

***DRAFT 6/17/19***

# **Educator Evaluation**

Unit A Contract Language, Canton Public Schools

Adapted from the MA Model System for Educator Evaluation,  
in accordance with DESE [revised regulations](#), February 2017

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## 1. Recognition

This contract language is negotiated by the Canton School Committee and the Canton Teachers Association and is based on [M.G.L., c.71, § 38](#); [M.G.L. c.150E](#); Educator Evaluation regulations [603 CMR 35.00](#) et seq.; and the [Model System for Educator Evaluation](#) developed by the Department of Elementary and Secondary Education.

In the event of a conflict between this collective bargaining agreement and the governing laws and regulations, the laws and regulations will prevail.

## 2. Purposes of Educator Evaluation<sup>1</sup>

- A. The regulatory purposes of evaluation are:
1. to promote student learning, growth, and achievement by providing educators with feedback for improvement, enhanced opportunities for professional growth, and clear structures for accountability;
  2. to provide a record of facts and assessments for personnel decisions; and,
  3. to ensure that every school committee has a system to enhance the professionalism and accountability of teachers and administrators that will enable them to assist all students to perform at high levels and to assure effective teaching and administrative leadership.

## 3. Definitions<sup>2</sup>

- A. **Artifacts of professional practice** Products of an educator's work and student work samples that demonstrate the educator's knowledge and skills with respect to specific Performance standards
- B. **Caseload educator** Educators who teach or counsel individual or small groups of students through consultation with the regular classroom teacher, for example, school nurses, guidance counselors, speech and language pathologists, and some reading specialists and special education teachers
- C. **Classroom teacher** Educators who teach preK-12 whole classes, and teachers of special subjects as such as art, music, library, and physical education; may also include special education teachers and reading specialists who teach whole classes
- D. **Categories of evidence** Multiple measures of student learning, growth, and achievement judgments based on observations and artifacts of professional practice, including unannounced observations of practice of at least ten minutes and additional evidence relevant to one or more Standards of Effective Teaching Practice ([603 CMR 35.03](#)) (including Student Feedback)
- E. **Common assessments** Identical or comparable assessments of student learning, growth, and achievement related to the [MA Curriculum Frameworks](#), MA Vocational Technical Education Frameworks, or other relevant frameworks used by educators in the same role across the district. These assessments may be commercial assessments or district-developed, and may include, but

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<sup>1</sup> See [603 CMR 35.01](#)

<sup>2</sup> Most definitions based on [603 CMR 35.02](#)

are not limited to: portfolios, pre- and post-tests, unit and course assessments, performance assessments, and capstone projects that have been agreed upon by the Administration and CTA.

- F. **DESE** Department of Elementary and Secondary Education
- G. **Educator(s)** Inclusive term that applies to all classroom teachers and caseload educators, unless otherwise noted
- H. **Educator plan** Growth or improvement actions identified as part of each educator's evaluation. The type and duration of the plan shall be determined by the evaluator. The educator plan shall include, but is not limited to:
  - i. at least one goal related to the improvement of practice;
  - ii. one goal for the improvement of student learning;
  - iii. an action plan with benchmarks for goals established in the plan; and,
  - iv. the evaluator's final assessment of the educator's attainment of the goals.

All elements of the educator plan are subject to the evaluator's approval.

There are four types of educator plans:

- i. **Developing Educator Plan** For PrePTS educators in each of their first three years in the district, developed by the educator and the evaluator, with duration for one school year or less; or, at the discretion of an evaluator, for PTS educators in a new assignment
  - ii. **Self-Directed Growth Plan** For PTS educators rated Proficient or Exemplary, developed by the educator, with duration of one or two school years
  - iii. **Directed-Growth Plan** For PTS educators rated Needs Improvement, developed by the educator and the evaluator, with duration of one school year or less
  - iv. **Improvement Plan** or PTS educators rated Unsatisfactory, developed by the evaluator, with duration of at least thirty school days and no more than one school year; goals are specific to improving the educator's unsatisfactory performance; when educator is rated Unsatisfactory close to the end of a school year, the plan may include activities during the summer preceding the next school year
- I. **Evaluation** The ongoing process of defining goals and identifying, gathering, and using information as part of a process to improve professional performance (the "formative evaluation" and "formative assessment") and to assess total job effectiveness and make personnel decisions (the "summative evaluation")
  - J. **Evaluator** Any person designated by a Superintendent who has responsibility for observation and evaluation. The Superintendent is responsible for ensuring that all evaluators have training in the principles of supervision and evaluation.
    - i. **Primary Evaluator** Person who determines the educator's performance ratings and evaluation. Each educator will have one Primary Evaluator at any one time
    - ii. **Supervising Evaluator** Person responsible for providing an educator on an Improvement Plan with guidance and assistance in accessing the resources and professional development outlined in their plan and for developing the educator plan, supervising the educator's progress through formative assessments, evaluating the educator's progress toward attaining the plan goals, and making recommendations about evaluation ratings

to the Primary Evaluator at the end of the educator plan. The Supervising Evaluator may be the Primary Evaluator or their designee.

