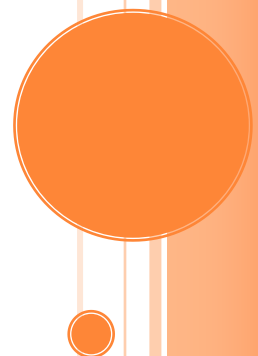


PROFESSIONAL EMPLOYEES EVALUATION SYSTEM

This proposal would replace the current comprehensive evaluation of eight performance standards with the four performance standards required under 603 CMR 35.00, the new regulations on the evaluation of teachers. In addition, it would replace the current pathways and cycles with the other necessary components of these new regulations. The proposal was developed collaboratively and reflects a shared commitment to our *Journey Toward Excellence*.



A Revised Educator Evaluation System

Educators deal with complex problems each and every day. As professionals, they should have a key role in developing the standards that focus on the degree of competence with which they solve these challenges. The emphasis should be on the educator's effectiveness in fostering student achievement.

ACKNOWLEDGEMENTS

This revision of the Supervision and Evaluation System is a product of the joint effort of the following individuals:

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1. PHILOSOPHY

Achievement of all students is the center of our work. The revised Attleboro Public Schools Supervision and Evaluation System, originally developed in 2008, supports the development of educators to assure that every student is being educated by an effective educator of the highest quality. With these core values in mind, the purpose of the supervision and evaluation system is to foster continuous professional growth through a collaborative process that results in improved student performance and achievement.

Goal setting, dialogue, observation, data, supporting evidence, self-evaluation, and feedback are foundations of supervision and evaluation. Understanding that no one measure defines teacher quality, the evaluation of educators requires the consideration of multiple factors, including preparation, planning, instructional practices, and professionalism. This system informs personnel decisions regarding performance levels and job status of professional staff, and is driven by a clearly defined set of standards as defined by the Massachusetts Regulations on Evaluation of Educators and which allows for significant differences in assignments and responsibilities.

This contract language is negotiated and based on M.G.L., c.71, § 38; M.G.L. c.150E; the Educator Evaluation regulations, 603 CMR 35.00 et seq.; and the Model System for Educator Evaluation. In the event of a conflict between this collective bargaining agreement and the governing laws and regulations, the laws and regulations will prevail.

The regulatory purposes of evaluation are:

- A) To promote student learning, growth, and achievement by providing Educators with feedback for improvement, enhanced opportunities for professional growth, and clear structures for accountability, 603 CMR 35.01(2)(a);
- B) To provide a record of facts and assessments for personnel decisions, 35.01(2)(b);
- C) To ensure that every school committee has a system to enhance the professionalism and accountability of teachers that will enable them to assist all students to perform at high levels, 35.01(3); and
- D) To assure effective teaching, 35.01(3).

2. STANDARDS AND INDICATORS OF EFFECTIVE TEACHING PRACTICE

(1) Curriculum, Planning and Assessment Standard:

Promotes the learning and growth of all students by providing high quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an on-going basis, and continuously refining learning objectives.

(a) **Curriculum and Planning Indicator:**

Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

(b) **Assessment Indicator:**

Uses a variety of informal and formal methods of assessment to measure student learning, growth, and understanding, develop differentiated and enhanced learning experiences, and improve future instruction.

(c) **Analysis Indicator:**

Analyzes data from assessments, draws conclusions, and shares them appropriately.

(2) Teaching All Students Standard:

Promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

(a) **Instruction Indicator:**

Uses instructional practices that reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

(b) **Learning Environment Indicator:**

Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to take academic risks, challenge themselves, and claim ownership of their learning.

(c) **Cultural Proficiency Indicator:**

Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.

(d) **Expectations Indicator:**

Plans and implements lessons that set clear and high expectations and also make knowledge accessible for all students.

(3) Family and Community Engagement Standard:

Promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

(a) **Engagement Indicator:**

Welcomes and encourages every family to become active participants in the classroom and school community.

(b) **Collaboration Indicator:**

Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.

(c) **Communication Indicator:**

Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.

(4) Professional Culture Standard:

Promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

(a) **Reflection Indicator:**

Demonstrates the capacity to reflect on and improve the educator's own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.

(b) **Professional Growth Indicator:**

Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles.

(c) **Collaboration Indicator:**

Collaborates effectively with colleagues on a wide range of tasks.

(d) **Decision-Making Indicator:**

Becomes involved in school-wide decision-making, and takes an active role in school improvement planning.

(e) **Shared Responsibility Indicator:**

Shares responsibility for the performance of all students within the school.

(f) **Professional Responsibilities Indicator:**

Is ethical and reliable, and meets routine responsibilities consistently.

3. DEFINITIONS (* indicates definition is generally based on 603 CMR 35.02)

- A) **Assessment:** The ongoing process aimed at understanding and improving student learning. Practices include making expectations explicit and public, setting high standards and appropriate criteria for learning quality, systematically gathering, analyzing, and interpreting evidence of how student performance matches expectations and standards, and using resulting information to document, explain, and improve both student and teacher performance.
- B) **Assignment:** An Educator's grade level, curriculum, and/or service responsibilities. [#20]
- C) ***Artifacts of Professional Practice:** Educator-generated work products and student work samples that demonstrate the knowledge and skills with respect to specific performance standards. [#s 11, 12, 14d, 15c, and 16G]
- D) **Caseload Educator:** Educators who are bargaining-unit members and provide direct or indirect support to students and/or staff.
- E) **Classroom Teacher:** Educators who teach preK-12 classes, and teachers of special subjects such as art, music, library, physical education, special education, ELL, and CTE.
- F) **Categories of Evidence:** Multiple measures of student learning, growth, and achievement, judgments based on observations including unannounced observations of practice of partial or full period classroom visits, artifacts of professional practice, and additional evidence relevant to one or more Standards of Effective Teaching Practice. [#s 4 and 16E]
- G) **Data:** The information and evidence gathered during the assessment process for use in determining the level of teaching performance.
- H) ***DESE:** The Massachusetts Department of Elementary and Secondary Education.
- I) ***District-determined Measures:** Measures of student learning, growth and achievement related to the Massachusetts Curriculum Frameworks, Massachusetts Vocational Technical Education Frameworks, or other relevant frameworks, that are comparable across grade or subject level district-wide. These measures may include, but will not be limited to: portfolios, approved commercial assessments and district-developed pre and post unit and course assessments, and capstone projects.
- J) ***Educator(s):** Inclusive term that applies to all classroom teachers and caseload educators, unless otherwise noted.
- K) ***Educator Plan:** The growth or improvement actions identified as part of each Educator's evaluation. The type of plan is determined by the Educator's career stage, overall performance rating, and the rating of impact on student learning, growth and achievement. [#s 17 and 18]

There will be four types of Educator Plans:

- i) **Developing Educator Plan** will mean a plan developed by an Educator without Professional Teacher Status (PTS) and the Evaluator for one school year or less; or, at the discretion of an Evaluator, for an Educator with PTS in a new assignment. [#s 19 and 20]
- ii) **Self-Directed Growth Plan** will mean a plan developed by the Educator for one or two school years for Educators with PTS who are rated proficient or exemplary. [#21]

- iii) **Directed Growth Plan** will 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. [#22]
 - iv) **Improvement Plan** will mean a plan developed by the Evaluator in collaboration with the Educator of at least 30 calendar days within the school year 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. [#23]

- L) ***Educator Rubric:** A scoring tool that describes characteristics of practice or artifacts at different levels of performance. [#s 5 and 6] The rubrics for Standards and Indicators of Effective Teaching Practice are used to rate Educators on Performance Standards, these rubrics consists of:
 - i) **Standards:** Describes broad categories of professional practice, including those required in 603 CMR 35.03
 - ii) **Indicators:** Describes aspects of each standard, including those required in 603 CMR 35.03
 - iii) **Elements:** Defines the individual components under each indicator
 - iv) **Descriptors:** Describes practice at four levels of performance for each element

- M) ***Evaluation:** The ongoing process of defining goals and identifying, gathering, and using information as part of a process to improve professional performance (the mid-cycle “formative assessment” [#14] or “formative evaluation” [#15]) and to assess total job effectiveness and make personnel decisions (the end-of-cycle “summative evaluation”[#16]).

