



Holyoke Public Schools Educator Evaluation System for Teachers August 2017

Holyoke Public Schools Mission

To be the first educational choice for Holyoke parents by designing multiple pathways where all students have the choice to excel in college, the workforce, and civic engagement.

Holyoke Public Schools Vision

Our students will graduate with:

- *An additional credential that provides for college and career options*
- *The ability to think critically and communicate with purpose*
- *Value of themselves, others and being from Holyoke*
- *Growth mindset and the ability to self-manage*

Holyoke Public Schools Core Values

We believe in:

- *Innovation and bold thinking*
- *Exhaust all possibilities for student success*
- *Treat families like they are our own*
- *School teams impact change*
- *Feedback is necessary and leads to growth*

Holyoke Public School Strategies

- *Cognitively demanding work*
- *Powerful teaching*
- *Relentless monitoring of progress*
- *Relationships that matter by honoring all cultures, language and experiences*

The *Holyoke Public Schools Educator Evaluation System for Teachers* serves to guide the work that will make our mission, vision, values and strategies come to life for the students, families, and educators of Holyoke Public Schools.

“Feedback ... it wasn’t about ‘getting them’ - it was about getting them to be better.”

Lorraine Monroe
Frederick Douglass Academy in New
York
Lorraine Monroe Leadership Institute

1) **Purpose of Educator Evaluation**

- A) This contract language is implemented in connection with the Holyoke Public School Turnaround Plan and pursuant to G.L. c. 69, § 1K. Pursuant to G.L. c. 69, § 1K and 603 CMR 2.06(3), a Receiver has been appointed for the district. The Receiver is vested with all the powers of the superintendent and the school committee, and can exercise all the powers granted to the school committee, district and/or superintendent. Wherever a reference is made to the “school committee” or “superintendent,” it will be interpreted to mean the “Receiver.” This contract language supersedes any contrary provisions in any of the district’s collective bargaining agreements, and replaces the prior educator evaluation system in its entirety, including any pre-existing practices or policies. The Receiver may implement changes to this educator evaluation system that he deems are in the best interest of the district, including changes proposed by individual schools through their school-based operational plan. The superintendent shall determine the forms and technology platform to be used in implementing the Educator Evaluation System.
- B) The regulatory purposes of evaluation are:
- i) To promote student learning, growth, and achievement by providing educators with feedback for improvement, enhanced opportunities for professional growth, and clear structures for accountability, 603 CMR 35.01(2)(a);
 - ii) To provide a record of facts and assessments for personnel decisions, 35.01(2)(b);
 - iii) To ensure that every school committee has a system to enhance the professionalism and accountability of teachers and administrators that will enable them to assist all students to perform at high levels, 35.01(3); and

iv) To assure effective teaching and administrative leadership, 35.01(3).

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

- A) ***Artifacts of Professional Practice:** Products of an educator’s work and student work samples that demonstrate the educator’s knowledge and skills with respect to specific performance standards.
- B) **Caseload Educator:** Educators who teach or counsel individual or small groups of students through consultation with the regular classroom 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 any duration; and additional evidence relevant to one or more Standards of Effective Teaching Practice (603 CMR 35.03).
- E) **Common Assessments:** Identical or comparable assessments of student learning, growth, and achievement related to the Massachusetts Curriculum Frameworks, Massachusetts 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 are not limited to: portfolios, pre- and post tests, unit and course assessments, performance assessments, and capstone projects.
- F) ***Educator(s):** Inclusive term that applies to all classroom teachers and caseload educators, unless otherwise noted.

- G) ***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. There shall be four types of educator Plans:
- i) **Developing Educator Plan** shall mean a plan developed by the educator and the evaluator for one school year or less for an educator without Professional Teacher Status (PTS); or, at the discretion of an evaluator, for an educator with PTS in a new assignment.
 - ii) **Self-Directed Growth Plan** shall mean a plan developed by the educator for one or two school years for educators with PTS who are rated proficient or exemplary.
 - iii) **Directed Growth Plan** shall mean a plan developed by the educator and the evaluator of one school year or less for educators with PTS who are rated needs improvement.
 - iv) **Improvement Plan** shall mean a plan developed by the evaluator of at least 30 calendar days and no more than one school year for educators with PTS who are rated unsatisfactory with goals specific to improving the educator’s unsatisfactory performance. In those cases where an educator is rated unsatisfactory near the close of a school year, the plan may include activities during the summer preceding the next school year.
- H) ***ESE:** The Massachusetts Department of Elementary and Secondary Education.
- 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) **Teaching Staff Assigned to More Than One Building:** In cases where educators work in more than one building, the superintendent or his/her designee shall determine the evaluator.
 - ii) **Notification:** The educator shall be notified in writing of his/her evaluator(s) at the outset of each new evaluation cycle. The evaluator(s) may be changed upon notification in

writing to the educator.

