for change and monitors student progress occasionally.	Leaves existing intervention plan as is and does not monitor student progress and does not communicate with teachers or parents regarding student progress, unless asked to do so.
Knowledge	Demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical patterns as well as how students learn.	Demonstrates knowledge of child and adolescent development, psychopathology and how students learn.	Demonstrates limited knowledge of child and adolescent development, psychopathology, and how students learn.	Demonstrates little or no knowledge of child and adolescent development, psychopathology and how students learn.
Analysis	Uses multiple sources of data – for example IEPs, teacher observations, academic history – to formulate IEP goals, treatment plans, and effectively discusses the plan with relevant treatment providers.	Uses multiple sources of data – for example IEPs, teacher observations, academic history – to formulate IEP goals, treatment plans, and discusses the plan with relevant treatment providers.	Uses minimal sources of data to formulate IEP goals and treatment plans.	Makes decisions based on opinion without evidence-based information to formulate IEP goals and treatment plans.
Sharing Conclusions	Establishes a schedule to share conclusions and insights about student progress and applies feedback from them about practices that will support student learning with all appropriate colleagues.	Regularly shares conclusions and insights about student progress and applies feedback from them about practices that will support student learning with all appropriate colleagues.	Occasionally shares conclusions and insights about student progress and applies feedback from them about practices that will support student learning with all appropriate colleagues.	Does not share conclusions and insights about student progress with all appropriate colleagues.

Teaching All Students/Instruction (Psychologists)

Standard II: Teaching All Students/Instruction: *The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, and creates a safe and effective classroom environment.*

Shaded areas denote items that will be evaluated through products of practice shared in the Collection of Evidence. Non-shaded areas will be evaluated through classroom observation. Artifacts for formative indicators must be submitted prior to December 21st and artifacts for summative artifacts must be submitted by the 163rd day of school.

Artifacts shall mean products of an educator's work that demonstrate knowledge and skills of the educator with respect to specific performance standards.

Artifacts to be included in the Collection of Evidence may include but not be limited to:

Resources: Counseling referrals, agency referrals, school activities & clubs

Close the Gap: IEP recommendations & accommodations, psychological reports, 504's

Expectations: emails, parent communication, scheduling request sheets, request for reconsideration sheets

	Exemplary	Proficient	Needs Improvement	Unsatisfactory
Resources	Demonstrates extensive knowledge of resources for students available through the school or district and in the community to address behavioral, academic, social, and emotional needs. Consistently communicates such information to parents and staff.	Demonstrates knowledge of resources for students available through the school or district and familiarity with resources outside the district to address behavioral, academic, social, and emotional needs. Shares such information with parents and staff.	Demonstrates limited knowledge of resources for students available through the school, district, or community to address behavioral, academic, social, and emotional needs.	Demonstrates little or no knowledge of resources for students available through the school, district, or community to address behavioral, academic, social, and emotional needs.
Close the Gap	Applies evidence-based strategies to overcome academic proficiency gaps and support social/emotional growth.	Applies some evidence-based strategies to overcome academic proficiency gaps.	Attempts unsuccessfully to apply some evidence-based strategies to overcome academic proficiency gaps.	Does not attempt to apply evidence-based strategies to overcome academic proficiency gaps.
Engagement	Is highly skilled at developing rapport and establishing supportive relationships with a wide variety of students; establishes and maintains appropriate boundaries.	Is skilled at developing rapport and establishing supportive relationships with a wide variety of students; establishes and maintains appropriate boundaries.	Demonstrates limited ability in developing rapport and establishing supportive relationships with students and has difficulty establishing and maintaining appropriate boundaries.	Does not demonstrate the ability to develop rapport and establish supportive relationships with students or does not establish or maintain appropriate boundaries.