- N) ***Evaluator:** Any person designated by the superintendent who has supervisory responsibility for observation and evaluation. The superintendent is responsible for ensuring that all Evaluators have training in the principles of supervision and evaluation. Each Educator will have one Evaluator at any one time responsible for determining performance ratings.
 - i) **Teaching Staff Assigned to More Than One Building:** Each Educator who is assigned to more than one building will be evaluated by the appropriate administrator where the individual is assigned most of the time. The principal of each building in which the Educator serves must review and sign the evaluation, and may add written comments. In cases where there is no predominate assignment, the superintendent or designee will determine the Evaluator.
 - ii) **Notification:** The Educator will be notified in writing of his/her Evaluator at the outset of each new evaluation cycle. The Evaluator may be changed upon notification in writing to the Educator.

- O) **Evaluation Cycle:** A five-component process that all Educators follow consisting of 1) Self-Assessment and Analysis; 2) Goal-setting and Educator Plan development; 3) Implementation of the Plan; 4) Formative Assessment/Evaluation; and 5) Summative Evaluation. [#7]

- P) ***Experienced Educator:** An educator with Professional Teacher Status (PTS).

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

- R) **Feedback:** Information about observed performance that is timely, specific to a standard or criterion, and facilitates the recipient making adjustments that will improve future performance. In the context of educator evaluation, feedback must be shared in writing to be used as evidence of performance. [#s 13Aiv and 13Biv]

- S) ***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. [#14]
- T) ***Formative Evaluation:** An evaluation conducted at the end of Year One for an Educator on a two-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. [#15]
- U) ***Goal:** A specific, actionable, and measurable area of improvement as set forth in an Educator’s plan. A goal may pertain to any or all of the following: Educator practice in relation to Performance Standards, Educator practice in relation to indicators, or specified improvement in student learning, growth and achievement. Goals may be developed by individual Educators, by the Evaluator, or by teams, departments, or other groups of Educators who have the same role. [#s 9Aic, 9B, and 10]
- V) **Learning Walks:** A formal tool used in school and district improvement efforts. These targeted visits are designed to gain an overview of the school’s overall progress toward specific improvement goals. [#13A]
- W) ***Measurable:** That which can be classified or estimated in relation to a scale, rubric, or standards.
- X) **Multiple Measures of Student Learning:** Measures must include a combination of classroom, school and district assessments, and student growth percentiles on state assessments, if state assessments are available. This definition may be revised as required by regulations or agreement of the parties upon issuance of DESE guidance expected by July 2012. [#4A]
- Y) ***Observation:** A data gathering process that includes notes and judgments made during one or more classroom or worksite visits(s) of any duration by the Evaluator and may include examination of artifacts of practice including student work. Normal supervisory responsibilities of department, building and district administrators will also cause administrators to drop in on classes and other activities in the worksite at various times as deemed necessary by the administrator. Carrying out these supervisory responsibilities, when they do not result in targeted and constructive feedback to the Educator, are not observations as defined in this Article. [#s 11, 12, and 13]
- Z) **Parties:** The parties to this agreement are the Attleboro School Committee and the Attleboro Education Association.
- AA) ***Performance Rating:** Describes the Educator’s performance on each performance standard and overall. There will be four performance ratings:
- Exemplary: the Educator’s performance consistently and significantly exceeds the requirements of a standard or overall 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.
 - 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.

- BB) ***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. [#2]
- CC) ***Professional Teacher Status:** PTS is the status granted to an Educator pursuant to M.G.L. c. 71, § 41.
- DD) **Rating of Educator Impact on Student Learning:** A rating of high, moderate or low based on trends and patterns in student learning, growth, and achievement as demonstrated on state assessments and district-determined measures. [#16D]
- EE) **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: [#s 16B, 16C, 16E, and 16F]
- i) Standard 1: Curriculum, Planning and Assessment
 - ii) Standard 2: Teaching All Students
 - iii) Standard 3: Family and Community Engagement
 - iv) Standard 4: Professional Culture
 - v) Attainment of Professional Practice Goal(s)
 - vi) Attainment of Student Learning Goal(s)
- FF) **Recommendations:** Feedback derived from the educator evaluation results. For formative assessments and formative evaluations, it may include a list of professional development activities and a plan of support for summative evaluation. In summative evaluations it may include personnel actions such as the granting of professional status, dismissal/termination, reassignment, contract renewal, or promotion. [#16H]
- GG) **Self-Assessment:** The initial step in the evaluation cycle. The Educator is responsible for gathering and providing to the evaluator in a timely manner information on his or her performance, 35.03 (2) (b), which is to include an analysis of evidence of student learning, growth, and achievement for students under the educator's responsibility and an assessment of practice against Performance Standards, 35.603 (2). 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, 35.06 (3)(a). [#9]
- HH) ***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. [#16]
- II) ***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.
- JJ) ***Teacher:** An Educator employed in a position requiring a certificate or license as described in 603 CMR 7.04(3)(a, b, and d) and in the area of vocational education as provided in 603 CMR 4.00. Teachers may include, for example, classroom teachers, librarians, guidance counselors, or school nurses.
- KK) ***Trends in student learning:** At least two years of data, but preferably three whenever possible, from both state assessments and locally-bargained, district-determined measures, and used in determining the Educator's rating on impact on student learning as high, moderate or low.

- LL) **Walkthroughs:** An informal, brief visit by an administrator or designee to a classroom with the purpose of viewing general classroom impressions and not targeting a specific issue within a particular classroom. [#13A]

4. EVIDENCE USED IN EVALUATION

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

- A) Multiple measures of student learning, growth, and achievement, which will include:
- i) Measures of student progress on classroom assessments that are aligned with the Massachusetts Curriculum Frameworks or other relevant frameworks and are comparable within grades or subjects in a school;
 - ii) Statewide growth measures, where available, including the MCAS Student Growth Percentile and District-Determined Measures of student learning comparable across grade or subject district-wide. When scores are available, at least two years of data, but preferably three whenever possible, are required.
 - iii) Measures of student progress and/or achievement toward student learning goals are set between the Educator and Evaluator for the school year or some other period of time established in the Educator Plan.
 - iv) For Educators whose primary role is not as a classroom teacher, the appropriate measures of the Educator's contribution to student learning, growth, and achievement as locally bargained. The measures set by the district should be based on the Educator's role and responsibility.
- B) Judgments based on observations and artifacts of practice including:
- i) Unannounced observations of practice of any duration.
 - ii) Announced observation(s) for non-PTS Educators in their first year of practice in a school, Educators on Improvement Plans, and as determined by the Evaluator.
 - iii) Examination of Educator work products.
 - iv) Examination of student work samples.
- C) Evidence relevant to one or more Performance Standards, including but not limited to:
- i) Evidence compiled and presented by the Educator, including :
 - (a) Evidence of fulfillment of professional responsibilities and growth such as self-assessments, peer collaboration, professional development linked to goals in the Educator plans, contributions to the school community and professional culture;
 - (b) Evidence of active outreach to and engagement with families;
 - ii) Evidence of progress towards professional practice goal(s);
 - iii) Evidence of progress toward student learning outcomes goal(s).
 - iv) Student feedback collected by the district, starting in the 2013-2014 school year. On or before July 1, 2013, DESE will identify one or more instrument(s) for collecting student feedback and will publish protocols for administering the instrument(s), protecting student confidentiality, and analyzing student feedback.

5. RUBRIC

The rubrics are a scoring tool used for the Educator’s self-assessment, the formative assessment, the formative evaluation and the summative evaluation. In at least the first year of implementation, 2012-2013, the Attleboro Public Schools will use the rubrics provided by DESE attached to this agreement. A committee of representatives from both the administration and the AEA will review these rubrics and make recommendations for revisions. Any subsequent revised rubrics must be reviewed by DESE and negotiated before future adoption.