- K) **Evaluation Cycle:** A five-component process that all educators follow consisting of:
- 1) Self- Assessment
 - 2) Goal-setting and Educator Plan development
 - 3) Implementation of the Plan
 - 4) Formative Assessment/Evaluation
 - 5) Summative Evaluation.
- L) ***Experienced Educator:** An educator with Professional Teacher Status (PTS).
- M) **Expected Impact:** The educator meets or exceeds anticipated student learning gains 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 may include, but is not limited to, consideration of the educator's student population and specific learning context. Anticipated student learning gains must be consistent across the district for common assessments and agreed upon by the educator and evaluator for other assessments. The Department shall establish anticipated student learning gains for statewide student growth measures in guidance.
- N) ***Family:** Includes students' parents, legal guardians, foster parents, or primary caregivers.
- O) ***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.
- P) ***Formative Evaluation:** An evaluation conducted at the end of Year 1 for an educator on a 2-year Self-Directed Growth Plan which is used to arrive at a rating on progress towards attaining the goals set forth in the educator's plan, performance on Standards and Indicators of Effective Teaching Practice, or both.
- Q) ***Goal:** A specific, actionable, and measurable area of improvement as set forth in an educator's plan. A goal may pertain to any or all of the following: educator practice in relation to Performance Standards, educator practice in relation to indicators, or specified improvement in student learning, growth and achievement. Goals may be developed by individual educators, by

the evaluator, or by teams, departments, or groups of educators who have the same role.

- R) ***Measurable:** That which can be classified or estimated in relation to a scale, rubric, or standards.
- S) **Multiple Measures of Student Learning:** Measures must include a combination of classroom, school and district assessments, student growth percentiles on state assessments, if state assessments are available.
- T) ***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. An observation may occur in person or through video. Video observations will be done openly and with knowledge of the educator. Classroom or worksite observations conducted pursuant to this article must result in feedback to the educator.
- U) **Parties:** The parties to this agreement are the local school committee and the employee organization that represents the educators covered by this agreement for purposes of collective bargaining (“Employee Organization/Association”).
- V) ***Performance Rating:** Describes the educator’s performance on each performance standard and overall. There shall be four performance ratings:
 - i) **Exemplary:** The educator’s performance consistently and significantly exceeds the requirements of a standard or overall. The rating of exemplary on a standard indicates that practice significantly exceeds proficient and could serve as a model of practice on that standard district-wide.
 - ii) **Proficient:** The educator’s performance fully and consistently meets the requirements of a standard or overall. Proficient practice is understood to be fully satisfactory.
 - iii) **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.
 - iv) **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.

W) **Performance Standards:** Standards and indicators set forth in 603 CMR 35.03.

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

Y) ***Rubric:** A tool that describes characteristics of practice or artifacts at different levels of performance.

The rubrics for the 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

Z) ***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 as follows:

- 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)

AA) ***Superintendent:** Wherever a reference is made to the superintendent, it will be interpreted to mean the Receiver. The superintendent is responsible for the implementation of 603 CMR 35.00.

BB) ***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.

3) Evidence Used In Evaluation

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

- A) Multiple measures of student learning, growth, and achievement, which shall include:
 - i) Measures of student progress on classroom assessments that are aligned with the Massachusetts Curriculum Frameworks or other relevant frameworks and are comparable within grades or subjects in a school.
 - ii) Common Assessments of student learning related to the Massachusetts Curriculum Frameworks or the Massachusetts Vocational Technical Education Frameworks or other relevant frameworks that are comparable across grades and/or subjects district-wide. These measures may include: portfolios, approved commercial assessments and district-developed pre and post unit and course assessments, and capstone projects.
 - iii) Student Growth Percentiles (SGPs) from state assessments, if applicable.
 - iv) Measures of student progress and/or achievement toward student learning goals set between the educator and evaluator for the school year or some other period of time established in the Educator Plan.
 - v) For educators whose primary role is not as a classroom teacher, the appropriate measures of the educator's contribution to student learning, growth, and achievement set by the district. The measures set by the district should be based on the educator's role and responsibility.

