

# APS/AB Educator Evaluation Contract Language

## PART 1: INTRODUCTION

### 1) Purpose of Educator Evaluation

The purpose of our Educator Evaluation System is to promote student learning and achievement, by providing Educators with feedback for growth. Evaluators are expected to make frequent unannounced visits to classrooms and give targeted constructive feedback to Educators. Feedback and ratings are based on observations and discussions of practice, examination of evidence, and analysis of multiple measures of student learning, growth and achievement in relation to the Standards and Indicators of Effective Teaching Practice.

### 2) Definitions

- 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) **School Counselor:** Educators who support students and families in their social and emotional well being. Counselors will be evaluated using a rubric tailored to their specific positions.
- E) **School Nurse:** Educators who support students and families in their health and physical well being. Nurses will be evaluated using a rubric tailored to their specific positions.
- F) **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).
- G) **District-determined Measures:** Multiple Measures of Student Learning, Growth and Achievement related to the Massachusetts Curriculum Frameworks, Massachusetts Vocational Technical Education Frameworks, or other relevant frameworks, that are comparable across grade or subject level district-wide. These measures may include, but shall not be limited to: portfolios approved commercial assessments and district-developed pre and post unit and course assessments, and capstone projects.
- H) **Educator(s):** Inclusive term that applies to all classroom teachers and caseload educators, unless otherwise noted.

- I) **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) **Self-Directed Growth Plan** shall mean a plan developed by the Educator for one or two school years for Educators with Professional Teacher Status (PTS) who are rated proficient or exemplary.
  - ii) **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.
  - iii) **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.
- J) **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) Mid-Cycle Review; and 5) Summative Evaluation.
- K) **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.
- L) **Measurable:** That which can be classified or estimated in relation to a scale, rubric, or standards.
- M) **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, and student ACCESS scores.
- N) **Observation:** Notes and judgments made by an evaluator during one or more classroom or worksite visits(s) of any duration. Observations may take place in multiple settings and at various times. These include but are not limited to classrooms, meetings, professional learning activities, student or staff small group work, and/or interactions with students, parents/guardians, or colleagues. Observations will be followed up by a conversation between the evaluator and the educator and a written feedback form summarizing the conversation.
- O) **Performance Rating:** Describes the Educator's performance on each performance standard and overall. There shall be four performance ratings:
- \* Exemplary: the Educator's performance consistently and significantly exceeds the requirements of a standard or overall. The rating of exemplary on a standard indicates that practice significantly exceeds proficient.

- \* Proficient: the Educator's performance fully and consistently meets the requirements of a standard or overall. Proficient practice is understood to be fully satisfactory.
  - \* Needs Improvement: the Educator's performance on a standard or overall is below the requirements of a standard or overall, but is not considered to be unsatisfactory at this time. Improvement is necessary and expected.
  - \* Unsatisfactory: the Educator's performance on a standard or overall has not significantly improved following a rating of needs improvement, or the Educator's performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.
  
- P) **Rating of Educator Impact on Student Learning:** Beginning in 2016-2017, a rating of high, moderate, or low impact on student learning will be given based on trends and patterns on state assessments and district-determined measures.
  
- Q) **Rating of Overall Educator Performance:** The Educator's overall performance rating is based on the Evaluator's professional judgment and examination of evidence of the Educator's performance against the four Performance Standards and the impact of goals set forth in the Educator 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) Impact of Professional Practice Goal(s)
  - vi) Impact of Student Learning Goal(s)
  
- R) **Rubric:** A tool that describes characteristics of practice or artifacts at different levels of performance. The rubrics for Standards and Indicators of Effective Teaching Practice are used to self-assess and 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
  
- S) **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.
  
- T) **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.

- U) **Student Growth:** At least two years of data from the District-determined Measures and state assessments used in determining the Educator's rating on impact on student learning as high, moderate or low. Where more than two years of data is available, at least three year's data will be used. Data will be used to compare overall student growth in each Educator's classroom over time, not an individual student's growth over multiple years.