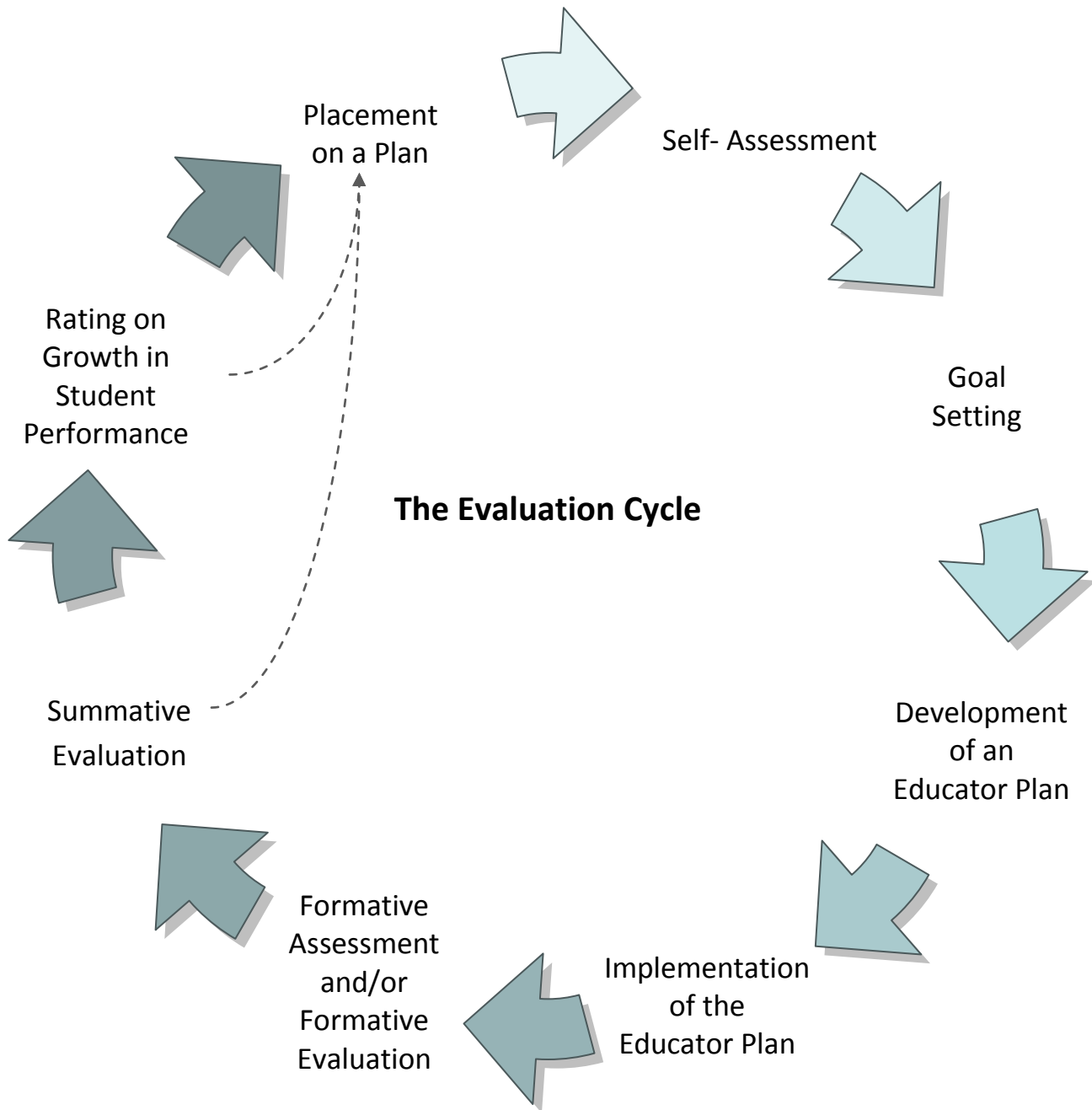
6. TEACHER RUBRIC AT-A-GLANCE

The 4 Standards, 16 Indicators, and 33 elements in the Model Rubric for teachers:

Standard I: Curriculum, Planning, and Assessment	Standard II: Teaching All Students	Standard III: Family and Community Engagement	Standard IV: Professional Culture
<p>A. Curriculum and Planning</p> <ol style="list-style-type: none"> 1. Subject Matter Knowledge 2. Child and Adolescent Development 3. Rigorous Standards-Based Unit Design 4. Well-Structured Lessons <p>B. Assessment</p> <ol style="list-style-type: none"> 1. Variety of Assessment Methods 2. Adjustments to Practice <p>C. Analysis</p> <ol style="list-style-type: none"> 1. Analysis and Conclusions 2. Sharing Conclusions With Colleagues 3. Sharing Conclusions With Students 	<p>A. Instruction</p> <ol style="list-style-type: none"> 1. Quality of Effort & Work 2. Student Engagement 3. Meeting Diverse Needs <p>B. Learning Environment</p> <ol style="list-style-type: none"> 1. Safe Learning Environment 2. Collaborative Learning Environment 3. Student Motivation <p>C. Cultural Proficiency</p> <ol style="list-style-type: none"> 1. Respects Differences 2. Maintains Respectful Environment <p>D. Expectations</p> <ol style="list-style-type: none"> 1. Clear Expectations 2. High Expectations 3. Access to Knowledge 	<p>A. Engagement</p> <ol style="list-style-type: none"> 1. Parent/Family Engagement <p>B. Collaboration</p> <ol style="list-style-type: none"> 1. Learning Expectations 2. Curriculum Support <p>C. Communication</p> <ol style="list-style-type: none"> 1. Two-Way Communication 2. Culturally Proficient Communication 	<p>A. Reflection</p> <ol style="list-style-type: none"> 1. Reflective Practice 2. Goal Setting <p>B. Professional Growth</p> <ol style="list-style-type: none"> 1. Professional Learning and Growth <p>C. Collaboration</p> <ol style="list-style-type: none"> 1. Professional Collaboration <p>D. Decision-Making</p> <ol style="list-style-type: none"> 1. Decision-making <p>E. Shared Responsibility</p> <ol style="list-style-type: none"> 1. Shared Responsibility <p>F. Professional Responsibilities</p> <ol style="list-style-type: none"> 1. Judgment 2. Reliability and Responsibility

7. EVALUATION CYCLE: OVERVIEW

All educators complete the evaluation cycle, which consists of eight distinct phases:



8. EVALUATION CYCLE: TRAINING AND ANNUAL ORIENTATION

- A) Prior to the implementation of the new evaluation process contained in this article, districts will arrange training for all Educators, principals, and other evaluators that outlines the components of the new evaluation process and provides an explanation of the evaluation cycle. The district through the superintendent will determine the type and quality of training based on guidance provided by DESE.
- B) By October 1st of the first year of this agreement, all Educators will complete a professional learning activity about self-assessment and goal-setting satisfactory to the superintendent or principal. This activity should include an overview of school goals and priorities, as well as professional development opportunities related to these goals and priorities. Any Educator hired after the date of the professional learning activity, and who has not previously completed such an activity, will complete such a professional learning activity about self-assessment and goal-setting within three months of the date of hire. The district through the superintendent will determine the type and quality of the learning activity based on guidance provided by DESE.
- C) Within the first ten (10) school days, the superintendent, principal, or designee will conduct a meeting for Educators and Evaluators focused substantially on educator evaluation. The superintendent, principal or designee will:
 - 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 faculty meeting may be digitally recorded to facilitate orientation of Educators hired after the beginning of the school year.

9. EVALUATION CYCLE: SELF-ASSESSMENT

- A) Completing the Self-Assessment
 - i) The evaluation cycle begins with the Educator completing and submitting to the Evaluator a self-assessment three (3) days prior to the Educator Development Conference, which is to be held by October 15th or within fifteen (15) school days of the start of their employment at the school.
 - ii) The self-assessment includes:
 - (a) An analysis of evidence of student learning, growth and achievement for students under the Educator's responsibility.
 - (1st) Summative data on students taught previously.
 - (2nd) Baseline data on current students.
 - (b) An assessment of practice against each of the four Performance Standards of effective practice using the district's rubric.
 - (c) Proposed goals to pursue:
 - (1st) At least one goal directly related to improving the Educator's own professional practice.
 - (2nd) At least one goal directed related to improving student learning.

