

THE PUBLIC SCHOOLS of BROOKLINE



Educator Evaluation Agreement
for
Brookline Educator Union Unit A Personnel

March 2017

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Introduction

The purpose of the Educator Evaluation Agreement for Brookline Educator Union Unit A Personnel is to provide for the continuous growth of staff and the continuous improvement in the quality of education for all students. Evaluation of Educator performance is an essential component of an effective educational program, as well as a requirement of state law and regulations. We believe that a cooperative process, characterized by mutual respect, teamwork and trust, best achieves professional growth and development, and the resulting improvement in the quality of education. Educators and Evaluators share responsibility in this evaluation process.

The Educator Evaluation Procedures described here have been designed:

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

General Provisions

- A. The Superintendent or administration shall offer an annual orientation at or around the start of each school year. Evaluation of personnel shall be the responsibility of the Administration and may be conducted by them at any time.
- B. The Superintendent and Administration have the right to supervise, evaluate, observe and write observation reports in each and every year to the extent that they deem necessary short of harassment.
- C. The Brookline School Committee ("Committee") and the Brookline Educator Union ("Union") agree that the paramount purpose of evaluation is to promote professional excellence.
- D. Only Administrators who are appropriately licensed may serve as Evaluators of Educators.
- E. The Superintendent shall insure that Evaluators and Educators have training in supervision and evaluation, including the regulations and standards and indicators of effective teaching practice promulgated by ESE (603 CMR 35.03), and the Evaluation Standards and Procedures established in this Agreement. Drafts of agenda and materials shall be delivered to the BEU president no later than 15 work days before the first scheduled training.
- F. 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.
- G. Should the Educator disagree with the summative rating for any reason, 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 and the Educator may request

representation for that meeting. The Evaluator may attend any such meeting at the discretion of the Evaluator's supervisor or the Superintendent.

Educators with PTS and an overall rating of Needs Improvement or Unsatisfactory may request a review by the Evaluation Advisory Panel. Upon completion of this review, the Evaluation Advisory Panel may make a recommendation to the Superintendent.

- H. Violations of this Section regarding Educator Evaluation are subject to the grievance and arbitration procedures. The arbitrator shall determine whether there was substantial compliance with the totality of the evaluation process. 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.
- I. If an Educator's absence interferes with the established timelines herein (i.e. a significant absence which makes the timelines untenable or an absent during key timeline dates), the Educator, Evaluator, and, upon request of the Educator, a BEU representative shall develop a timeline for the situation that best suites the intent of the established timelines, which could include moving timelines across school years. If there is no agreement on timelines, then the educator, evaluator, Superintendent or his/her designee, and the Union president or his/her designee shall develop the timeline. If an Educator is placed on a new plan in the middle of the school year pursuant to the Changing Plan Mid-Cycle section, then the Educator, Evaluator, Superintendent or his/her designee, and the Union president or his/her designee shall develop a timeline across two school years to maintain the minimum of a one-year plan.

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 may include:
 - 1. Measures of student progress on classroom assessments that are aligned with the Massachusetts Curriculum Frameworks, Brookline Learning Expectations, or other relevant frameworks and are comparable within grades or subjects in a school;
 - 2. State- or district-determined measures of student learning related to the Massachusetts Curriculum Frameworks, Common Core 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. One such measure may be the MCAS Student Growth Percentile (SGP) or Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) gains or its replacement, if applicable, in which case at least three years of data is required;
 - 3. 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;
 - 4. For Educators whose primary role is not as a classroom teacher, the appropriate measures of their 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 and notes based on observations and artifacts of practice including:

1. Observations of practice.
 2. Examination of Educator work products (all materials submitted by the educator must be considered).
 3. Examination of student work samples submitted by the educator (all materials submitted by the educator must be considered).
 4. Judgments shall include evidence that reflect the full breadth of the educator's schedule and duties.
- C. Evidence relevant to one or more Performance Standards chosen by the educator, including but not limited to:
1. Evidence compiled and presented by the Educator, including but not limited to the following:
 - a. Evidence of fulfillment of professional responsibilities and growth such as peer collaboration, professional development linked to goals in the Educator Plan, contributions to the school community and professional culture;
 - b. Evidence of active outreach to and engagement with families.
 2. Evidence of progress towards professional practice goal(s);
 3. Evidence of progress toward student learning outcomes goal(s);
 4. Student and parent feedback;
 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.