Clarity	Communicates clearly with the target audience and consistently provides appropriate answers to parent and staff questions.	Provides clear explanations to ensure the understanding of the target audience.	Sometimes presents material that uses language and explanations that may be confusing or unclear to the target audience.	Often presents material in a confusing way, using language that is unclear, inconsistent, or incorrect to the target audience.
Learning Environment	Creates an environment of fairness and mutual respect and fosters this relationship between students.	Creates an environment of fairness and mutual respect.	Attempts but is sometimes unsuccessful in creating an environment of fairness and mutual respect.	Is unsuccessful in creating an environment of fairness and mutual respect.
Routines/ Protocols	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with staff and administrators.	Procedures for referrals and for meeting and consultations with parents and administrators are clear to everyone.	Has established procedures for referrals, but the details are not always clear.	No procedures for referrals have been established; when staff wants to refer a student for special services, they are not sure how to go about it.
High Expectations	Establishes high expectations and provides ample opportunities for all students' academic growth and pursues cases where students do not initially take advantage of the opportunities.	Establishes high expectations and provides ample opportunities for most students' academic growth.	Has inconsistent expectations and/or provides limited opportunities for student growth.	Fails to demonstrate that all students can learn.
Compliance	Possesses knowledge of special education laws, timelines, and procedures is extensive and consistently communicates this knowledge to the Team.	Demonstrates thorough knowledge of special education laws, timelines, and procedures.	Demonstrates limited knowledge of special education laws, timelines, and procedures.	Demonstrates little or no knowledge of special education laws, timelines, or procedures.

Curriculum, Planning, and Assessment

(Therapeutic Specialists)

Shaded areas denote items that will be evaluated through products of practice shared in the Collection of Evidence. Non-shaded areas will be evaluated through classroom observation. Artifacts for formative indicators must be submitted prior to December 21st and artifacts for summative artifacts must be submitted by the 163rd day of school.

Artifacts shall mean products of an educator's work that demonstrate knowledge and skills of the educator with respect to specific performance standards.¹

Artifacts to be included in the Collection of Evidence may include but not be limited to:

	Exemplary	Proficient	Needs Improvement	Unsatisfactory
Formative Indicators				
Assessments	Specialist is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience.	Collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience.	Collects most of the important information on which to base treatment plans or reports are accurate but lacking in clarity and not always appropriate to the audience.	Neglects to collect important information on which to base treatment plans and/or reports are inaccurate or not appropriate to the audience
Summative Indicators				
Analysis	Has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. Specialist uses the system to communicate with teachers and parents.	Has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.	Has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	Data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.
Goals	Goals for the therapy program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers.	Goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students.	Goals for the therapy program are rudimentary and are partially suitable to the situation and to the age of the students.	Goals for the therapy program are unclear or nonexistent, or they are inappropriate to either the situation or the age of the students.

¹ Definition taken from Massachusetts Department of Elementary and Secondary Education Center or Education Policy and Practice 35.02: Definitions.

Standards	Plan is highly coherent and preventative and serves to support students individually, within the broader educational goals.	Has developed a plan that includes the important aspects of work in the setting.	Plan has a guiding principle and includes a number of worthwhile activities, but some of them do not fit with the broader goals.	Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure.
Lessons	Demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.	Exercises good judgment in setting priorities resulting in clear schedules and important work being accomplished in an efficient manner.	Time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	Exercises poor judgment in setting priorities resulting in confusion, missed deadlines, and conflicting schedules.
Knowledge	Demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate or license.	Demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license.	Demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license.	Demonstrates little or no knowledge and skill in the therapy area and/or does not hold the necessary certificate or license.
Checks for Understanding	Continually seeks ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.	Makes revision in the treatment program when they are needed.	Makes modest changes in the treatment program when confronted with evidence of the need for change.	Adheres to the plan or program, in spite of evidence of its inadequacy.

Teaching All Students/Instruction (Therapeutic Specialists)

Shaded areas denote items that will be evaluated through products of practice shared in the Collection of Evidence. Non-shaded areas will be evaluated through classroom observation. Artifacts for formative indicators must be submitted prior to December 21st and artifacts for summative artifacts must be submitted by the 163rd day of school.

Artifacts shall mean products of an educator's work that demonstrate knowledge and skills of the educator with respect to specific performance standards.

Artifacts to be included in the Collection of Evidence may include but not be limited to:

	Exemplary	Proficient	Needs Improvement	Unsatisfactory
Formative Indicators				
Differentiation	Develops comprehensive plans for students finding ways to creatively meet student needs and incorporate many related elements.	Plans for students are suitable for them and are aligned with identified needs.	Plans for students are partially suitable for them or sporadically aligned with identified needs.	Fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments.
Summative Indicators				
Advocate/Support	Understands the diverse needs of students, is knowledgeable about the available learning supports, and appropriately advocates for all students.	Understands the diverse needs of students, is familiar with learning supports, and appropriately advocates for students.	May struggle with understanding the diverse needs of students, is unfamiliar with learning supports or may not appropriately advocate for students.	Does not understand the diverse needs of students and does not appropriately advocate for students.
Clarity	Consistently presents material clearly, utilizing effective questions and well-chosen examples and appropriate language.	Uses effective questions, clear explanations, appropriate language, and relevant examples to present material.	Sometimes presents material that uses language and explanations that are confusing or unclear.	Often presents material in a confusing way, using language that is unclear or incorrect.
Engagement	Students eagerness is evident in all interactions with specialist, reflecting a high degree of comfort and trust in the relationship.	Interactions with students are positive and respectful; students appear comfortable in the testing and treatment center.	Interactions with students are a mix of positive and negative; the specialist's efforts at developing rapport are partially successful.	Interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment center.
Repertoire	Uses a variety of effective strategies, available materials, and classroom practices that involve and motivate students to learn.	Uses effective strategies, available materials, and classroom practices to foster student success.	Uses a limited range of classroom strategies, available materials, and practices with mixed success.	Uses only one or two teaching strategies and types of available materials; fails to reach most students.
Application	Consistently has students summarize and internalize what they learn and apply it in different contexts.	Has students sum up what they have learned and apply it in different contexts.	Sometimes brings closure to lessons and asks students to think about applications.	Moves on at the end of each lesson without closure or application.

Respect	Creates an environment of fairness and mutual respect and fosters this relationship between students.	Creates an environment of fairness and mutual respect.	Attempts but is sometimes unsuccessful in creating an environment of fairness and mutual respect.	Is unsuccessful in creating an environment of fairness and mutual respect.
Management	Establishes highly effective routines and a discipline repertoire. Prevents or effectively and appropriately manages issues.	Uses effective routines and discipline strategies to either prevent or appropriately manage most issues.	Inconsistently uses routines and/or discipline strategies to either prevent or effectively manage issues.	Ineffective or absence of routines and/or discipline strategies to either prevent or effectively manage issues.
Routines	Successfully establishes class routines that enhance student learning and independence.	Evidence of established teacher directed routines are in place that contribute to student learning.	Frequently reminds and prompts students to maintain an environment conducive to learning.	Absence of effective routines.
Close the Gap	Applies evidence-based strategies to overcome academic proficiency gaps.	Applies some evidence-based strategies to overcome academic proficiency gaps.	Attempts unsuccessfully to apply some evidence-based strategies to overcome academic proficiency gaps.	Does not attempt to apply evidence-based strategies to overcome academic proficiency gaps.
Diversity	Incorporates diversity into teaching, learning and assessment	Incorporates diversity into some teaching or learning or assessment experiences.	Attempts to incorporate diversity into teaching or learning or assessment experiences, but does not always do so in an effective manner.	Does not attempt to incorporate diversity into teaching, learning or assessment.
Expectations-Potential	Establishes high expectations and provides ample opportunities for all students' academic growth and pursues cases where students do not initially take advantage of the opportunities.	Establishes high expectations and provides ample opportunities for most students' academic growth.	Has inconsistent expectations and/or provides limited opportunities for student growth.	Fails to demonstrate that all students can learn.
Compliance	Is educated in and adheres to specialized plans/interventions and actively contributes to the process.	Is educated in and adheres to specialized plans/interventions and participates in the process.	Requires frequent reminders concerning specialized plans and interventions and/or offers minimal input to the process.	Often fails to adhere to specialized plans and interventions and/or does not contribute to the process.

Family and Community Engagement (All WREA)

Standard III: Family and Community Engagement: *The teacher promotes the learning and growth of all students through effective partnerships with families, caregivers, community members and organizations.*

Shaded areas denote items that will be evaluated through products of practice shared in the Collection of Evidence. Non-shaded areas will be evaluated through classroom observation. Artifacts for formative indicators must be submitted prior to December 21st and artifacts for summative artifacts must be submitted by the 163rd day of school.

Artifacts shall mean products of an educator's work that demonstrate knowledge and skills of the educator with respect to specific performance standards.

Artifacts to be included in the Collection of Evidence may include but not be limited to:

Outreach/Communication: emails, phone logs, newsletters, websites, parent meeting logs, progress reports, surveys

	Exemplary	Proficient	Needs Improvement	Unsatisfactory
Formative/Summative Indicators				
Outreach/ Communication	Communicates respectfully with parents and maintains contact using alternative modes of communication when at first unsuccessful in making contact.	Communicates respectfully with parents and maintains contact throughout the year using multiple modes of communication.	Tries to communicate respectfully with parents and makes contact using limited modes of communication.	Is disrespectful to parents or makes little or no contact with parents.
Responsiveness	Always responds promptly and effectively to parent concerns.	Usually responds promptly to parent concerns.	Inconsistently responds promptly or effectively to parent concerns.	Does not respond to parent concerns or is unprofessional in dealing with the concerns.