B) Proposing the goals

- i) Educators must align goals with the *District* and/or *Whole School* improvement plans.
- ii) Educators need to 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 below. Educators should meet with teams to consider establishing team goals. Evaluators may participate in such meetings.
- iii) For Educators in their first year of practice, the Evaluator or his/her designee will meet with each Educator by October 1st (or within fifteen school days of the Educator's first day of employment if the Educator begins employment after September 15th) to assist the Educator in completing the self-assessment and drafting the professional practice and student learning goals (should be a team goal), which must include induction and mentoring activities.
- iv) Unless the Evaluator indicates that an Educator in his/her second or third years of practice should continue to address induction and mentoring goals pursuant to 603 CMR 7.12, the Educator may address shared grade level or subject area team goal(s).
- v) 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.
- vi) For Educators with PTS and ratings of needs improvement or unsatisfactory, the professional practice goal(s) must address specific standards and indicators identified for improvement. In addition, the goals may address shared grade level or subject area team goals.

10. EVALUATION CYCLE: GOAL SETTING AND DEVELOPMENT OF THE EDUCATOR PLAN

- A) Every Educator has an Educator Plan that includes, but is not limited to, one goal related to the improvement of practice and one goal for the improvement of student learning. The Plan also outlines actions the Educator must take to attain the goals established in the Plan and benchmarks to assess progress.
- B) To determine the goals to be included in the Educator Plan, the Evaluator reviews the goals the Educator has proposed in the Self-Assessment, using evidence of Educator performance and impact on student learning, growth and achievement based on the Educator's self-assessment and other sources that Evaluator shares with the Educator. The process for determining the Educator's impact on student learning, growth and achievement will be determined after DESE issues guidance on this matter.
- C) Educator Plan Development Meetings will be conducted as follows:
 - i) Educators in the same school may meet with the Evaluator in teams and/or individually at the end of the previous evaluation cycle or by October 15th of the next academic year to develop their Educator Plan. Educators will not be expected to meet during the summer hiatus.
 - ii) For those Educators new to the school, the meeting with the Evaluator to establish the Educator Plan must occur by October 15th or within six (6) weeks of the start of their assignment in that school.
 - iii) The Evaluator will meet individually with Educators with PTS and ratings of needs improvement or unsatisfactory to develop professional practice goal(s) that must address specific standards

and indicators identified for improvement. In addition, the goals may address shared grade level or subject matter goals.

- iv) For an Educator with Professional Teacher Status (PTS) with a rating of Proficient or Exemplary, the professional practice goals may be a team goal. In addition, the Educator rated Exemplary in an area may include professional practice goals that address enhancing skills in the rated area that enable the Educator to share practices with colleagues or to develop leadership skills.
- D) The Educator develops the Educator Plan and submits it to the Evaluator for review by November 1st.
- E) The Evaluator reviews and works with the Educator to finalize the Educator Plan by November 15th. The Educator shall sign the Educator Plan within 5 school days of its receipt and may include a written response. The Educator's signature indicates that the Educator received the plan in a timely fashion. The signature does not indicate agreement or disagreement with its contents. The Evaluator retains final authority over the content of the Educator's Plan.

11. EVALUATION CYCLE: OBSERVATION OF PRACTICE & EXAMINATION OF ARTIFACTS – EDUCATORS WITHOUT PTS

- A) In the first year of practice or first year assigned to a school and/or new position:
 - i) The Educator shall have at least one (1) announced observation, with pre- and post-conferences, during the school year.
 - ii) The Educator shall have at least four (4) unannounced observations during the school year.
- B) In their second and third years of practice or second and third years as a non-PTS Educator in the school:
 - i) The Educator shall have at least one (1) announced observation, with pre- and post-conferences, during the school year.
 - ii) The Educator shall have at least three (3) unannounced observations during the school year.

12. EVALUATION CYCLE: OBSERVATION OF PRACTICE & EXAMINATION OF ARTIFACTS – EDUCATORS WITH PTS

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

13. OBSERVATIONS

The Evaluator's first observation of the Educator should take place by November 30. Observations required by the Educator Plan must be completed by May 15th. The Evaluator may conduct additional observations after this date.

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

A) Unannounced Observations

- i) Unannounced Observations may be in the form of partial or full-period classroom visitations, or any other means deemed useful by the Evaluator, principal, superintendent or other administrator.
- ii) Learning Walks are a formal tool used in school and district improvement efforts. These targeted visits are designed to gain an overview of the overall school's progress toward specific school improvement goals.
- iii) Walkthroughs are an informal, brief visit by an administrator or designee to a classroom with the purpose of viewing general classroom impressions and not targeting a particular issue within a particular classroom.
- iv) Before any information noted during an observation can be used in an educator's evaluation, it must first be shared with the educator. The Educator will be provided with at least brief written feedback from the Evaluator within five (5) school days of the observation. The written feedback will be delivered to the Educator in person, by email, or mailed to the Educator's home if the educator is on leave.
- v) Any observation or series of observations resulting in one or more standards judged to be unsatisfactory or needs improvement requires written feedback that explicitly notifies the Educator and must be followed by at least one (1) observation within twenty (20) school days.

B) Announced Observations

- i) The Evaluator will select the date and time of the lesson or activity to be observed and discuss with the Educator any specific goal(s) for the observation.
- ii) Within five (5) school days of the scheduled observation, the Evaluator and Educator will meet for a pre-observation conference.
 - (a) The Educator will 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.
 - (b) Every effort will be made to keep scheduled observations. The Educator will be notified as soon as possible if the Evaluator will not be able to attend the scheduled observation. The rescheduled observation will be set with the Educator within five school days.
- iii) Within five (5) school days of the observation, the Evaluator and Educator will meet for a post-observation conference. This timeframe may be extended due to unavailability on the part of either the Evaluator or the Educator, but will be rescheduled within one (1) school day if possible.

- iv) The Evaluator will provide the Educator with written feedback within five (5) school days of the post-observation conference. For any standard where the Educator's practice was found to be unsatisfactory or needs improvement, the feedback must:
 - (a) Describe the basis for the Evaluator's judgment.
 - (b) Describe the specific actions the Educator must take to improve his/her performance in order to meet the identified standard.
 - (c) Identify available support and/or resources the Educator may use in his/her improvement.
 - (d) Describe the specific indicators of success that reflect improvement.

14. EVALUATION CYCLE: FORMATIVE ASSESSMENT

- A) A specific purpose for evaluation is to promote student learning, growth and achievement by providing Educators with feedback for improvement. Evaluators are expected to make frequent unannounced visits to classrooms. Evaluators are expected to give targeted constructive feedback to Educators based on their observations of practice, examination of artifacts, and analysis of multiple measures of student learning, growth and achievement in relation to the Standards and Indicators of Effective Teaching Practice.
- B) Formative Assessment may be ongoing throughout the evaluation cycle but typically takes place mid-cycle when a Formative Assessment report is completed. For an Educator on a two-year Self-Directed Growth Plan, the mid-cycle Formative Assessment report is replaced by the Formative Evaluation report at the end of year one.
- C) The Formative Assessment report provides written feedback and ratings to the Educator about his/her progress towards attaining the goals set forth in the Educator Plan, performance on Performance Standards and overall, or both. The Educator's performance ratings for this report will be assumed to be the same as the previous Summative Evaluation unless otherwise documented with appropriate evidence.
- D) An Evidence Conference will be collaboratively agreed upon to occur no less than fifteen (15) school days before the scheduled Formative Assessment Conference. At the Evidence Conference the Educator will provide to the Evaluator evidence of progress toward attaining both professional practice and student learning goals, fulfillment of professional responsibility and growth, and family outreach and engagement. The educator may provide to the evaluator additional evidence of the educator's performances against the four Performance Standards.
- E) Upon the request of either party or in all instances when the Educator is found to be less than Proficient in any area or overall, the Evaluator and the Educator will meet to discuss the Formative Assessment report at a Formative Assessment Conference to be collaboratively agreed upon to occur before February 1st.
- F) The Evaluator will complete the Formative Assessment report, which is to be signed by the Educator. 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. The Evaluator will then sign the report and provide a signed copy of the Formative Evaluation report to the Educator in person, electronically, or by mail to the Educator's home if the Educator is on leave.