Educators only need to provide one piece of evidence per Standard and Goal. A single piece of evidence may also serve multiple needs. If the Evaluator determines that the evidence is insufficient for a Proficient rating for any Standard or attaining progress on any Goal, the Evaluator shall inform the Educator in writing and explain the kind of evidence that would be sufficient for each such Standard or Goal, provided it can be accomplished with one piece of evidence each. The Educator shall then have two (2) weeks to provide such evidence.

Rubric

A scoring tool used for the Educator's self-assessment, the formative assessment, the formative evaluation, and the summative evaluation. The parties agree to use the attached rubrics. Rubrics for Specialists shall be bargained at the request of the union.

Rating Impact on Student Learning Growth

ESE will provide model contract language, direction and guidance on using student learning growth based on state and district-determined measures. Upon receiving this model contract language, the parties agree to bargain with respect to this matter.

Using Student Feedback in Educator Evaluation

ESE will provide model contract language, direction and guidance on using student feedback in the

evaluation of Educators. Upon receiving this model contract language, direction and guidance, the parties agree to bargain with respect to this matter.

Using Parent Feedback in Educator Evaluation

ESE will provide model contract language, direction and guidance on using parent feedback in the evaluation of Educators. Upon receiving this model contract language, direction and guidance, the parties agree to bargain with respect to this matter.

District Determined Measures

ESE will provide model contract language, direction and guidance on using District-Determined Measures in the evaluation of Educators. Upon receiving this model contract language, direction and guidance, the parties agree to bargain with respect to this matter.

Other

- A. All supervision and evaluation of the work performance of an Educator will be conducted openly and with knowledge of the Educator. Secret observations are neither permitted nor condoned. The use of such devices as public address or audio systems, including tape recorders, and similar surveillance devices are strictly prohibited.
- A1. Video and/or audio recordings, created by the Educator, may be added as evidence by the Educator. Nothing in this section shall prevent an Evaluator from viewing a video or other recording created as a result of an IEP(s), provided it is not used in the evaluation without the Educator's permission.
- B. Educators will have access to any evaluation reports and evaluation materials prepared by their primary or secondary Evaluators and will have the right to discuss such reports with their Evaluators. Educators will be advised when any material of any evaluative nature is placed in their personnel files.
- C. An Educator will have the right, upon request, to review and to receive a copy the contents of his/her personnel file. An Educator will be entitled to have a representative accompany him/her during such a review. The Educator will also have the right to submit a written comment on the contents of the file. This comment will be reviewed by the Superintendent or his/her designee and placed in the Educator's personnel file.
- D. No Educator will be reprimanded because of a complaint, anonymous or otherwise, from a parent, student, or any other person outside the administration without the right to first present his/her viewpoint. In addition, no Educator shall be reprimanded or disciplined in front of students, other employees or other persons. The Principal or his/her designee shall discuss any complaints brought forward with Educators within five (5) school days.
- E. The BEU recognizes the authority and responsibility of the appropriate Principal for disciplining or reprimanding an Educator for delinquency of professional performance. In any fact-finding meeting or investigative meeting at any level (Principal, Superintendent) when it is contemplated that disciplinary action may result against the Educator whose participation in such meeting has been requested, the Educator will be notified of the purpose of the meeting prior to the meeting. Such notice will normally be given on the work day immediately prior to the meeting except when the exigencies of the situation require an earlier meeting. The Educator will be entitled to have a BEU representative present at the meeting. Discipline occurs through a progressive

discipline process and is not included in the evaluation.