- i. **Teachers assigned to more than one building** An administrator in the assignment where the teacher works most of their time will evaluate a teacher assigned to more than one building. 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 predominant assignment, the Superintendent will determine the Primary Evaluator.
  - ii. **Notification** Educators shall be notified in writing of their Primary Evaluator (and Supervising Evaluator, if any) at the outset of each new evaluation cycle. The evaluator(s) may be changed upon written notification to the educator.
- K. **Evaluation cycle** Process that all educators follow, with five components:
  - i. Self-assessment
  - ii. Goal-setting and educator plan development
  - iii. Implementation of the plan
  - iv. Formative assessment/evaluation
  - v. Summative evaluation
- L. **Expected impact** Expected impact shall mean the educator meets or exceeds anticipated student learning gains that have been mutually agreed upon by the educator and the evaluator on multiple measures of student learning, growth, and achievement. The evaluator shall use professional judgment to determine whether the educator is having expected impact on student learning, based on student learning gains on common assessments and, where available, statewide student growth measures. **The evaluator's professional judgment shall include, but is not limited to, consideration of the educator's student population and specific learning context.** The Canton School Committee and the CTA agree to continue to develop a shared understanding of student assessment and educator impact on student learning.
- M. **Experienced educator** Educator with Professional Teacher Status (PTS educator)
- N. **Family** Students' parents, legal guardians, foster parents, or primary caregivers
- O. **Formative Assessment** 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 mid-cycle.
- P. **Formative Evaluation** Evaluation, typically at mid-cycle, used to arrive at a rating on progress towards attaining the goals set forth in the plans, performance on Standards and Indicators of Effective Teaching Practice, or both
- Q. **Goal** Specific, actionable, and measurable area of improvement set forth in an educator's plan. A goal may pertain to any or all of the following: educator practice in relation to Performance Standards, educator practice in relation to Indicators, or specified improvement in student learning, growth, and achievement; goals may be developed by individual educators, by the evaluator, or by teams, departments, or groups of educators who have the same role.
- R. **Measurable** That which can be classified or estimated in relation to a scale, rubric, or standards
- S. **Multiple measures** Combination of classroom, school, and district assessments, and student growth percentiles where available, and student ACCESS gain scores

- T. **New assignment** Operating under a new license and/or working in a new building and/or grade level
- U. **Observation** Data-gathering process that includes notes and judgments made by the evaluator during one or more classroom or worksite visits for a minimum of ten minutes and which may include examination of artifacts of practice; observation may occur in person or through video.

Video observations shall be voluntary and conducted transparently, with the knowledge of the educator. The parties agree to bargain the protocols of video observations should either party wish to adopt such practice. The district may use the videotape for training purposes, with the consent of the educator. Ultimately, the district will return the video to the educator. Classroom or worksite observations conducted pursuant to this article must result in feedback to the educator. Normal supervisory responsibilities of department, building, and district administrators will also cause administrators to drop in on classes and other activities in the worksite at various times as deemed necessary by the administrator. These supervisory responsibilities, when they do not result in targeted and constructive feedback to the educator, are not observations as defined in this Article.

- V. **Parties** Parties to this agreement are the Canton School Committee and the Canton Teachers Association (CTA), the employee organization that represents the educators covered by this agreement for purposes of collective bargaining.

- W. **Performance rating** Describes the educator’s performance on each performance standard and overall. There are four performance ratings:

- i. **Exemplary** Performance consistently and significantly exceeds the requirements of a standard or overall; an Exemplary rating on a standard indicates practice that significantly exceeds Proficient and could serve as a model of practice on that standard district-wide
- ii. **Proficient** Performance fully and consistently meets requirements of a standard or overall; proficient practice is fully satisfactory
- iii. **Needs Improvement** Performance is below the requirements of a standard or overall, but is not considered Unsatisfactory at this time; improvement is necessary and expected
- iv. **Unsatisfactory** 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.

- X. **Performance Standards** Standards and indicators pursuant to M.G.L. c. 71, § 38, consistent with and supplemental to 603 CMR 35.00; standards and indicators may be developed locally, or the parties may agree to limit standards and indicators to those set forth in 603 CMR 35.03

- Y. **Professional Teacher Status (PTS)** Status granted to educators pursuant to M.G.L. c. 71, § 41; educators who have not yet earned Professional Teacher Status are identified as PrePTS educators in this document

- Z. **Rating of overall educator performance** Based on evaluator’s professional judgment and examination of evidence of the educator’s performance against the four Performance Standards and the educator’s attainment of the goals outlined in the educator plan

- AA. **Rubric** Scoring tool describing characteristics of practice or artifacts at different levels of performance

- BB. **Student learning indicator** Demonstrates expected impact, as mutually agreed upon by educator and evaluator, on student learning, based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available
- CC. **Summative 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
- DD. **Superintendent** Person employed by the school committee pursuant to M.G.L. c. 71 §59 or §59A; Superintendent is responsible for the implementation of 603 CMR 35.00
- EE. **Teacher** Any person employed in a position requiring a certificate or license as described in 603 CMR 7.04(3) or who has been approved as an instructor in the area of vocational education as provided in 603 CMR 4.00. Teacher may include, for example, classroom teachers, librarians, guidance counselors, or school nurses.