- G) The Educator may reply in writing to the Formative Assessment report within seven (7) school days of receiving the report. The Educator's reply will be attached to the Formative Assessment report.
- H) As a result of the Formative Assessment report, the Evaluator may change the activities in the Educator Plan.
- I) The Educator's performance rating for this report will be assumed to be the same as the previous Summative Evaluation unless evidence demonstrates a significant change in performance. If the rating in the Formative Assessment report differs from the last summative rating the Educator received, the Evaluator may place the Educator on a different Educator Plan, appropriate to the new rating. 603 CMR 35.06.(5)(d)

15. EVALUATION CYCLE: FORMATIVE EVALUATION FOR TWO YEAR SELF-DIRECTED PLANS ONLY

- A) Educators on two year Self-Directed Growth Educator Plans receive a Formative Evaluation report no later than June 1st of the first year of the two year cycle. The Educator's performance rating for that year will 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. Notification under such circumstances is required by May 15th.
- 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) An Evidence Conference will be collaboratively agreed upon to occur no less than fifteen (15) school days before the scheduled Formative Assessment Conference. At the Evidence Conference the Educator will provide to the Evaluator evidence of progress toward attaining both professional practice and student learning goals, fulfillment of professional responsibility and growth, and family outreach and engagement. The educator may provide to the evaluator additional evidence of the educator's performances against the four Performance Standards.
- D) Upon the request of either party or in all instances when the Educator is found to be less than Proficient in any area or overall, the Evaluator and the Educator will meet to discuss the Formative Evaluation report at a Formative Assessment Conference to be collaboratively agreed upon to occur before June 1st.
- E) The Evaluator will complete the Formative Evaluation report, which is to be signed by the Educator. The signature indicates that the Educator received the Formative Evaluation report in a timely fashion. The signature does not indicate agreement or disagreement with its contents. The Evaluator will then sign the report and provide a signed copy of the Formative Evaluation report to the Educator in person, electronically, or by mail to the Educator's home if the Educator is on leave.
- F) The Educator may reply in writing to the Formative Evaluation report within seven (7) school days of receiving the report. The Educator's reply will be attached to the Formative Assessment report.
- G) As a result of the Formative Evaluation report, the Evaluator may change the activities in the Educator Plan.

- J) The Educator's performance rating for this report will be assumed to be the same as the previous summative evaluation unless evidence demonstrates a significant change in performance. If the rating in the Formative Evaluation report differs from the last summative rating the Educator received, the Evaluator may place the Educator on a different Educator Plan, appropriate to the new rating. 603 CMR 35.06.(5)(d)

16. EVALUATION CYCLE: SUMMATIVE EVALUATION

- A) The evaluation cycle concludes with a summative evaluation report. For Educators on a one or two year Educator Plan, the summative report must be written and provided to the educator by June 10th.
- 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 will 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 will discuss and review the rating with the evaluator and the supervisor will confirm or revise the educator's rating. In cases where the superintendent serves as the primary evaluator, the superintendent's decision on the rating will not be subject to review.
- E) The summative evaluation rating must be based on evidence from multiple categories of evidence. MCAS Growth scores will not be the sole basis for a summative evaluation rating.
- F) To be rated proficient overall, the Educator will, at a minimum, have been rated proficient on the Curriculum, Planning and Assessment and the Teaching All Students Standards of Effective Teaching Practice.
- G) An Evidence Conference will be collaboratively agreed upon to occur no less than fifteen (15) school days before the scheduled Summative Assessment Conference. At the Evidence Conference the Educator will provide to the Evaluator evidence of progress toward attaining both professional practice and student learning goals, fulfillment of professional responsibility and growth, and family outreach and engagement. The educator may provide to the evaluator additional evidence of the educator's performances 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 will meet with the Educator rated needs improvement or unsatisfactory to discuss the Summative Evaluation. The meeting will occur by June 1st.
- J) The Evaluator will meet with the Educator rated proficient or exemplary to discuss the Summative Evaluation. The meeting will occur by June 10th.
- K) The Evaluator will complete the Summative Evaluation report, which is to be signed by the Educator. 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. The Evaluator will then sign the

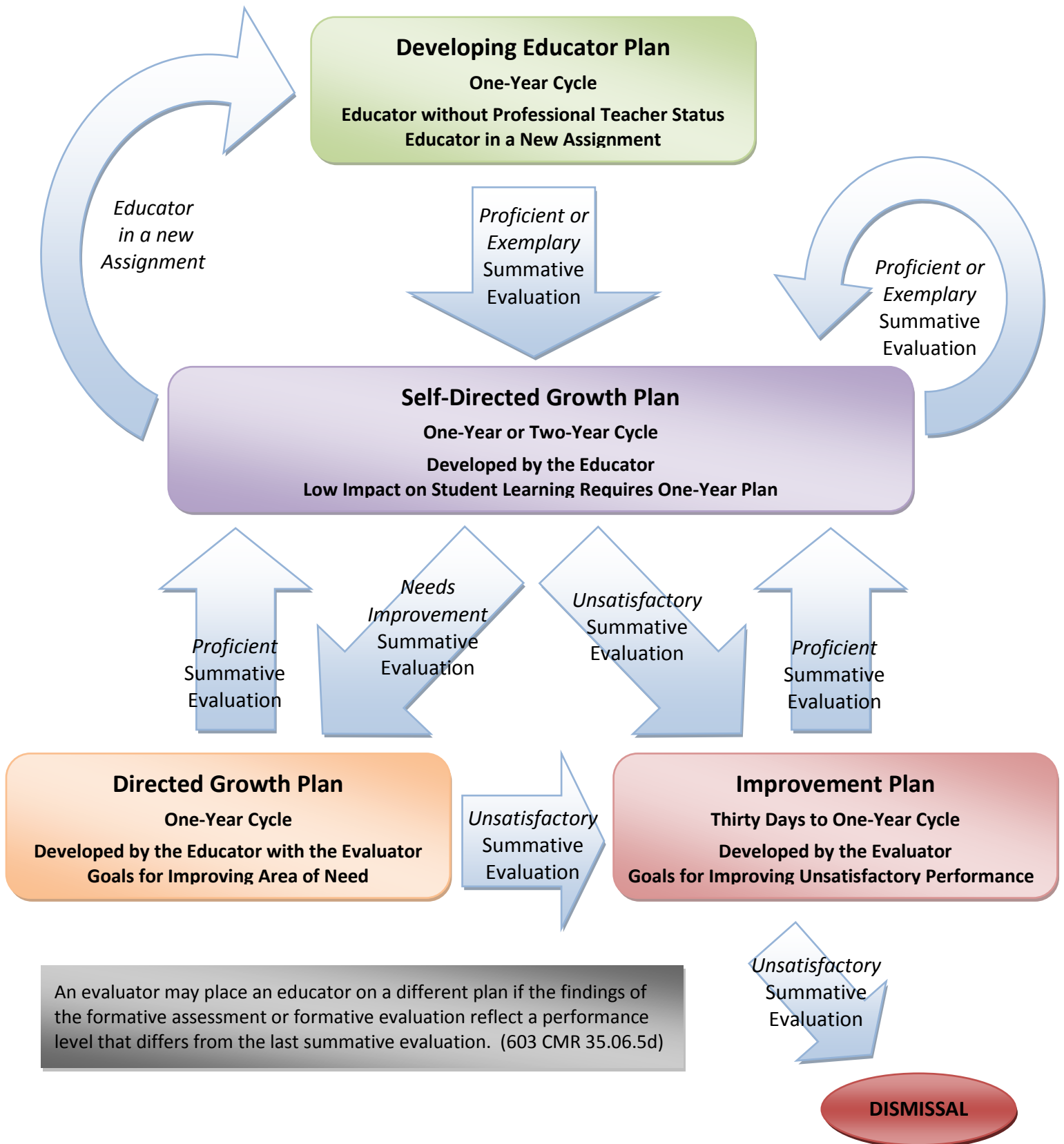
report and provide a signed copy of the Formative Evaluation report to the Educator in person, electronically, or by mail to the Educator's home if the Educator is on leave. The Educator may request a follow-up conference within two (2) school days.

- L) Upon mutual agreement, the Educator and the Evaluator may develop the Self-Directed Growth Plan for the following two years during the meeting on the Summative Evaluation report.
- M) The Educator will have the right to respond in writing to the Summative Evaluation within seven (7) school days, which will be attached to the final Summative Evaluation report.
- N) A copy of the signed final Summative Evaluation report will be filed in the Educator's personnel file.