Professional Culture (All WREA)

Standard IV: Professional Culture: *The teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.*

Shaded areas denote items that will be evaluated through products of practice shared in the Collection of Evidence. Non-shaded areas will be evaluated through classroom observation. Artifacts for formative indicators must be submitted prior to December 21st and artifacts for summative artifacts must be submitted by the 163rd day of school.

Artifacts shall mean products of an educator's work that demonstrate knowledge and skills of the educator with respect to specific performance standards.

Artifacts to be included in the Collection of Evidence may include but not be limited to:

Reflection: reflective notes in plan books or on assignments, samples of lesson improvements, examples of products from collaboration (conversations may be sufficient if outcomes can be articulated)

Growth: professional development opportunities, professional readings, professional affiliations, graduate programs or classes, workshops, teacher mentors, focus groups

	Exemplary	Proficient	Needs Improvement	Unsatisfactory
Summative Indicator				
Growth	Continually consults with colleagues and is an up-to-date resource in their field of expertise.	Seeks out effective ideas from colleagues, workshops, and other sources and makes an attempt to implement the ideas.	Can occasionally be persuaded to try out new practices.	Is not open to ideas for improving practices.
Collaboration	Actively seeks out opportunities to collaborate with colleagues and other professionals to improve their practices.	Collaborates regularly with colleagues to, share ideas, and review student progress.	Meets occasionally with colleagues to share ideas.	Rarely interacts with colleagues to share ideas.
Respectful Relationships	Consistently fosters a positive, mutually respectful school environment and regularly demonstrates fairness to others.	Usually fosters a positive, mutually respectful school environment and demonstrates fairness to others.	Inconsistently fosters a positive, mutually respectful school environment or demonstrates a lack of fairness toward others.	Does not promote a positive, mutually respectful school environment or demonstrate fairness toward others.

Appendix A: Definition of Educator Plans⁵

Educator Plans: General (See Appendix B for sample form)

1. 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.
2. The Educator Plan shall include but not be 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 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 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.
3. It is the Educator's responsibility to attain the goals in the Plan and to participate in any trainings and professional development provided through the state, district, or other providers in accordance with the Educator Plan.

Educator Plans: Developing Educator Plan

1. The Developing Educator Plan is for all Educators without professional teacher status (PTS).
2. The Educator shall be evaluated at least annually.

Educator Plans: Self-Directed Growth Plans

1. The goals for the Self-Directed Growth Plan are developed by the educator with input from the evaluator.
2. A Two-year Self-Directed Growth Plan is for those Educators with PTS who have an overall rating of exemplary during the 2012-2014 school years, and after 2013-2014 whose rating is proficient or exemplary and whose impact on student learning is moderate or high. A formative evaluation report is completed utilizing educators' goals at the end of year 1 and a summative evaluation report at the end of year 2 based on the completion of the educators' goals.
3. A One-year Self-Directed Growth Plan is for those Educators with PTS who have an overall rating of proficient during the 2012-2014 school years, and after 2013-2014 whose rating is proficient or exemplary and whose impact on student learning is low. In this case, the plan shall include one or two goals related to student learning, developed on the basis of an analysis of the educator's professional practice.⁶

⁵ MA Department of Elementary and Secondary Education Teacher and Caseload Educator Model Contract, Appendix C pages C-16 – C-19

⁶ Massachusetts Department of Elementary and Secondary Education Laws and Regulations 603 CMR 35.06(3, E2)

Educator Plans: Directed Growth Plan

1. A Directed Growth Plan is a one-year plan for those Educators with PTS whose overall rating is needs improvement.
2. The goals in the Plan must address areas identified as needing improvement as determined by the Evaluator. These goals will be determined by the Evaluator with Educator input but must address areas of low performance.⁴
3. Professional learning activities and feedback opportunities that should be explored during the implementation of the Directed Growth Plan may include but not be limited to:⁷
 - a. Induction and mentoring program
 - b. Graduate level coursework or new knowledge or practices opportunities
 - c. Coaching sessions with peer reviewer (see PAR)
 - d. Collaboration with Instructional Coaches
 - e. Observations by peer reviewer and/or evaluator
 - f. Formative meetings with the evaluator
4. The Evaluator will use all components of the rubric system throughout the year as well as monitor the goals and evidence submitted for the educator's evaluation.
5. The Evaluator shall complete a summative evaluation for the Educator no later than the 183rd day of school.
6. 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.
7. 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.