## **PART 2: EVALUATION COMPONENTS**

**An Educator will be evaluated based on the following:**

### **1) Observations and Discussions**

- A) Evaluators will complete at least seven (7) unannounced observations of practice for a minimum of ten (10) minutes each during each evaluation cycle. An evaluation cycle may be one or two years depending on an Educator's Growth Plan as defined in Section 1(l) above.
  - i. For Educators in their first year with the district, the first observation of the school year will be at least 30 minutes, and it will be announced and scheduled with the Evaluator at least three (3) school days before the observation. The Educator and Evaluator will schedule a pre-observation meeting at least one (1) school day before the observation.
- B) Observations may take place in multiple settings and at various times. These include but are not limited to classrooms, meetings, professional learning activities, student or staff small group work, and/or interactions with students, parents/guardians, or colleagues.
- C) While goals may not be set until October, observations may start at the beginning of the school year.
- D) Observations relate to all forms of an educator's practice, not just goals.
- E) After an observation, the Educator and Evaluator will make every effort to meet and discuss the observation within three (3) school days, unless extraordinary circumstances prevent a meeting within that timeframe.
- F) The Evaluator will make every effort to provide a brief written summary of the post-observation discussion to the Educator within three (3) school days of the discussion.
- G) The Educator will sign the written summary within three (3) school days of receiving it.
- H) The Educator will have an opportunity to respond in writing to the written summary.
- I) If concerns develop during any observation and subsequent discussion, the Evaluator will document and share those concerns with the Educator.
- J) If serious concerns develop during any observation and subsequent discussion that could lead to a rating of Needs Improvement or Unsatisfactory, the Evaluator will document and share those concerns and observe the Educator again for at least one thirty (30) minute period within thirty (30) school days.

- K) If concerns develop outside of an observation, those concerns will be documented and shared with the Educator within five school days on the feedback form.

2) **Evidence relevant to Performance Standards and Goals**

Throughout the evaluation cycle, Evaluators and Educators are encouraged to discuss evidence relevant to Performance Standards and goals. If an Evaluator does not believe that he or she has enough evidence to determine a rating on each goal and standard, the Educator may be asked to provide evidence prior to the Mid-Cycle Review and/or Summative Evaluation Meetings. Any such requests must be made at least one week prior to the meetings and no later than May 1.

Evidence includes but is not limited to:

- A) Evidence of effective teaching practice.
- B) Evidence of student growth.
- C) Evidence of fulfillment of professional responsibilities and growth such as self-assessments, peer collaboration, professional learning, contributions to the school community and professional culture.
- D) Evidence of active outreach to and engagement with families and the community.
- E) Evidence of impact of professional practice goal(s).
- F) Evidence of impact of student learning goal(s).
- G) Student and/or parent/guardian feedback when required by state regulations.

3) **Multiple measures of student learning, growth, and achievement, which shall include:**

- A) District-developed measures of student progress using formative and summative assessments that are aligned with District Curriculum Frameworks and are comparable within grades or subjects in a school and/or across the district.
- B) Statewide growth measure(s) where available, including MCAS Student Growth Percentile (SGP) or ACCESS (Assessing Comprehension and Communication in English State-to-State) for English Language Learners, if applicable, in which case at least two (2) years of educator data is required. Where more than two years of data is available, at least three year's data will be used. Data will be used to compare overall student growth in each Educator's classroom over time, not an individual student's growth over multiple years.
- C) For Educators whose primary role is not as a classroom teacher, the appropriate measures of the Educator's contribution to student learning, growth, social, emotional, and physical well-being and/or achievement will be set by the District in collaboration with the Educators. These measures shall be based on the Educator's role and responsibility.