17. EDUCATOR PLANS – GENERAL

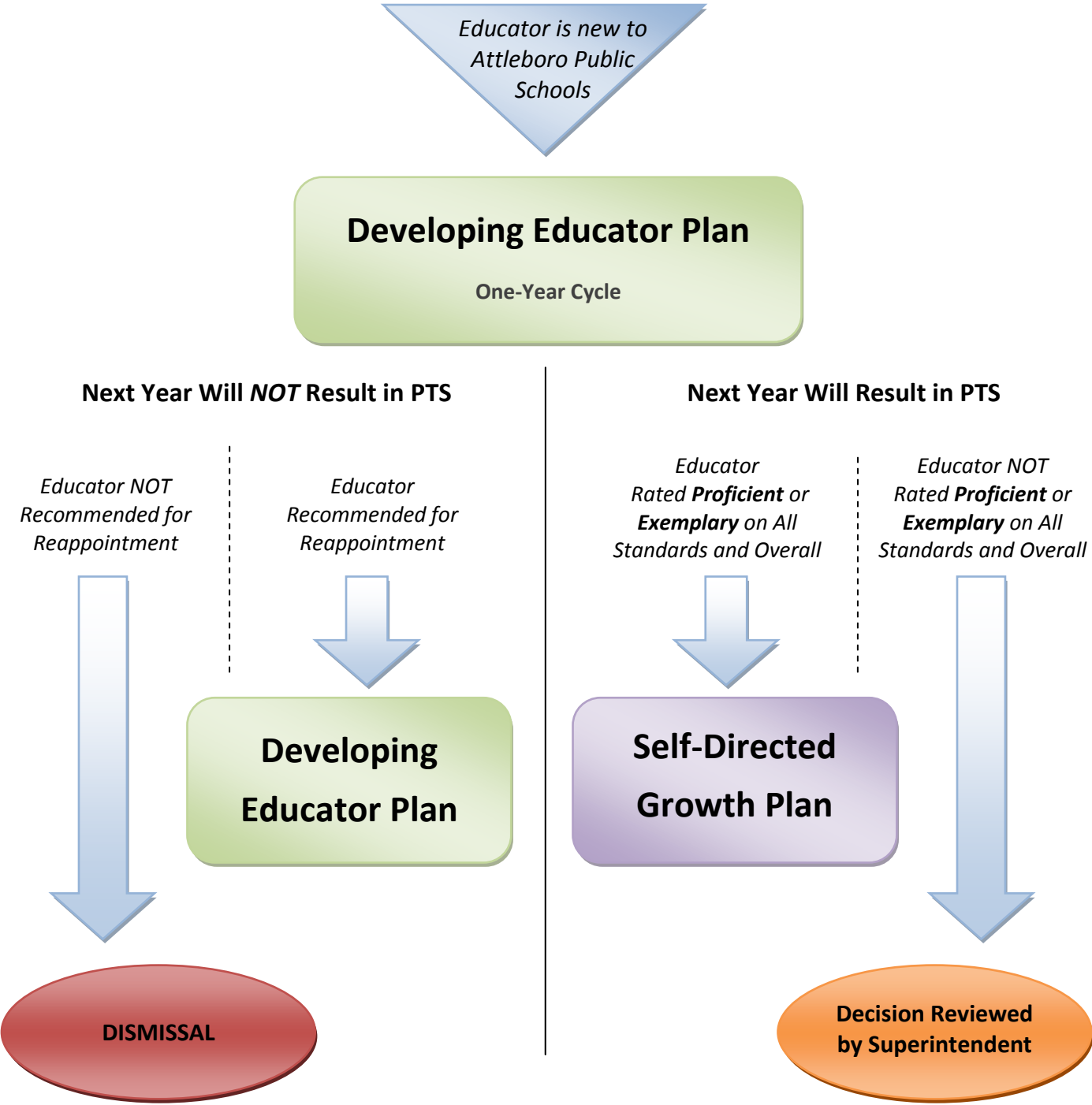
- A) Educator Plans will be designed to provide Educators with feedback for improvement, professional growth, and leadership; and to ensure Educator effectiveness and overall system accountability. The Plan must be aligned to the standards and indicators and be consistent with district and school goals.
- B) The Educator Plan will include:
 - i) At least one goal related to improvement of practice tied to one or more Performance Standards;
 - ii) At least one goal for the improvement the learning, growth and achievement of the students under the Educator's responsibility;
 - iii) An outline of actions the Educator must take to attain the goals and benchmarks to assess progress. Actions must include specified professional development and learning activities that the Educator will participate in as a means of obtaining the goals, as well as other support that may be suggested by the Evaluator or provided by the school or district. Examples may include but are not limited to coursework, self-study, action research, curriculum development, study groups with peers, and implementing new programs.
- C) It is the Educator's responsibility to attain the goals in the Plan and to participate in any trainings and professional development provided through the state, district, or other providers in accordance with the Educator Plan.

18. EDUCATOR PLAN FLOWCHART

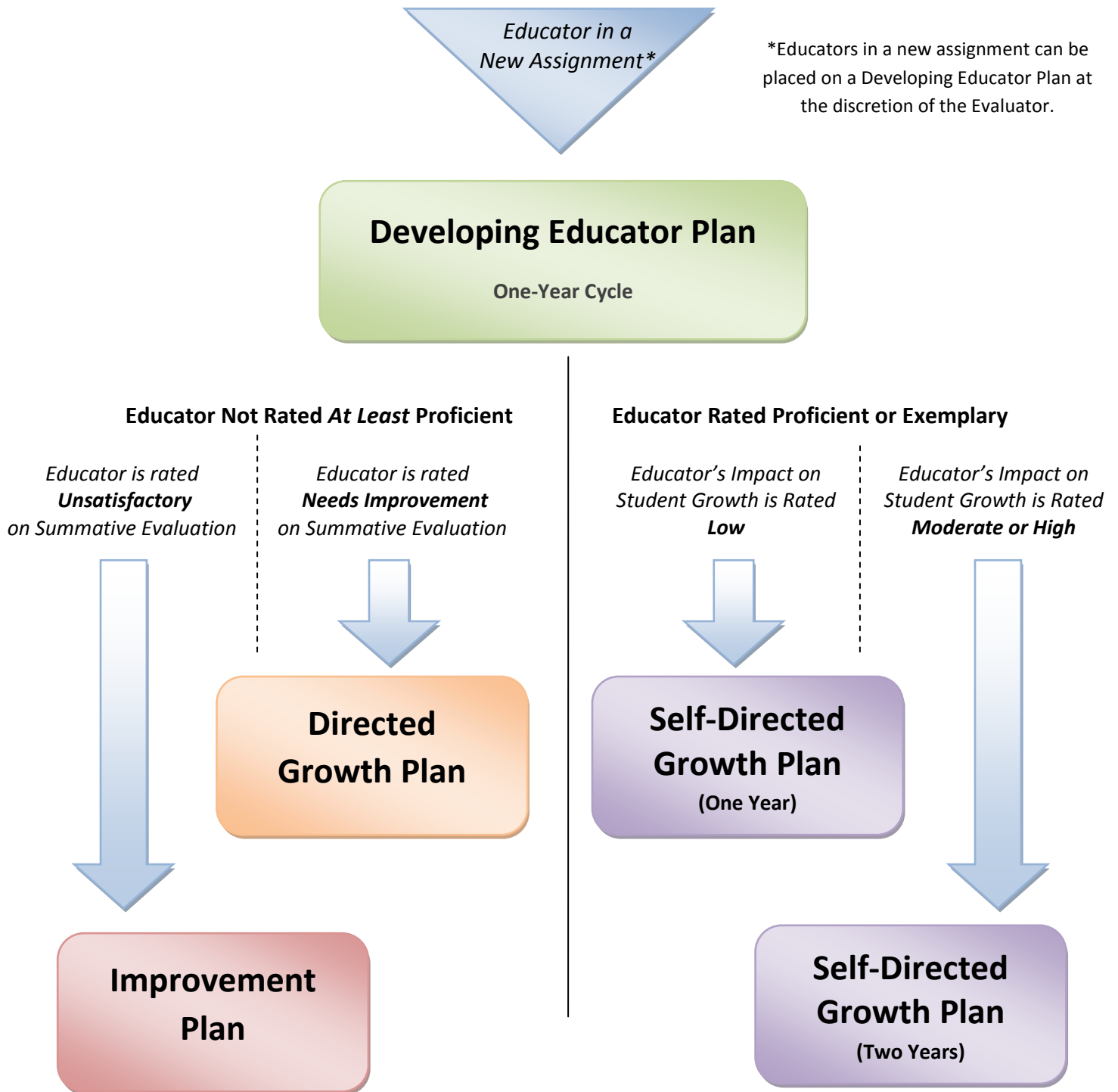


An evaluator may place an educator on a different plan if the findings of the formative assessment or formative evaluation reflect a performance level that differs from the last summative evaluation. (603 CMR 35.06.5d)