#### 4. Rubrics

Rubrics for the Standards and Indicators of Effective Teaching Practice<sup>3</sup> are scoring tools used to rate educators on Performance Standards. They are used for educator self-assessment, formative assessment, formative evaluation, and summative evaluation. The district may use either the rubrics provided by ESE or comparably rigorous and comprehensive rubrics developed or adopted by the district and reviewed and approved by DESE.

The rubrics are structured as follows:

**Standards:** four broad categories of professional practice:

Standard 1: Curriculum, Planning and Assessment

Standard 2: Teaching All Students

Standard 3: Family and Community Engagement

Standard 4: Professional Culture

**Indicators:** aspects of each standard

**Elements:** individual components under each Indicator

**Descriptors:** describe practice at four levels of performance for each element

#### 5. Annual Orientation to Educator Evaluation<sup>4</sup>

- A. The Superintendent, Principal, or designee shall conduct a meeting by the third Friday in September each year for all educators and evaluators that is focused substantially on educator evaluation. The Superintendent, Principal or designee shall:
  - i. provide an overview of evaluation process, including goal setting and educator plans;

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<sup>3</sup> See 603 CMR 35.03

<sup>4</sup> See 603 CMR 35.06 for all aspects of the evaluation cycle

- ii. provide all educators with directions for obtaining electronic and/or hard copies of the evaluation forms used by the district; and,
- iii. when necessary, digitally record the meeting in order to facilitate the orientation of educators hired after the beginning of the school year.

## **6. Self-Assessment**

- A. The evaluation cycle begins with the educator's self-assessment and drafting of proposed goals and the sharing of both with the evaluator. The information shared shall include:
  - i. an analysis of evidence of student learning, growth, and achievement for students under the educator's responsibility;
  - ii. an assessment of practice against the four Performance Standards; and,
  - iii. proposed goals to pursue to improve professional practice and student learning, growth, and achievement.
- B. The educator shall provide the evaluator with this information by the following dates:
  - i. PrePTS educators: first Friday in October
  - ii. PTS educators on Self-Directed Growth Plans: third Friday in October
  - iii. PTS educators on Directed-Growth Plans or Improvement Plans: by the date set by the evaluator and outlined in the plan
  - iv. Educators whose employment began after the start of the school year: six weeks from the first day of employment
- C. The evaluator shall consider the information provided by the educator and all other relevant information when reviewing the proposed goals.

## **7. Goal-Setting<sup>5</sup>**

- A. When goal-setting with the educator, the evaluator shall use evidence of educator prior performance and impact on student learning, growth, and achievement, based on the educator's self-assessment and other sources that the evaluator shares with the educator.
- B. Evaluators and educators shall consider creating goals for teams, departments, or groups of educators who share responsibility for student learning and results, except as provided in Article 9.B (i and ii). Educators may meet with teams to consider establishing team goals; evaluators may participate in such meetings.
- C. The evaluator retains final authority over goals to be included in an educator's plan.

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<sup>5</sup> See [603 CMR 35.06](#)



## 8. Educator Plans: General

- A. Every educator has a plan that includes, but is not limited to:
  - i. at least one goal to improve the educator’s professional practice tied to one or more Performance Standards;
  - ii. at least one goal to improve the learning, growth, and achievement of the students under the educator’s responsibility;
  - iii. an outline of the actions the educator must take to attain these goals, including, but not limited to: specified professional development activities, self-study, study groups with peers, implementing new programs, curriculum development, action research, and coursework, as well as other supports that the evaluator may suggest, or the school or district may provide; and,
  - iv. benchmarks to assess progress.
- B. There are four types of educator plans:
  - i. **Developing Educator Plan:** For all PrePTS educators, and, at the discretion of the evaluator, PTS educators in new assignments
  - ii. **Self-Directed Growth Plan:** For all PTS educators rated Exemplary or Proficient
  - iii. **Directed-Growth Plan:** For all PTS educators rated Needs Improvement
  - iv. **Improvement Plan:** For all PTS educators rated Unsatisfactory
- C. 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 school and district goals.
- D. The evaluator places the educator on a plan based on the educator’s most recent overall rating in the Summative Evaluation. PrePTS educators and any other educator at will shall be placed on a plan solely at the discretion of the district.
- E. The educator is responsible for attaining the goals in the plan and for participating in trainings and professional development provided through the state, district, or other providers in accordance with the educator plan.

## 9. Educator Plans: Development

- A. During the development of the educator plan, educators and evaluators must agree upon **anticipated student learning gains** for the multiple measures that will be used as evidence of educator performance. DESE shall establish anticipated student learning gains for statewide student growth measures.
- B. Educators and evaluators shall conduct educator plan development meetings as follows:
  - i. PrePTS educators: Meet with evaluator by third Friday in October (or within six weeks of assignment to that school if started after beginning of school year) for assistance with self-assessment and drafting of professional practice and student learning goals;
    - a) PrePTS Educators in their first year of practice: Professional practice and student learning goals must include induction and mentoring activities.