- B) Judgments based on observations and artifacts of practice including:
 - i) Unannounced and announced observations of practice of any duration.
 - ii) Examination of educator work products.
 - iii) 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
- v) Any other relevant evidence from any source that the evaluator shares with the educator. Other relevant evidence could include information provided by other administrators such as the superintendent.

4) **Rubric**

- A) The rubrics are a tool used for the educator's self-assessment, the formative assessment, the formative evaluation and the summative evaluation. The district will use the rubrics provided by ESE.

5) **Evaluation Cycle: Training**

- A) The superintendent shall determine a process for delivering appropriate training to educators on the evaluation process.

6) **Evaluation Cycle: Annual Orientation**

- A) At the start of each school year, the superintendent, principal or designee shall conduct a meeting for educators and evaluators focused substantially on educator evaluation. The superintendent, principal or designee shall:
 - 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.

7) **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.
 - ii) The self-assessment includes:
 - (a) An analysis of evidence of student learning, growth and achievement for students under the educator's responsibility.

(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) Evaluators and educators shall consider creating goals for teams, departments, or groups of educators who share responsibility for student results and aligning these goals with goals established for the district or the school.
- ii) For educators in their first year of practice, the evaluator or his/her designee will meet with each educator to assist the educator in completing the self-assessment and drafting the professional practice and student learning goals which must include induction and mentoring activities. An evaluator may determine that it is necessary for an educator to continue to address induction and mentoring goals in his/her second or third years, pursuant to 603 CMR 7.12.
- iii) 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, or school-wide goals.

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

- A) Educator Plans shall be designed to provide educators with feedback for improvement, professional growth, and leadership; and to ensure educator effectiveness and overall system accountability.
- B) Every educator has an Educator Plan that includes, but is not limited to, one goal related to the improvement of practice; one goal for the improvement of student learning. The plan also outlines actions the educator must take to attain the goals established in the plan and benchmarks to assess progress. Goals may be developed by individual educators, by the evaluator, or by teams, departments, or groups of educators who have the similar roles and/or responsibilities. See Sections 15-19 for more on Educator Plans.

- C) To determine the goals to be included in the Educator Plan, the evaluator reviews the goals the educator has proposed in the Self-Assessment.
- D) Educator Plan Development Meetings shall be conducted as follows:
 - i) Educators in the same school may meet with the evaluator in teams and/or individually at the end of the previous evaluation cycle or during the fall of the next academic year to develop their Educator Plans.
 - ii) For those educators new to the school, the meeting with the evaluator to establish the Educator Plan must occur within a reasonable period of time.
 - iii) The evaluator shall meet individually with educators with PTS and ratings of needs improvement or unsatisfactory to develop professional practice goal(s) that must address specific standards and indicators identified for improvement. In addition, the goals may address shared grade level or subject matter goals.
- E) During the development of the Educator Plan, evaluators shall communicate clear expectations for educator impact, including but not limited to anticipated student learning gains for the multiple measures that will be used as evidence of educator performance. Anticipated student learning gains must be consistent across the district for common assessments and agreed upon by the educator and evaluator for other classroom assessments. The Department shall establish anticipated student learning gains for statewide student growth measures in guidance.
- F) The evaluator retains final authority over the content of the Educator's Plan. The educator shall acknowledge receipt of the approved Educator Plan in a manner determined by the superintendent and may include a written response. The confirmation of receipt does not indicate agreement or disagreement with its contents.

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

- A) In the first year of practice or first year assigned to a school:
 - i) The educator may have at least one announced observation during the school year when deemed necessary by the evaluator using the protocol described in section 11B, below.
 - ii) The educator shall have multiple 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 multiple unannounced observations, and announced observations when deemed necessary by the evaluator, during the school year.

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

- A) The educator whose overall rating is proficient or exemplary must have at least one unannounced observation during the evaluation cycle.
- B) The educator whose overall rating is needs improvement must be observed according to the Directed Growth Plan during the period of Plan which must include at least two unannounced observations and may include announced observations when deemed necessary by the Evaluator.
- C) The educator whose overall rating is unsatisfactory must be observed according to the Improvement Plan which must include both an unannounced and announced observation. The number and frequency of the observations shall be determined by the evaluator.