19. DEVELOPING EDUCATOR PLAN (NEW EDUCATOR)



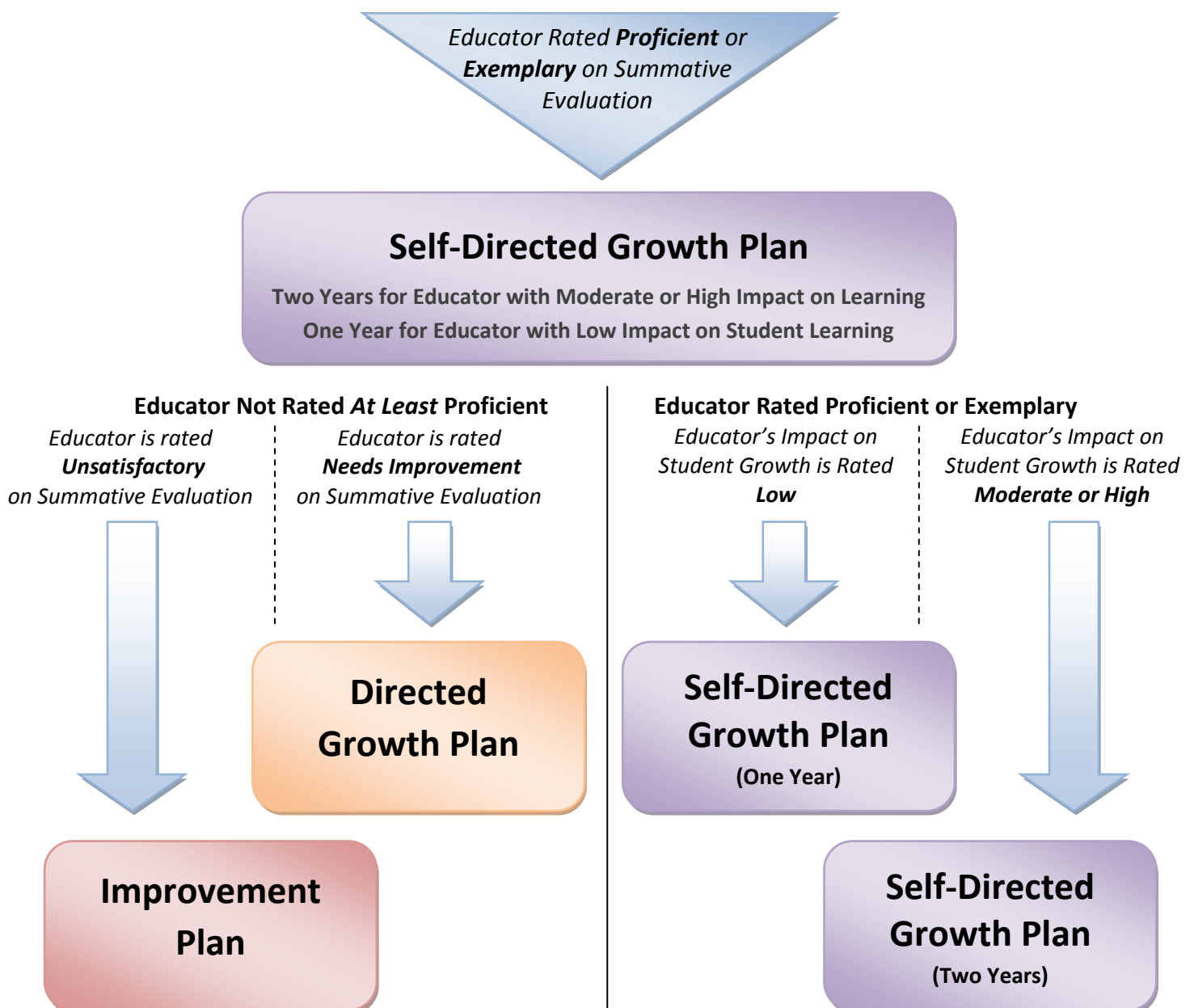
20. DEVELOPING EDUCATOR PLAN (NEW ASSIGNMENT)



*Educators in a new assignment can be placed on a Developing Educator Plan at the discretion of the Evaluator.

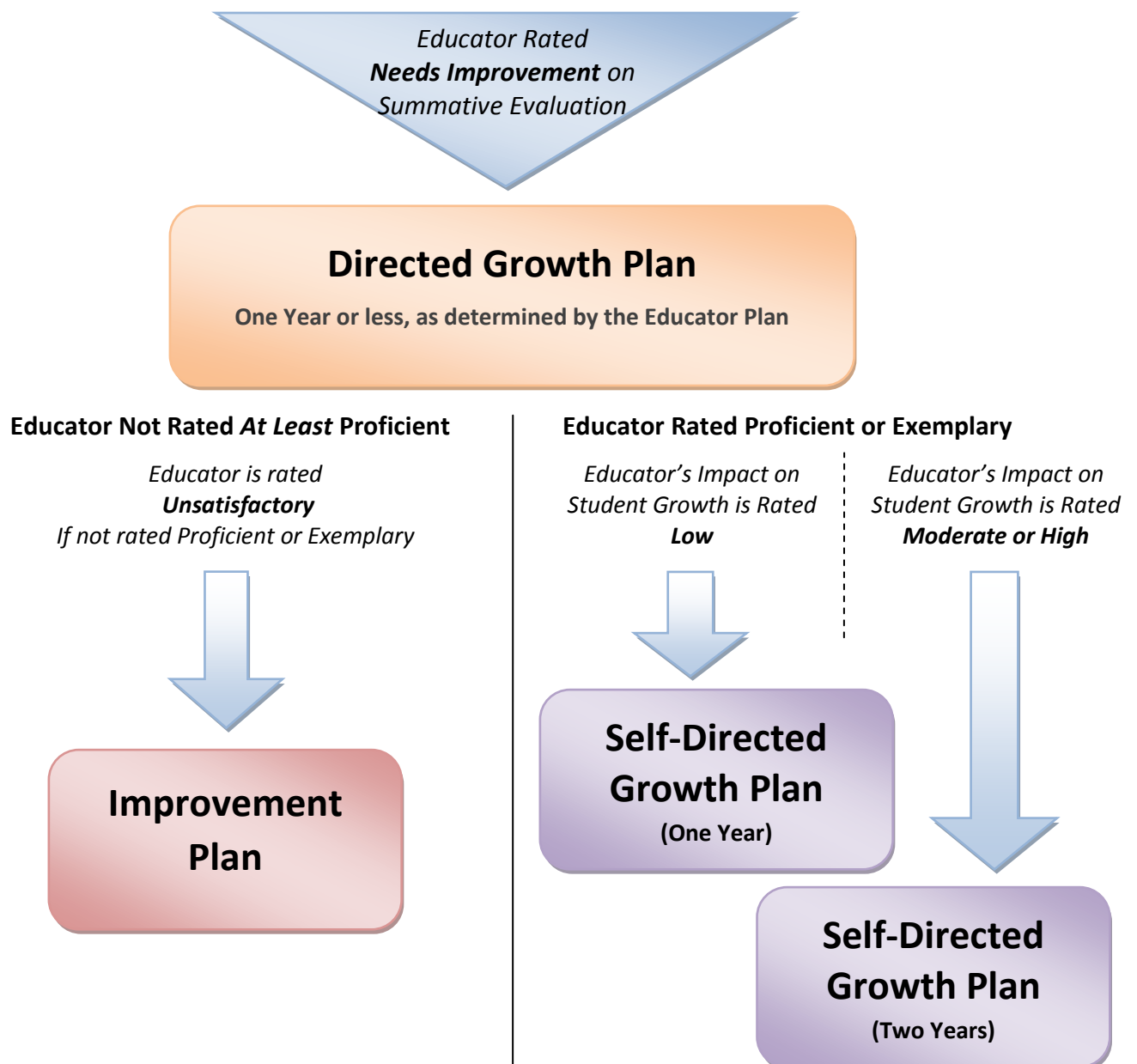
21. Educator Plans: Self-Directed Growth Plan