- b) PrePTS educators in their second and third years of practice: May develop shared grade-level or subject-area team goals, unless evaluator indicates that educator should continue to address induction and mentoring goals pursuant to 603 CMR 7.12
  - ii. PTS Educators with ratings of Proficient or Exemplary: Submit self-assessment and proposed goals to evaluator by first Friday in October. Meet with evaluator in teams and/or individually by third Friday in October (or at end of previous evaluation cycle); if new to school, meet by third Friday in October or within six weeks of assignment to that school; may develop team goals; may include individual professional practice goals to enhance skills that enable the educator to share proficient practices with colleagues or to develop leadership skills
  - iii. PTS Educators with ratings of Needs Improvement or Unsatisfactory: Meet individually with evaluator by the date set by evaluator and outlined in the educator plan 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-area team goals.
- C. The evaluator shares completed educator plans with PrePTS educators by the first Friday in November and with PTS educators by the second Friday in November. The educator shall sign the plan within five 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.
- D. The evaluator retains final authority over the content of the educator's plan.

## **10. Observations of Practice and Examination of Artifacts**

- A. PrePTS educators
  - i. The evaluator shall conduct the first observation of PrePTS educators by the second Friday in November. The evaluator shall complete required observations by the first Friday in May. The evaluator may conduct additional observations after this date.
  - ii. PrePTS educators in their first year of practice or first year assigned to a school shall have at least one announced and four unannounced observations during the school year.
  - iii. PrePTS educators in their second and third years of practice or second and third years assigned to a school shall have at least three unannounced observations during the school year.
- B. PTS educators
  - i. PTS educators with overall ratings of Proficient or Exemplary shall have at least one unannounced observation during the evaluation cycle.
  - ii. PTS educators with overall ratings of Needs Improvement shall be observed in accordance with their Directed-Growth Plan, which must include at least two unannounced observations during the period of the plan.
  - iii. PTS educators with overall ratings of Unsatisfactory shall be observed in accordance with their Improvement Plan, which must include both unannounced and announced observations. The evaluator determines the number and frequency observations.

Improvement Plans of one year shall include at least one announced and four unannounced observations. Improvement plans of six months or fewer must include at least one announced and two unannounced observations.

- C. Unannounced Observations (see chart on p. 22 for observation schedule)
  - i. Unannounced observations may be in the form of partial or full-period classroom visitations, or mini-observations of at least ten minutes in length.
  - ii. The evaluator will provide the educator with at least brief written feedback within three to five school days of the unannounced observation. The evaluator shall deliver the written feedback in person, by email, to the educator's mailbox, or by mail to the educator's home.
  - iii. After conducting an unannounced observation or series of unannounced observations resulting in a judgment of Unsatisfactory or Needs Improvement on one or more standards for the first time, the evaluator must conduct at least one observation of at least thirty minutes within thirty school days.
  
- D. Announced Observations (see chart on p. 22 for observation schedule)
  - i. The evaluator shall have the discretion to conduct at least one announced observation of all educators.
  - ii. The evaluator shall select the date and time of the lesson or activity to be observed and discuss any specific goal(s) for the observation with the educator.
  - iii. Within five school days of the scheduled observation, either in person or in writing, the educator will share the following information with the evaluator: the nature of the lesson, the student population served, and any other information that will assist the evaluator in assessing performance.
    - a) The educator will share the above information during a pre-observation meeting if either the evaluator or the educator requests such a meeting.
    - b) The educator will share the above information in writing in advance of the lesson if neither party requests a pre-observation meeting.
    - c) The evaluator will notify the educator as soon as possible if the evaluator will not be able to attend the scheduled observation. The educator and evaluator will reschedule the observation as soon as reasonably practical.
  - i. Within five school days of the observation, the evaluator and educator shall meet for a post-observation conference. Either the evaluator or the educator may extend the timeframe due to the unavailability of either, but they shall reschedule within twenty-four hours if possible.
  - ii. The evaluator shall provide the educator with written feedback within five school days of the post-observation conference. For any standard in which the educator's practice was found to be Unsatisfactory or Needs Improvement, the feedback must:
    - d) describe the basis for the evaluator's judgment;
    - e) describe actions the educator should take to improve their performance;
    - f) identify support and/or resources the educator may use in their improvement; and,
    - g) state that the educator is responsible for addressing the need for improvement.
  
- E. The evaluator is neither required nor expected to review all rubric indicators during an observation.