11) **Observations**

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

A) Unannounced Observations

- i) Unannounced observations may be in the form of partial or full-period classroom visitations, Instructional Rounds, Walkthroughs, Learning Walks, or any other means deemed useful by the evaluator, principal, superintendent or other administrator.
- ii) The educator will be provided with at least brief written feedback. The written feedback shall be accessible to the educator via an online performance management system or delivered in person, by email, placed in the educator's mailbox or mailed to the Educator's home at the discretion of the evaluator.

B) Announced Observations

- i) PTS educators on Improvement Plans and other educators at the discretion of the evaluator shall have at least one Announced Observation.
 - (a) The evaluator shall select the date and time of the lesson or activity to be observed and discuss with the educator any specific goal(s) for the observation.
 - (b) Upon request of either the evaluator or educator, the evaluator and educator shall meet for a pre-observation conference. In lieu of a meeting, the educator may inform the evaluator in writing of the nature of the lesson, the student population served, and any other information that will assist the evaluator to assess performance
 - (1st) The educator shall provide the evaluator a draft of the lesson, student conference, IEP plan or activity. If the actual plan is different, the educator will provide the evaluator with a copy prior to the observation.
 - (2nd) The educator will be notified as soon as possible if the evaluator will not be able to attend the scheduled observation. The observation will be rescheduled with the educator as soon as reasonably practical.
 - (c) The evaluator and educator shall meet for a post-observation conference.
 - (d) The evaluator shall provide the educator with written feedback. For any standard where the educator's practice was found to be unsatisfactory or needs improvement, the feedback must:
 - (1st) Describe the basis for the evaluator's judgment.
 - (2nd) Describe actions the educator should take to improve his/her performance.
 - (3rd) Identify support and/or resources the educator may use in his/her improvement.
 - (4th) State that the educator is responsible for addressing the need for improvement.

12) **Evaluation Cycle: Formative Assessment for Educator Plans of One Year or Less**

- 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. See section 13, below.
- 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 an overall performance rating.
- D) Before the due date for the Formative Assessment report, which due date shall be established by the evaluator with written notice to the educator, the educator shall provide to the evaluator evidence of family outreach and engagement, fulfillment of professional responsibility and growth, and progress on attaining professional practice and student learning goals. 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 the evaluator or the educator, the evaluator and the educator will meet either before or after completion of the Formative Assessment Report.
- F) The evaluator shall complete the Formative Assessment report and provide a copy to the educator in a manner determined by the superintendent.
- G) The educator may reply in writing to the Formative Assessment report within 5 school days of receiving the report in a manner determined by the superintendent.
- H) The educator shall acknowledge receipt of the Formative Assessment report within 5 school days of receiving the report in a manner determined by the superintendent. The confirmation of receipt does not indicate agreement or disagreement with its contents.
- I) As a result of the Formative Assessment Report, the evaluator may change the activities in the Educator Plan.

- J) 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.

13) **Evaluation Cycle: Formative Evaluation for Two Year Self-Directed Plans Only**

- A) Educators on two year Self-Directed Growth Educator Plans receive a Formative Evaluation report near the end of the first year of the two year cycle. The educator's performance rating for that year shall be assumed to be the same as the previous summative rating unless evidence demonstrates a significant change in performance in which case the rating on the performance standards may change, and the Evaluator may place the educator on a different educator plan, appropriate to the new rating.
- B) The Formative Evaluation report provides written feedback and ratings to the educator about his/her progress towards attaining the goals set forth in the Educator Plan, performance on each performance standard and overall, or both.
- C) Before the due date for the Formative Evaluation report, which due date shall be established by the Evaluator with written notice provided to the educator, the educator shall provide to the evaluator evidence of family outreach and engagement, fulfillment of professional responsibility and growth, and progress on attaining professional practice and student learning goals. The educator may also provide to the evaluator additional evidence of the educator's performance against the four Performance Standards.
- D) The evaluator shall complete the Formative Evaluation report and provide a copy to the educator in a manner determined by the superintendent.
- E) Upon the request of either the evaluator or the educator, the evaluator and the educator will meet either before or after completion of the Formative Evaluation Report.
- F) The educator may reply in writing to the Formative Evaluation report within 5 school days of receiving the report in a manner determined by the superintendent.
- G) The educator shall acknowledge receipt of the Formative Evaluation report within 5 school days of receiving the report in a manner determined by the superintendent. The acknowledgement indicates that the educator received the Formative Evaluation report in a timely fashion. It does not indicate agreement or disagreement with its contents
- H) As a result of the Formative Evaluation report, the evaluator may change the activities in the Educator Plan.