4) **Rubrics**

The rubrics are a guide used for the Educator's self-assessment, the Mid-Cycle Review, and the Summative Evaluation

### **PART 3: EVALUATION CYCLE**

#### **1) Self-Assessment and Goal-Setting**

- A) At the start of the evaluation cycle, the Educator will complete a self-assessment and set goals. The Educator will meet with his or her Evaluator to discuss the self-assessment and goals by October 15, except for an Educator in his or her first year in the district who will meet with the Evaluator by November 15.
- B) Goals will include:
  - i. At least one goal directly related to improving the Educator's own professional practice.
  - ii. At least one goal directly related to improving student learning.
- C) Goals may be developed by individuals or groups of Educators, in collaboration with the Evaluator. Goals must be approved by the Evaluator by November 1.
- D) For an Educator in his or her first year in the district, goals must be approved by the Evaluator by December 1.

#### **2) Observations and Discussions**

Evaluators will complete at least seven (7) unannounced observations of practice for a minimum of ten (10) minutes each during each evaluation cycle. Guidelines for observations are provided in Part 2, Section 1.

#### **3) Evidence relevant to Performance Standards**

Evidence is gathered and shared between the Educator and Evaluator throughout the evaluation cycle. Guidelines are provided in Part 2, Section 2.

#### **4) Mid-Cycle Review**

- A) Formative Assessment will be ongoing throughout the evaluation cycle. There will be a Mid-Cycle Review which will include a meeting between the Educator and Evaluator followed by the completion of the Mid-Cycle Review Report.
- B) The Mid-Cycle Review Meeting
  - i. For Educators on a one-year Self-Directed Growth Plan, one-year Directed Growth Plan, or an Improvement Plan, the Mid-Cycle Review Meeting will take place by January 15. The Mid-Cycle Review Report will be completed and shared with the Educator by February 1.
  - ii. The Mid-Cycle Review Meeting for Educators on a two-year Self-Directed Growth Plan will take place by May 15. The Mid-Cycle Review Report will be completed and shared with the Educator by June 1 of the first year of the evaluation cycle.

- C) The Educator may bring, or be asked to provide, an update of progress on standards and goals to the Mid-Cycle Review Meeting. Any such requests must be made at least one week prior to the meetings and no later than May 1.
- D) At the meeting, the Evaluator will bring to the Educator's attention any areas of concern. Such concerns will be documented in the Mid-Cycle Review Report along with supports and resources the Educator may use to help address the concerns.
- E) The Educator will sign the Mid-Cycle Review Report within three (3) school days of receiving it.
- F) The Educator will have an opportunity to respond in writing to the Mid-Cycle Review Report within two weeks of receiving the report.

5) **Summative Evaluation**

Rather than adopt a one size fits all approach to supervision and evaluation, the Massachusetts evaluation framework encourages Evaluators to look for trends and patterns in practice across multiple types of evidence and apply their professional judgment. There are no numbers or percentages that dictate ratings on Standards, the assessment of educator goals, or the Summative Performance Rating. The role of evidence and professional judgment in determination of ratings on performance Standards and an overall Summative Performance Rating is paramount in this process.

- A) The evaluation cycle concludes with a Summative Evaluation Meeting followed by a written report. The Summative Evaluation Meeting will take place after the last observation and before the Summative Report is written. At the meeting, the observations and evidence gathered throughout the year will be discussed to help the Evaluator determine ratings and prepare to write the Summative Report.
- B) The Summative Report must be provided to the Educator by June 1 of the year in which the cycle is completed. The Summative Report should recognize areas of strength as well as identify recommendations for professional growth. The Summative Report will include ratings on the four Performance Standards and the impact of goals on professional practice and student learning.
- C) The Evaluator determines a rating on each Performance Standard based on:
  - i. Observations and discussions
  - ii. Multiple measures of student learning based on state and district guidelines
  - iii. Surveys of students and/or parents and guardians, based on state guidelines, to be jointly agreed upon by the Association and District
  - iv. Evidence provided by the Educator
  - v. Additional relevant information on an Educator's practice, that has been shared and discussed previously with the Educator, related to one or more Performance Standards.
- D) The Summative Performance Rating will be based on:

- i. The ratings on each Performance Standard as described above
  - ii. An examination of evidence of the impact of goals on professional practice and student learning
- E) To be rated proficient overall, the Educator shall, at a minimum, have been rated proficient on Performance Standards 1 and 2: Curriculum, Planning and Assessment and Teaching All Students.
  - F) Beginning in 2016-2017, the Rating on Impact on Student Learning will be based on Multiple Measures of Student Learning over multiple years of growth data (Part 2, Section 3). These Impact Ratings will help to determine an Educator's Growth Plan.
  - G) Educators who wish to provide the Evaluator with additional evidence of the Educator's performance should do so by May 1.
  - H) The Summative Report must be provided to the Educator by June 1. The Educator shall sign the final Summative Report by June 15 and have the right to respond in writing to the Report by July 1.
  - I) The Evaluator will meet by June 15 with any Educator rated Needs Improvement or Unsatisfactory to discuss a Directed Growth Plan or Improvement Plan, respectively, and supports to be put in place.
  - J) A copy of the signed final Summative Evaluation report, and any response by the Educator, shall be filed in the Educator's personnel file.

#### **PART 4: EDUCATOR GROWTH PLANS**

Every Educator will be placed on an Educator Growth Plan based on the prior year's Summative Performance Rating and rating on impact on student learning. All Educators with PTS will be placed on a one-year Self-Directed Growth Plan until initial ratings are determined. Educators without PTS will remain on a one-year Self-Directed Growth Plan until Professional Teacher Status is attained.

##### **1) Educators with PTS Rated Proficient or Exemplary: Self-Directed Growth Plans**

- A) Educators with PTS who have an overall rating of proficient or exemplary, and whose rating on impact on student learning is moderate or high, will be on a two-year Self-Directed Growth Plan.
  - i. The Mid-Cycle Review report for Educators on a two-year Self-Directed Growth Plan will be completed and shared with the Educator by June 1 of the first year of the evaluation cycle.
  - ii. If concerns develop during the first year of a two-year Self-Directed Growth Plan, the Evaluator will increase the frequency of observations. Ratings will only be given in the Mid-Cycle Review Report to those for whom concerns have developed based on a minimum of seven (7) observations during this first year.
  - iii. If an Educator on a two-year Self-Directed Growth Plan is rated Needs Improvement in the June Mid-Cycle Review Report, the Educator will be placed on a one-year Directed Growth Plan for the following school year.



- iv. If an Educator on a two-year Self-Directed Growth Plan is rated Unsatisfactory in the June Mid-Cycle Review Report, the Educator will be placed on an Improvement Plan for the following school year.
- B) Educators with PTS who have an overall rating of proficient or exemplary, and whose rating on impact on student learning is low based on multiple years of growth data, will be on a one-year Self-Directed Growth Plan. This is scheduled to go into effect in the 2016-2017 school year.
- i. The Evaluator and Educator shall analyze the discrepancy between the Summative Evaluation rating and the rating on impact on student learning to determine the cause(s) of the discrepancy. Goals for the Self-Directed Growth Plan will be developed to address the discrepancy.
  - ii. The Mid-Cycle Review Report for Educators on a one-year Self-Directed Growth Plan will be completed and shared with the Educator by February 1.
  - iii. If concerns develop during the one-year Self-Directed Growth Plan, the Evaluator will increase the frequency of observations.
  - iv. If an Educator on a one-year Self-Directed Growth Plan is rated Needs Improvement in the Summative Report, the Educator will be placed on a one-year Directed Growth Plan for the following school year.
  - v. If an Educator on a one-year Self-Directed Growth Plan is rated Unsatisfactory in the Summative Report, the Educator will be placed on an Improvement Plan for the following school year.
- C) When an Educator with PTS changes schools, departments, or grade levels, the Evaluator may decide to place the Educator on a One-Year Self-Directed Growth Plan.
- 2) **Educators without Professional Teacher Status (PTS): One-Year Self-Directed Growth Plan**  
**All Educators without PTS will be on a One-Year Self-Directed Growth Plan.**
- i. The Mid-Cycle Review Report for Educators on a one-year Self-Directed Growth Plan will be completed and shared with the Educator by February 1.
  - ii. If concerns develop for a non-PTS educator, the Evaluator will increase the frequency of observations. Ratings will only be given in the Mid-Cycle Review Report to those for whom concerns have developed based on a minimum of four (4) observations. Any concerns will be discussed at the Mid-Cycle review meeting and documented in the report.
- 3) **Educators with PTS Rated Needs Improvement: One-Year Directed Growth Plan**
- A) Educators with PTS whose overall rating is Needs Improvement will be placed on a one-year Directed Growth Plan. The goals will be developed by the Evaluator and outlined in the