## 11. Formative Assessment and Formative Evaluation

- A. In order to provide the educator with targeted, constructive feedback that will help the educator improve their practice, the evaluator shall:
- i. make frequent unannounced visits to the classroom;
  - ii. observe practice;
  - iii. examine artifacts; and,
  - iv. analyze multiple measures of student learning, growth, and achievement in relation to the Standards and Indicators of Effective Teaching Practice.
- B. The evaluation cycle shall include a **Formative Assessment** or a **Formative Evaluation**. Evaluators complete a Report for either.
- i. Formative assessment is ongoing throughout the evaluation cycle for all educators.
  - ii. For educators on plans of one year or less: Evaluators write **Formative Assessment Reports**, usually at mid-cycle; the evaluator shall establish by written notice to the educator the due date for the Formative Assessment Report.
  - iii. For educators on two-year plans: Evaluators write **Formative Evaluation Reports**, with a due date of the first Friday in June of the first year of the two-year cycle.
    - a) The educator's performance rating for that year shall be assumed to be the same as the educator's previous summative rating, unless evidence demonstrates a significant change in performance. In such cases, the rating on the Performance Standards may change.
  - iv. No less than two weeks before the due date for either Formative Assessment Reports or Formative Assessment Evaluations, the educator shall provide the evaluator with evidence of:
    - a) family outreach and engagement;
    - b) fulfillment of professional responsibility and growth;
    - c) progress toward attaining professional practice and student learning goals; and,
    - d) if desired, educator's performance against the four Performance Standards.
  - v. Both Formative Assessment Reports and Formative Assessment Evaluations provide written feedback and ratings to the educator about their progress towards attaining goals set forth in the educator plan, performance on Performance Standards and overall, or both.
  - vi. No less than one week before the due date specified in the educator plan, the evaluator and the educator shall meet to discuss the Formative Assessment Report or Formative Assessment Evaluation.
  - vii. Within five school days of the above meeting, the evaluator shall complete and sign the Formative Assessment Report or Formative Assessment Evaluation and provide a copy to the educator in person, by email, in the educator's mailbox, or mailed to the educator's home.
  - viii. The educator shall sign the Formative Assessment Report or Formative Assessment Evaluation within five school days of receipt. The signature indicates that the educator

received the document in a timely fashion. The signature does not indicate agreement or disagreement with its contents.

- ix. The educator may reply in writing to the Formative Assessment Report or Formative Assessment Evaluation within five school days of receipt.
- x. The evaluator may change the activities in the educator plan as a result of the Formative Assessment Report or Formative Assessment Evaluation.
- xi. If the rating in the Formative Assessment Report or Formative Assessment Evaluation differs from the educator's last summative rating, the evaluator may place the educator on a different educator plan, appropriate to the new rating.

## **12. Summative Evaluation**

- A. For all educators, the evaluation cycle concludes with a Summative Evaluation, in which the evaluator determines a rating for each of the four Performance Standards and an overall rating of educator performance based on:
  - i. the evaluator's professional judgment;
  - ii. an examination of evidence of the educator's performance against the standards; and,
  - iii. an examination of evidence of the attainment of the educator plan goals.
- B. The summative evaluation rating must be based on multiple categories of evidence. MCAS growth scores shall not be the sole basis for a summative evaluation rating.
- C. To be rated Proficient overall, the educator shall, at a minimum, have been rated at least Proficient on Standard I: Curriculum, Planning and Assessment and Standard II: Teaching All Students.
- D. By the fourth Friday in April (and for PTS educators on two-year plans, April of the second year of the two-year plan), the educator shall provide the evaluator with evidence of:
  - e) family outreach and engagement;
  - f) fulfillment of professional responsibility and growth;
  - g) progress toward attaining professional practice and student learning goals; and,
  - h) if desired, educator's performance against the four Performance Standards.
- E. The evaluator shall meet with the educator discuss the Summative Evaluation. The meeting shall occur no later than the third Friday in May.
- F. Upon mutual agreement, the evaluator and PTS educators with an overall rating of Proficient or Exemplary who will be placed on Two-Year Self-Directed Growth Plans may develop that plan for the following during the Summative Evaluation Report meeting.
- G. The Summative Evaluation should recognize areas of strength, as well as identify recommendations for professional growth.
- H. The evaluator shall complete and sign the Summative Evaluation and provide a copy to the educator in person, by email, in the educator's mailbox, or mailed to the educator's home by the first Friday in June.

- I. The educator shall sign the final Summative Evaluation within five school days of receipt. The signature indicates that the educator received the Summative Evaluation in a timely fashion. The signature does not indicate agreement or disagreement with its contents.
- J. The educator shall have the right to respond in writing to the Summative Evaluation; that response shall become part of the final Summative Evaluation.
- K. A copy of the signed final Summative Evaluation report shall be placed in the educator's personnel file.

### **13. Developing Educator Plan**

- A. For all PrePTS educators, and, at the discretion of the evaluator, PTS educators in new assignments
- B. The educator shall be evaluated at least annually.

### **14. Self-Directed Growth Plans**

- A. For PTS educators with an overall rating of Proficient or Exemplary in their last evaluation cycle
- B. The Educator develops the plan.
- C. Plan duration is one or two years, based on the evaluator's professional judgment.
- D. For educators placed on a One-Year Self-Directed Growth Plan:
  - i. The educator and evaluator shall analyze any discrepancies in practice and student performance and seek to determine the cause(s) of such discrepancies.
  - ii. The educator and evaluator shall discuss any aspects of practice that should be the focus of the plan.
  - iii. The plan may include a goal related to examining elements of practice that contributed to the evaluator's decision to assign the educator to a one-year plan.
  - iv. The educator shall receive a Summative Evaluation at the end of the period determined in the plan, but at least annually.