Educator Plans: Improvement Plan

1. An Improvement Plan is for those Educators with PTS whose overall rating is unsatisfactory. The goals for this plan will be determined by the Evaluator with Educator input but must address areas of low performance.⁴
2. An Educator whose practice has been rated as unsatisfactory will be placed on an Improvement Plan of no fewer than 90 school days and no more than one school year.
3. For an Educator on a Directed Growth Plan whose overall performance rating was not at least proficient at the end of their Directed Growth Plan, the Evaluator will rate the Educator as unsatisfactory and will place the Educator on an Improvement Plan.
4. The Evaluator must complete a summative evaluation for the Educator at the end of the period determined by the Evaluator for the Plan.
5. The Evaluator of an Educator on an Improvement Plan is responsible for providing the Educator with guidance and assistance in accessing the resources and professional development outlined in the Improvement Plan.

⁴ Massachusetts Teacher Association Center for Education Policy and Practice www.massteacher.org/cepp

⁷ MTA Center for Education Policy and Practice. "Reinventing Educator Evaluation". Page 24.

6. Professional learning activities and feedback opportunities that should be explored during the implementation of the Improvement Plan may include but not be limited to:⁷
 - a. Induction and mentoring program
 - b. Graduate level coursework or new knowledge or practices opportunities
 - c. Coaching sessions with peer reviewer (see PAR)
 - d. Collaboration with Instructional Coaches
 - e. Observations by peer reviewer and/or evaluator
 - f. Formative meetings with the evaluator
7. 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.
8. The Improvement Plan process shall include:
 - a. Within ten school days of notification to the Educator that the Educator is being placed on an Improvement Plan, the Evaluator shall schedule a meeting with the Educator to discuss the Improvement Plan. The Evaluator will develop the Improvement Plan, which will include the provision of specific assistance to the Educator.
 - b. The Educator may request that a representative of the Employee Organization/Association attend the meeting(s).
 - c. If the Educator consents, the Employee Organization/Association will be informed that an Educator has been placed on an Improvement Plan.
9. 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 measureable 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 individual(s) assigned to assist the Educator; and,
 - g. Include the signatures of the Educator and Evaluator.
10. A copy of the signed Plan shall be provided to the Educator. The Educator's signature indicates that the Educator received the Improvement Plan and that marks the beginning of the implementation of that plan. The signature does not indicate agreement or disagreement with its contents.

⁷ MTA Center for Education Policy and Practice. "Reinventing Educator Evaluation". Page 24.

11. Decision on the Educator's status at the conclusion of the Improvement Plan.

- a. All determinations below must be made no later than the 183rd day of school. 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/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/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.
 - 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 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.

Appendix B: Form for Educator Plans⁸

Educator—Name/Title: _____

Primary Evaluator—Name/Title: _____

School(s): _____

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

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

Start Date: _____ End Date: _____

Student Learning Goal(s): Planned Activities <i>Describe actions the educator will take to attain the student learning goal(s). Activities may apply to individual and/or team. The teacher and evaluator will together establish and commit to writing goals with qualitative and/or quantitative criteria for successfully meeting the agreed upon goal. Attach additional pages as needed.</i>		
Goal:		
Action	Supports/Resources from School/District ¹	Timeline or Frequency
Evaluator Comments (formative):		
Evaluator Comments (summative):		
Electronic Signatures:		

*Additional detail may be attached if needed

⁸ Massachusetts Model System for Educator Evaluation Part II: School-level Planning and Implementation Guide

Educator Plan Form

Educator—Name/Title: _____

Professional Practice Goal(s): Planned Activities <i>Describe actions the educator will take to attain the professional practice goal(s). Activities may apply to individual and/or team. The teacher and evaluator will together establish and commit to writing goals with qualitative and/or quantitative criteria for successfully meeting the agreed upon goal. Attach additional pages as needed.</i>		
Goal:		
Action	Supports/Resources from School/District⁹	Timeline or Frequency
Evaluator Comments (formative): 		
Evaluator Comments (summative): 		
Electronic Signatures:		

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

Signature of Evaluator _____ Date _____
 Signature of Educator _____ Date _____

* The educator’s signature does not necessarily denote agreement with the goals (depending on the Plan identified). Regardless of agreement with the final goals, signature indicates recognition that “It is the educator’s responsibility to attain the goals in the plan and to participate in any trainings and professional development provided through the state, district, or other providers in accordance with the Educator Plan.” (see [603 CMR 35.06\(4\)](#))