Directed Growth Plan and shared with the Evaluator by June 15. The goals must address areas identified as needing improvement as determined by the Evaluator.

- B) The Mid-Cycle Review meeting for an Educator on a one-year Directed Growth Plan will be held by January 15 and will contain ratings on the four Performance Standards. The Mid-Cycle Review Report will be subsequently completed and shared with the Educator by February 1.
- C) If the Educator is rated Exemplary, Proficient, or Needs Improvement in the Mid-Cycle Review Report, the Educator will remain on the Directed Growth Plan for the duration of the school year.
- D) If the Educator is rated Unsatisfactory in the Mid-Cycle Review Report, the Educator will be placed on an Improvement Plan for the duration of the school year. For Educators who are placed on an Improvement Plan in January, and receive an overall rating of Unsatisfactory in the Summative Report, the Evaluator shall recommend to the Superintendent that the educator be dismissed.
- E) Per state regulations, an Educator may not be rated Needs Improvement at the end of a One-Year Directed Growth Plan. Therefore, the Educator will be rated either Exemplary, Proficient or Unsatisfactory in the Summative Report and moved to the corresponding Educator Growth Plan.

4) **Educators with PTS Rated Unsatisfactory: Improvement Plan**

- A) If an Educator is rated unsatisfactory in the January Mid-Cycle Review Report, he or she shall be placed on an Improvement Plan through June 1 of that school year.
- B) Educators with PTS who are rated unsatisfactory in the June Summative Report will be placed on an Improvement Plan for the following school year.
- C) The Improvement Plan shall:
  - i. Define the Improvement Plan goals directly related to the Performance Standard(s) and/or student learning outcomes that must be improved.
  - ii. Articulate the measurable outcomes that will be accepted as evidence of improvement.
  - iii. Describe the activities and work products the Educator must complete as a means of improving performance.
  - iv. Detail the timeline for completion of each component of the Plan, including monthly meetings with the Evaluator.
  - v. Identify the individuals assigned to assist the Educator which must include the Evaluator(s) and mentor assigned by the Evaluator.
  - vi. Outline supports to be provided to the Educator by the District. The District will assume the costs of any instructional materials and professional learning opportunities for Educators on an Improvement Plan.
- D) The Improvement Plan process shall be as follows:

- i. Within ten school days of notification to the Educator that the Educator is being placed on an Improvement Plan, the Evaluator will develop the Improvement Plan and schedule a meeting with the Educator to discuss the plan.
  - ii. If the Educator consents, the Association will be informed that an Educator has been placed on an Improvement Plan. The Educator may request that a representative of the Association attend any or all meeting(s) relevant to the Improvement Plan.
  - iii. There will be a scheduled monthly meeting between the Evaluator and Educator to review progress towards Improvement Plan goals.
  - iv. A mutually-agreed upon, non-supervisory mentor will be assigned to the Educator to support the Educator throughout the Improvement Plan.
  - v. Educators will be observed a minimum of one 30 minute period at least once a month by one or more Evaluators.
  - vi. Evaluators will observe Educators in situations/settings that will allow for progress in areas of concern to be demonstrated.
  - vii. Evaluators may request that the Educator provide evidence that demonstrates progress towards the goals of the improvement plan.
- E) The Educator and the Evaluator will sign the Improvement Plan, and a copy of the signed Plan will be provided to the Educator. Signatures indicate that both parties understand the expectations of the Plan.
- F) The Summative Evaluation Report for an Educator on an Improvement Plan must be provided to the Educator by June 1. The Report will include a Summative Performance Rating that will determine next steps. According to state regulations, one of three decisions must be made at the conclusion of the Improvement Plan:
- i. If the Educator receives a rating of Proficient or Exemplary, the Educator will be placed on a Self-Directed Growth Plan.
  - ii. If the Educator receives a rating of Needs Improvement, the Educator will be placed on a One-Year Directed Growth Plan.
  - iii. 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.