### **15. Directed-Growth Plans**

- A. For PTS educators with an overall rating of Needs Improvement in their last evaluation cycle
- B. Developed by the educator and the evaluator
- C. Duration of one year or less
- D. Goals in Directed-Growth Plans must address areas the evaluator has identified as needing improvement.
- E. The evaluator shall complete a Summative Evaluation at the end of the period determined by the evaluator and specified in the plan.

- F. If the educator's overall rating is Proficient or Exemplary, the evaluator shall place the educator on a Self-Directed Growth Plan for the next evaluation cycle.
- G. If the educator's overall rating not at least Proficient, the evaluator shall rate their performance as Unsatisfactory and shall place the educator on an Improvement Plan for the next evaluation cycle.

## **16. Improvement Plans**

- A. For PTS Educators with an overall rating of Unatisfactory in their last evaluation cycle.
- B. The evaluator shall complete a Summative Evaluation at the end of the period determined by the evaluator and specified in the plan.
- C. The parties agree that in order to provide students with the best possible instruction, it may be necessary at times to place an educator with an Unsatisfactory rating on an Improvement Plan of no fewer than thirty school days and no more than one school year. If an educator receives a rating of Unsatisfactory near the end of the school year, the Improvement Plan may include activities that occur during the summer before the next school year begins.
- D. An educator on an Improvement Plan shall be assigned a Supervising Evaluator, who is responsible for providing the educator with guidance and assistance in accessing the resources and professional development outlined in the Improvement Plan. The Primary Evaluator may be the Supervising Evaluator.
- E. The process of establishing the Improvement Plan shall include the following steps:
  - i. The evaluator shall notify the educator that they are being placed on an Improvement Plan and will remind the educator that the educator has a right to inform the CTA.
  - ii. The evaluator shall schedule a meeting with the educator to discuss the Improvement Plan; the meeting shall take place within ten school days of the notification of plan placement.
  - iii. If the educator consents, the evaluator shall inform the CTA that the educator has been placed on an Improvement Plan.
  - iv. A representative of the CTA will attend the meeting upon the request of the educator.
  - v. The evaluator shall develop the Improvement Plan.
  - vi. The evaluator shall provide the educator with a signed copy of the plan. The educator's signature indicates that the educator received the Improvement Plan in a timely fashion. The signature does not indicate agreement or disagreement with its contents.
- E. The Improvement Plan shall include:
  - i. a description of the problem(s) of practice identified through observations and evaluation;
  - ii. improvement goals related to the Performance Standard(s) and/or student learning outcomes that the educator must meet;
  - iii. a list of activities and work products the educator must complete as a means of improving performance;
  - iv. the measurable outcomes the evaluator will accept as evidence of improvement;

- v. a timeline for completion of each component of the plan, including at minimum a mid-cycle Formative Assessment Report;
- vi. a description of the specific assistance the district will make available to the educator;
- vii. names of the staff, including at minimum the Supervising Evaluator, assigned to assist the educator;
- viii. the signatures of the educator and Supervising Evaluator.

F. Decision on the educator's status at the conclusion of the Improvement Plan

- i. The Primary Evaluator shall make one of four decisions at the conclusion of the Improvement Plan, no later than the second Friday in May:
  - a) The evaluator shall place the educator on a Self-Directed Growth Plan if the evaluator determines that the educator has improved their practice to the level of Proficient.
  - b) The evaluator shall place the educator on a Directed-Growth Plan if the evaluator determines that the educator is making substantial progress towards the level of Proficient and the educator's plan prior to the Improvement Plan had been a Directed-Growth Plan.
  - c) The evaluator shall recommend to the Superintendent that the educator be dismissed if the evaluator determines that the educator is not making substantial progress towards the level of Proficient and the educator's plan prior to the Improvement Plan had been a Directed-Growth Plan.
  - d) The evaluator shall recommend to the Superintendent that the educator be dismissed if the evaluator determines that the educator's practice remains at the level of Unsatisfactory.

## 17. Evidence Used in Evaluations <sup>6</sup>

- A. The following categories of evidence shall be used in evaluating each educator:
  - i. For educators responsible for direct instruction: Multiple measures of student learning, growth, and achievement, which shall include:
    - a) measures of student progress on classroom assessments that are aligned with the [MA Curriculum Frameworks](#) or other relevant frameworks and are comparable within grades or subjects in a school;
    - b) measures of student progress toward learning goals set between the educator and evaluator for the school year or some other period of time established in the educator plan;
    - c) statewide growth measure(s), where available, including the MCAS Student Growth Percentile and the Massachusetts English Proficiency Assessment; and,
    - d) common assessments of student learning, growth, and achievement.