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



22. EDUCATOR PLANS: DIRECTED GROWTH PLAN

- A) A Directed Growth Plan is for those Educators with PTS whose overall rating is Needs Improvement.
- B) The goals in the Plan must address areas identified as needing improvement as determined by the Evaluator.
- C) The Evaluator will complete a summative evaluation for the Educator at the end of the period determined by the Plan, but in no case later than June 1st.
- D) For an Educator on a Directed Growth Plan whose overall performance rating is at least proficient, the Evaluator will place the Educator on a Self-Directed Growth Plan for the next Evaluation Cycle.
- E) For an Educator on a Directed Growth Plan whose overall performance rating is 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.



23. 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 at least twenty-two (22) school days within the school year and no more than one school year.
- C) The Evaluator must complete a Summative Evaluation for the Educator at the end of the period determined by the Evaluator for the Improvement Plan.
- D) An Educator on an Improvement Plan will be assigned an Evaluator who is responsible for providing the Educator with guidance and assistance in accessing the resources and professional development outlined in the Improvement Plan.
- E) The Improvement Plan will define the problem(s) of practice identified through the observations and evaluation and detail the improvement goals to be met, the specific actions the Educator must take to improve, and the assistance to be provided to the Educator by the district/school.
- F) The notification process will include:
 - i) Within ten (10) school days of notification to the Educator that the Educator is being placed on an Improvement Plan, the Evaluator will schedule a meeting with the Educator to discuss the Improvement Plan. The Evaluator will develop the Improvement Plan, which will include the provision of specific assistance to the Educator.
 - ii) The Educator may request that a representative of the Attleboro Education Association attend the meeting(s).
 - iii) The Evaluator will inform the Educator that she/he may notify the Attleboro Education Association that he/she has been placed on an Improvement Plan.
- G) The Improvement Plan will:
 - i) Define the improvement goals directly related to the performance standard(s), indicators, elements, and/or student learning outcomes that must be improved.
 - ii) Describe the specific activities and work products the Educator must complete as a means of improving performance.
 - iii) Describe the assistance that the district/school will make available to the Educator.
 - iv) Articulate the measurable outcomes that will be accepted as evidence of improvement.
 - v) Detail the timeline for completion of each component of the Plan, including at a minimum a mid-cycle formative assessment report of the relevant standard(s) and indicator(s).
 - vi) Identify the individuals assigned to assist the Educator, which must include minimally the Evaluator.
 - vii) Include the signatures of the Educator and Evaluator.
- H) The Evaluator will complete the Improvement Plan, which is to be signed by the Educator. The signature indicates that the Educator received the Improvement Plan in a timely fashion. The signature does not indicate agreement or disagreement with its contents. The Evaluator will then sign the report and provide

a signed copy of the Improvement Plan report to the Educator in person, electronically, or by mail to the Educator's home if the Educator is on leave.

- I) A decision on the Educator's status will be made at the conclusion of the Improvement Plan. All determinations below must be made no later than June 1. One of three decisions must be made:
 - 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 appropriate progress toward proficiency, the Evaluator will place the Educator on a Directed Growth Plan.
 - iii) If either the Evaluator determines that the Educator's practice remains at the level of unsatisfactory, or 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, the Evaluator determines that the Educator is not making appropriate progress toward proficiency, then the Evaluator will recommend to the superintendent that the Educator be dismissed.

Educator Rated
Unsatisfactory on
Summative Evaluation

Improvement Plan

Twenty-Two School Days to One Year

Educator Not Rated *At Least Proficient*

Educator is rated
Unsatisfactory
on Summative Evaluation

Educator was placed on an
Improvement Plan from a
Directed Growth Plan and is
determined to be making
Substantial Progress

Educator Rated Proficient or Exemplary

Educator's Impact on
Student Growth is Rated
Low

Educator's Impact on
Student Growth is Rated
Moderate or High

**Directed
Growth Plan**

**Self-Directed
Growth Plan**
(One Year)

**Self-Directed
Growth Plan**
(Two Years)

DISMISSAL

24. TIMELINES

Educators without PTS or on One Year Plans

Activity:	Completed By:
Superintendent, principal or designee meets with evaluators and educators to explain evaluation process	1 st ten (10) school days
Evaluator meets with first-year educators to assist in self-assessment and goal setting process	October 1
All Educators submit self-assessment and proposed goals three (3) school days prior to the scheduled Educator Plan Development Conference	October 15
Educator completes and submits proposed Educator Plan to Evaluator	November 1
Evaluator should complete first observation of each Educator	November 30
Evaluator conducts Evidence Conference at least fifteen (15) school days prior to the scheduled Formative Assessment Conference.	January 10
Evaluator should complete mid-cycle Formative Assessment Reports for Educators on one-year Educator Plans and holds Formative Assessment Conference as needed.	February 1
Evaluator conducts Evidence Conference at least fifteen (15) school days prior to the scheduled Summative Conference for Educators without PTS.	April 20
Evaluator completes Summative Evaluation Report and meets with Educators without Professional Teaching Status	May 15
Evaluator conducts Evidence Conference at least fifteen (15) school days prior to the scheduled Summative/Formative Assessment Conference for Educators with PTS.	May 20
Evaluator completes Summative/Formative Evaluation Report and conducts Evaluation Conference with Educators whose overall ratings are Needs Improvement or Unsatisfactory	June 1
Evaluator completes Summative/Formative Evaluation Report and conducts Evaluation Conference with Educators whose overall ratings are Proficient or Exemplary	June 10

Educators with PTS on Two Year Plans

Activity:	Completed By:
Evaluator completes unannounced observation(s)	May 15 of Year Two
Evaluator completes Formative Evaluation Report	June 1 of Year One
Evaluator conducts Formative Evaluation Conference as needed	June 1 of Year One
Evaluator completes Summative Evaluation Report and conducts Summative Evaluation Conference with Educators whose overall ratings are Needs Improvement or Unsatisfactory	June 1 of Year Two
Evaluator completes Summative Evaluation Report and conducts Summative Evaluation Conference with Educators whose overall ratings are Proficient or Exemplary	June 10 of Year Two

25. CAREER ADVANCEMENT

- A) In order to attain Professional Teacher Status, the Educator should achieve ratings of proficient or exemplary on each Performance Standard and overall. A principal considering making an employment decision that would lead to PTS for any Educator who has not been rated proficient or exemplary on each performance standard and overall on the most recent evaluation shall confer with the superintendent by May 1st. 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.

26. GENERAL PROVISIONS

- A) Only Educators who are licensed may serve as Evaluators of Educators.
- B) Evaluators shall not make negative comments about the Educator's performance, or comments of a negative evaluative nature, in the presence of students, parents or other staff, except in the unusual circumstance where the Evaluator concludes that s/he must immediately and directly intervene. Nothing in this paragraph is intended to limit an administrator's ability to investigate a complaint, or secure assistance to support an Educator.
- C) The superintendent shall insure that Evaluators have training in supervision and evaluation, including the regulations and standards and indicators of effective teaching practice promulgated by DESE (35.03), and the evaluation Standards and Procedures established in this Agreement.
- D) Should there be a serious disagreement between the Educator and the Evaluator regarding an overall summative performance rating of unsatisfactory, the Educator may, within ten (10) school days of the Summative Evaluation Conference, request a meeting 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 Evaluator's supervisor.
- E) Violations of this article are subject to the grievance and arbitration procedures.