- I) If the rating in the Formative Evaluation report differs from the last summative rating the educator received, the evaluator may place the educator on a different Educator Plan, appropriate to the new rating.

14) **Evaluation Cycle: Summative Evaluation**

- A) The evaluation cycle concludes with a summative evaluation report. For educators on a one or two year Educator Plan, the summative report must be written and provided to the educator prior to the end of the school year.
- 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 evaluator shall determine the overall summative rating that the educator receives.
- D) The summative evaluation rating must be based on evidence from multiple categories of evidence.
- E) To be rated proficient overall, the educator shall, at a minimum, have been rated proficient on the Curriculum, Planning and Assessment and the Teaching All Students Standards of Effective Teaching Practice.
- F) Before the due date for the Summative Evaluation report, which due date shall be established by the evaluator with written notice provided to the educator, the educator will provide to the evaluator evidence of family outreach and engagement, fulfillment of professional responsibility and growth, and progress on attaining professional practice and student learning goals. The educator may also provide to the evaluator additional evidence of the educator's performance against the four Performance Standards.
- H) The Summative Evaluation report should recognize areas of strength as well as identify recommendations for professional growth.
- I) The evaluator shall provide a copy of the Summative Evaluation report to the Educator in a manner determined by the superintendent no later than the end of the school year.
- J) The evaluator shall meet with the educator rated needs improvement or unsatisfactory to discuss the summative evaluation. The meeting shall occur by prior to the end of the school year.
- K) The evaluator may meet with the educator rated proficient or exemplary to discuss the summative evaluation, if either the educator or the evaluator requests such a meeting. The meeting shall occur prior to the end of the school year.

- L) The educator shall acknowledge receipt of the final Summative Evaluation report prior to the end of the school year. The acknowledgement indicates that the educator received the Summative Evaluation report in a timely fashion. It does not indicate agreement or disagreement with its contents.
- M) The educator shall have the right to respond in writing to the summative evaluation which shall become part of the final Summative Evaluation report.
- N) A copy of the final Summative Evaluation report signed by the Educator and Evaluator shall be filed in the educator's personnel file.

15) **Educator Plans – General**

- A) Educator Plans shall be designed to provide educators with feedback for improvement, professional growth, and leadership; and to ensure educator effectiveness and overall system accountability. The Plan must be aligned to the standards and indicators and be consistent with district and school goals.
- B) The Educator Plan shall include, but is not limited to:
 - 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.

16) **Educator Plans: Developing Educator Plan**

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

17) **Educator Plans: Self-Directed Growth Plan**

- A) The Self-directed Growth Plan is for those educators with PTS who have an overall rating of proficient or exemplary.
- B) The plan is written for one or two school years at the discretion of the evaluator. If this plan is written for two years, a formative evaluation report is completed at the end of year 1 and a summative evaluation report at the end of year 2.

18) **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 shall complete a summative evaluation for the educator at the end of the period determined by the plan, but at least annually.
- 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. No educator shall be placed on two consecutive Directed Growth Plans.