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<sup>6</sup> See [603 CMR 35.07](#)



- ii. For educators whose primary role is not as a classroom teacher: Appropriate measures, as mutually agreed upon by the educator and the evaluator, of the educator’s contribution to student learning, growth, and achievement, based on the educator’s role and responsibility.
- iii. Judgments based on observations and artifacts of practice including, unannounced observations of practice of no less than ten minutes
- iv. Additional evidence relevant to one or more Performance Standards, including but not limited to:
  - a) evidence compiled and presented by the educator, including:
    - 1. evidence of fulfillment of professional responsibilities and growth, such as self-assessments, educator work products, student work samples, peer collaboration, professional development linked to goals and/or educator plans, or contributions to the school community and professional culture;
    - 2. evidence of active outreach to and ongoing engagement with families;
    - 3. evidence of progress towards professional practice goal(s);
    - 4. student feedback collected by the district, with safeguards to protect student confidentiality; the CTA and the Canton School Committee agree to continue refining student feedback instruments so that they are age-appropriate; and,
    - 5. any other relevant evidence from any source that the evaluator shares with the educator; other relevant evidence could include information provided by other administrators, such as the Superintendent.
- B. Evidence and professional judgment shall inform the evaluator’s ratings of Performance Standards and overall educator performance

## **18. Career Advancement**

- A. In order to attain Professional Teacher Status, the educator should achieve ratings of Proficient or Exemplary on each Performance Standard being assessed and overall. A Principal recommending to the Superintendent 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 1. The Principal's recommendation is subject to review and approval by the Superintendent.

## **19. General Provisions**

- A. Only educators who are licensed may serve as Primary Evaluators of educators.
- B. Evaluators shall not make negative comments about the educators’ performance in the presence of students, parents, or other staff, except in the unusual circumstance where the evaluator concludes that they 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 ensure that evaluators have training in supervision and evaluation, including DESE regulations, the Standards and Indicators of Effective Teaching Practice, and the evaluation standards and procedures established in this agreement.
- D. Should there be serious disagreement between an educator and evaluator regarding an overall summative performance rating of Unsatisfactory, the educator may meet with the evaluator's supervisor to discuss the disagreement. Should the educator request such a meeting, the evaluator's supervisor must meet with the educator. The evaluator may attend any such meeting at the discretion of the Superintendent.
- E. Violations of this article are subject to grievance and arbitration procedures.
- F. Both parties reserve the right to revisit this process based on feedback they may receive from DESE.

## Timeline: Developing Educator Plans PrePTS Educators in first three years of practice

<b>Annual overview</b> Superintendent, Principal, or designee meets with all evaluators and educators to explain evaluation process.	Third Friday in Sept.
<b>Goals and plan development</b> Evaluator meets with educator to assist with self- assessment and goal-setting. Educator submits self-assessment and proposed goals to evaluator.  Alternative for PrePTS educator in second and third years of practice: Establish educator plan at Summative Evaluation meeting of prior school year.	Second Friday in Oct.
Evaluator completes and shares educator plan with educator.	First Friday in Nov.
Educator signs plan and adds response, if any.	Within five school days** of receipt
<b>Observations*</b> Evaluator completes first observation (announced or unannounced).	Second Friday in Nov.
Evaluator or educator may establish pre-conference to outline lesson plans prior to any announced observation.	Up to five school days before announced observ.
Evaluator and educator meet for post-observation conference.	Within five school days of observ.
Evaluator provides written feedback to educator.	Within five school days of post-observation meeting
Evaluator completes second and third unannounced mini-observations, at minimum.	Third Friday in Jan.
Evaluator completes second full-period observation (announced or unannounced).	First Friday in Feb.
Evaluator completes any remaining required observations. (Evaluator may complete additional observations after this date.)	First Friday in May
<b>Formative Assessment Report</b> Educator submits evidence to evaluator.	Mid-cycle: two weeks before due date established by evaluator in plan
Evaluator and educator hold Formative Assessment meeting.	Before due date in plan
Evaluator completes and shares Formative Assessment Report with educator.	Due date in plan
<b>Summative Evaluation Report</b> Educator submits evidence to evaluator.	Second Friday in April
Evaluator and educator meet to discuss Summative Evaluation Report	First Friday in May
Evaluator completes and shares Summative Evaluation Report with educator.	Third Friday in May
Educator signs Summative Evaluation Report and adds response, if any.	Within five school days of receipt

*\*PrePTS in first year of practice or first year assigned to school will have at least one announced and four unannounced observations.*

*\*\*PrePTS in second or third years of practice or second or third years in school will have at least three unannounced observations.*

## Timeline: Self-Directed Growth Plans: 1 Year

### PTS Educators with rating of Proficient or Exemplary

<b>Annual overview</b> Superintendent, Principal, or designee meets with evaluators and educators to explain evaluation process.	Third Friday in Sept.
Educator submits self-assessment and proposed goals to evaluator.	First Friday in Oct.
Evaluator meets with educator in teams or individually to establish draft educator plan. Alternative: Establish educator plan at Summative Evaluation meeting of prior school year.	Third Friday in Oct.
Evaluator completes and shares educator plan with educator.	Second Friday in Nov.
Educator signs plan and adds response, if any.	Within five school days of receipt
<b>Observations*</b> Evaluator completes unannounced observation.	Before first Friday in April
Evaluator provides written feedback to educator	Within five school days of observation
<b>Formative Assessment Report</b> Educator submits evidence to evaluator.	Mid-cycle: two weeks before due date established by evaluator in plan
Evaluator and educator hold Formative Assessment meeting.	Before due date in plan
Evaluator completes and shares Formative Assessment Report with educator.	Due date in plan
<b>Summative Evaluation Report</b> Educator submits evidence to evaluator.	Fourth Friday in April
Evaluator and educator meet to discuss Summative Evaluation Report	Third Friday in May
Evaluator completes and shares Summative Evaluation Report with educator.	First Friday in May
Educator signs Summative Evaluation Report and adds response, if any.	Within five school days of receipt

\*PTS educators on Self-Directed Growth Plans of one or two years must have at least one unannounced observation per cycle.