## **5. Professional Teacher Status**

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

## 6. General Provisions

- A) The Superintendent shall ensure 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.
- B) Should there be a serious disagreement between the Educator and the Evaluator regarding an overall summative performance rating of unsatisfactory, the Educator may meet with the Evaluator's supervisor to discuss the disagreement. Should the Educator request such a meeting, the Evaluator's supervisor must meet with the Educator. The Evaluator may attend any such meeting at the discretion of the Superintendent. The Educator may request the presence of an Association representative at the meeting.
- C) The parties agree to establish a committee of Association representatives and administrators which shall review the evaluation processes and procedures annually through the first three years of implementation and recommend adjustments to the parties.
- D) Information related to an individual Educator's evaluation shall be considered part of one's personnel file and will not be shared with individuals or organizations outside of the School Districts, unless mandated by law. The Massachusetts DESE requires that ratings be confidentially submitted on an annual basis.
- E) The Educator and Evaluator will sign each document related to evaluation. Electronic signatures are acceptable. A signature indicates that the Educator has received and read the document, and it does not necessarily indicate that the Educator agrees with the contents.
- F) Forms, documents, surveys and District Determined Measures will be jointly created and agreed to by the District and Association.
- G) Educators can submit a response to any documents throughout the process within two weeks. These responses will be kept with the evaluation record.

7. **Timelines**

**Acton-Boxborough Educator Evaluation Timeline**

<b>Activity:</b>	<b>Completed By:</b>
Educators who are not in their first year will meet with their Evaluators to discuss their self-assessments and goals.	October 15
Evaluator will approve goals of Educators not in their first year	November 1
First-year Educators in the district meet with their Evaluators to discuss their self-assessments and goals. The first observation for first-year educators will include a pre-observation meeting, an announced pre-scheduled observation of at least 30 minutes, and a post-observation meeting followed by a written summary.	November 15
Evaluator will approve goals of Educators in their first year in the district	December 1
Mid-Cycle Review Meeting for Educators on a One Year Directed or Self-Directed Growth Plan	January 15
Mid-Cycle Review Report for Educators on a One Year Directed or Self-Directed Growth Plan completed and shared with Educator	February 1
Educator may provide Evaluator evidence of performance against the four Performance Standards and goals.	May 1
Mid-Cycle Review Meeting for Educators on a two year self-directed growth plan.	May
Mid-Cycle Review Report for Educators on a Two Year Self-Directed Growth Plan shall be completed and shared with educators.	June 1
Summative Evaluation Meeting	May
Summative Evaluation Report Completed and Shared	June 1
Evaluator meets with Educators whose overall Summative Evaluation ratings are Needs Improvement or Unsatisfactory	June 1
Evaluator meets with Educators whose ratings are proficient or exemplary at request of Evaluator or Educator	June 10
Educator signs Summative Evaluation Report	June 15
Evaluator will meet with Educators rated Needs Improvement or Unsatisfactory	June 15
Educators may respond in writing to Summative Evaluation Report	July 1

LETTER OF AGREEMENT REGARDING  
EDUCATOR EVALUATION

On this 10<sup>th</sup> day of September, 2013, the parties have caused this agreement to be signed by their duly authorized representatives.

Acton Boxborough Regional School Committee

Maria E. Neyland  
Maria Neyland, Chair

9/10/13  
Date

Acton Public School Committee

Dennis Bruce  
Dennis Bruce, Chair

9/10/13  
Date

Acton Education Association

Marc Lewis  
Marc Lewis, President

9/12/13  
Date