19) **Educator Plans: Improvement Plan**

- A) An Improvement Plan is for those educators with PTS whose overall rating is unsatisfactory.
- B) In order to provide students with the best instruction, it may be necessary from time to time place an educator whose practice has been rated as unsatisfactory on an Improvement Plan of no fewer than 30 calendar days and no more than one school year. In the case of an educator receiving a rating of unsatisfactory near the close of one school year, the Improvement Plan may include activities that occur during the summer before the next school year begins.
- C) The evaluator must complete a summative evaluation for the educator at the end of the period determined by the evaluator for the Plan.
- D) The evaluator 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 shall define the problem(s) of practice identified through the observations and evaluation and detail the improvement goals to be met, the activities the educator must take to improve and the assistance to be provided to the educator by the district.
- F) The Improvement Plan process shall include:
 - i) The evaluator shall schedule a meeting with the educator to discuss the Improvement Plan. The evaluator will develop the Improvement Plan, which will include the provision of specific assistance to the educator.
 - ii) The educator may request that a representative of the Employee Organization/Association attend the meeting(s).
 - iii) If the educator consents, the Employee Organization/Association will be informed that an educator has been placed on an Improvement Plan.
- G) The Improvement Plan shall:
 - i) Define the improvement goals directly related to the performance standard(s) and/or student learning outcomes that must be improved;
 - ii) Describe the activities and work products the Educator must complete as a means of improving performance;
 - iii) Describe the assistance that the district will make available to the Educator;
 - iv) Articulate the measurable outcomes that will be accepted as evidence of improvement;
 - v) Detail the timeline for 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; and,
 - vii) Include an acknowledgement by the educator that he/she has been apprised of the components of the Plan.
- H) A copy of the Plan shall be provided to the educator. The educator shall acknowledge receipt of the Improvement Plan. The acknowledgement does not indicate agreement or disagreement with its contents.
- I) Decision on the educator's status at the conclusion of the Improvement Plan.
- i) All determinations below must be made no later than the end of the school year.
- One of three decisions must be made at the conclusion of the Improvement Plan:
- (a) 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.
 - (b) If the evaluator determines that the educator is making substantial progress toward proficiency and 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 shall place the educator on a Directed Growth Plan.
 - (c) If the evaluator determines that the educator is not making substantial progress toward proficiency and 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 shall recommend to the superintendent that the educator be dismissed.
 - (d) If the evaluator determines that the educator's practice remains at the level of unsatisfactory, the evaluator shall recommend to the superintendent that the educator be dismissed.

20) **Timelines**

A) Educators with PTS on Two Year Plans

Activity:	Completed By:
Evaluator completes unannounced observation(s)	Any time during the 2-year evaluation cycle
Evaluator completes Formative Evaluation Report	End of school year of Year 1
Evaluator conducts Formative Evaluation Meeting, if any	End of school year of Year 1
Evaluator completes Summative Evaluation Report	End of school year of Year 2
Evaluator conducts Summative Evaluation Meeting, if any	End of school year of Year 2
Evaluator and Educator sign Summative Evaluation Report	End of school year of Year 2

B) Educators with PTS on One Year Plans

Activity:	Completed By:
Evaluator completes unannounced observation(s)	Any time during the 1-year evaluation cycle
Evaluator completes Formative Evaluation Report	Mid-year
Evaluator conducts Formative Evaluation Meeting, if any	Mid-year
Evaluator completes Summative Evaluation Report	End of school year
Evaluator conducts Summative Evaluation Meeting, if any	End of school year
Evaluator and Educator sign Summative Evaluation Report	End of school year

C) Educators on Plans of Less than One Year

- i) The timeline for educators on Plans of less than one year will be established in the Educator Plan.

21) **Career Advancement**

- A) In order to attain PTS, the educator should achieve ratings of proficient or exemplary on each Performance Standard and overall. A principal considering making an employment decision that would lead to PTS for any educator who has not been rated proficient or exemplary on each performance standard and overall on the most recent evaluation shall confer with the superintendent by May 1. The principal's decision is subject to review and approval by the superintendent.
- B) In reviewing applications for teacher leader positions, the superintendent or designee will consider educators' Summative Performance Ratings and Student Impact Ratings
- C) Educators with PTS whose summative performance rating is exemplary and, whose impact on student learning is rated moderate or high, shall be recognized and rewarded with leadership roles, promotions, additional compensation, public commendation or other acknowledgement.

22) **Using Student Feedback in Educator Evaluation**

- A) In accordance with 603 CMR 35.07(1)(c)(2), the Receiver will determine the process to be used relating to the use of student feedback in the evaluation of educators.

23) **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 ESE (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 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) The parties agree to establish a joint labor-management evaluation team which shall review the evaluation processes and procedures annually through the first three years of implementation and recommend adjustments to the parties.
- F) Violations of this article are subject to the alternative dispute resolution process provided in Appendix A of the Holyoke Public School Turnaround Plan, except that any disputes relating to the dismissal of a teacher with professional teacher status will be governed by the arbitration process set out in G.L. c. 69 § 1K(d), or G.L. c. 71, § 42, as appropriate. When the evaluation process results in the termination or non-renewal of an educator, then no financial remedy or reinstatement shall issue if there was substantial compliance with the totality of the evaluation process.
- G) Consistent with the Holyoke turnaround plan, the Educator Evaluation system will include a “Receiver’s Review.”