## Timeline: Self-Directed Growth Plans: 2 Years

### PTS Educators with rating of Proficient or Exemplary

<b>Annual overview</b> Superintendent, Principal, or designee meets with evaluators and educators to explain evaluation process.	Years 1 and 2: Third Friday in Sept.
Educator submits self-assessment and proposed goals to evaluator.	First Friday in Oct.
Evaluator meets with educator in teams or individually to establish draft educator plan. Alternative: Establish educator plan at Summative Evaluation meeting of prior school year.	Third Friday in Oct.
Evaluator completes and shares educator plan with educator.	Second Friday in Nov.
Educator signs plan and adds response, if any.	Within five school days of receipt
<b>Observations*</b> Evaluator completes unannounced observation.	Any time during cycle before fourth Friday in March of Year 2
Evaluator provides written feedback to educator	Within five school days of observation
<b>Formative Assessment Evaluation</b> Educator submits evidence to evaluator.	Year 1: Second Friday in May
Evaluator and educator hold Formative Assessment meeting.	Year 1: Fourth Friday in May
Evaluator completes and shares Formative Assessment Report with educator.	Year 1: First Friday in June
<b>Summative Evaluation Report</b> Educator submits evidence to evaluator.	Year 2: Fourth Friday in April
Evaluator and educator meet to discuss Summative Evaluation Report	Year 2: Third Friday May
Evaluator completes and shares Summative Evaluation Report with educator.	Year 2: First Friday in June
Educator signs Summative Evaluation Report and adds response, if any.	Year 2: Within five school days of receipt

\*PTS educators on Self-Directed Growth Plans of one or two years must have at least one unannounced observation per cycle.

## Timeline: Directed-Growth Plans and Improvement Plans

**Directed-Growth: PTS educators with rating of Needs Improvement**

**Improvement: PTS educators with rating of Unsatisfactory**

The evaluator will establish the timeline for educators on Directed-Growth Plans, Improvement Plans, and any type of plan with a duration of less than one year. The educator plan will outline the timeline for all aspects of the plan.

<b>Observations: Minimum number, per evaluation cycle</b>		<b>Announced</b>	<b>Unannounced</b>
<b>PrePTS</b>	In first year of practice, or first year assigned to school	1	4
<b>Educators</b>	In second and third year of practice, or second and third year assigned to school	-	3
	Overall rating of Proficient or Exemplary	-	1
<b>PTS</b>	Overall rating of Needs Improvement*	-	2
<b>Educators</b>	Overall rating of Unsatisfactory, one-year Improv. Plan**	1	4
	Overall rating of Unsatisfactory and Improvement Plan of six months or fewer***	1	2

\*Observations take place as outlined in Directed-Growth Plan, with minimum of two unannounced observations.

\*\*Observations take place as outlined in Improvement Plan, with minimum of one announced and four unannounced observations.

\*\*\*Observations take place as outlined in Improvement Plan, with minimum of one announced and two unannounced observations.

## Evaluators for Unit A Roles

Unit A Role	Princ.	Asst. Princ.	Team Chair/ Admin	Dir. T&L, PreK-8	Dir. Std. Svcs.	Dir. Tech TBD	EC Coord.	PreK-12 Coord.	MS Dept. Chair	HS Dept. Chair	Dir. Guid.	Nurse Leader	Dean of Stdts.
Classroom Teacher: Elementary (K-5)	X	X	X	X									
Classroom Teacher: Middle School	X	X		X					X				X
Classroom Teacher: High School	X	X								X			X
Teacher: Special Education	X	X	X		X								
Teacher: Early Childhood			X	X	X		X						
Teacher: Performing Arts, Visual Arts, Wellness, World Language	X	X						X					
Teacher: English Language Learner (Elementary)	X	X	X		X								
Teacher: English Language Learner (MS and HS)	X	X			X								
Teacher: PACE	X	X		X									
Teacher: Tech. Integration (Elem) Computer (MS)	X	X		X		X		X					
Specialist: Reading and Math	X	X	X	X									
Specialist: Library/Media (MS and HS)	X	X				X							
Assistant Principal: Elementary	X			X									
Department Chair: MS	X	X		X									
Department Chair: HS	X	X											
PreK-12 Coordinator	X	X		X									
Community Service Learning/ Career Counselor	X	X									X		
Nurse	X	X			X							X	
Guidance Counselor: MS and HS	X	X									X		
Adjustment Counselor: MS and HS	X	X	X		X						X		
School Psychologist	X	X	X		X								
Speech & Language Pathologist	X	X	X		X								
Occupational Therapist	X	X	X		X								
Physical Therapist	X	X	X		X								