- F. Should any materials which the Superintendent or his/her designee consider to be derogatory be placed in an Educator's personnel folder, the Educator involved will be given the opportunity to review same prior to its placement in the personnel folder. The Educator shall initial such material prior to its insertion. The Educator's initials do not signify agreement with the contents but rather serve as evidence that the Educator has seen the material in question. If the Educator chooses to do so, he/she may submit any statement concerning the derogatory material; and if he/she so desires, said statement shall be filed with the alleged derogatory material in the Educator's personnel folder.

Evaluation Cycle: Training

The Superintendent is responsible for ensuring that all Evaluators have training in the principles of supervision and evaluation.

Evaluation Cycle: Annual Orientation

- A. Within the first two weeks of the start of each school year, the Superintendent, principal or other Evaluator shall conduct a meeting for Educators and Evaluators focused substantially on educator evaluation. The Superintendent, principal or other Evaluator shall:
 - 1. Provide an overview of the evaluation process, including goal setting and the Educator plans.
 - 2. Provide Educators with directions for obtaining a copy of the forms used by the district. These may be electronically provided.
 - 3. This training may be digitally recorded to facilitate orientation of Educators hired after the beginning of the school year, and made available to all Educators and Evaluators for their review.

Evaluation Cycle: Self-Assessment

- A. The evaluation cycle begins with the Educator completing and submitting to the primary Evaluator a self-assessment by the dates indicated on the timelines.
- B. The self-assessment includes:
 - 1. An analysis of evidence of student learning, growth and achievement for students under the Educator's responsibility.
- C. Since the purpose of self-assessment is to be a reflective tool on the part of the educator as he/she develops his/her goals, the self-assessment shall not be used as evidence in the evaluation of the educator. The self-assessment shall not be edited by the Evaluator, nor shall the Evaluator suggest changes to the self-assessment.

Evaluation Cycle: Goal Setting and Development of the Educator Plan

- A. Proposing the Goals
 - 1. Educators must consider goals for grade-level, subject-area, department teams, or other groups of Educators who share responsibility for student learning and results, except as provided in (2) below. Educators may meet with teams to consider establishing team

- goals. Evaluators may participate in such meetings.
2. For Educators new to the Public Schools of Brookline (initial year of employment), the primary Evaluator shall meet with the Educator by the 1st Friday in October or within four weeks after the Educator's first day of employment if the Educator begins employment after September 15th to assist the Educator in completing the self-assessment and drafting the professional practice and student learning goals, which must include induction and mentoring activities.
 3. Unless the Evaluator indicates that an Educator in his or her second or third year of practice should continue to address induction and mentoring goals pursuant to 603 CMR 7.12, the Educator may address shared grade level or subject area team goals.
 4. For Educators with PTS and ratings of Proficient or Exemplary, the goals may be team goals. In addition, these Educators may include individual professional practice goals that address enhancing skills that enable the Educator to share Proficient practices with colleagues or develop leadership skills.
 5. 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.
- B. Every Educator has an Educator Plan that includes, but is not limited to, one goal related to the improvement of practice and one goal for the improvement of student learning. Educators with PTS who have been rated as Exemplary or Proficient shall not be required to have more than one goal related to improvement of practice and one goal for the improvement of student learning. The Plan also outlines actions the Educator must take to attain the goals established in the Plan and benchmarks to assess progress. Depending upon the Educator Plan, goals may be developed by individual Educators, by the Evaluator, or by teams, departments, or groups of Educators who have similar roles and/or responsibilities.
- 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, using evidence of Educator performance and impact on student learning, growth and achievement based on the Educator's self-assessment and other sources that Evaluator shares with the Educator.
- D. Educator Plan Development Meetings shall be conducted as follows:
1. Educators new to the Public Schools of Brookline must meet with the primary Evaluator by the 4th Friday in October (or within six weeks of the Educator's first day of employment if the Educator begins employment after September 15th) to establish the Educator Plan.
 2. All second and third year Educators must submit their Educator Plan by the 4th Friday in October.
 3. Educators with PTS and ratings of Exemplary or Proficient shall submit their Educator Plan by the 2nd Friday in November.
 4. The Evaluator shall meet individually with Educators with PTS and ratings of Needs Improvement or Unsatisfactory by the 4th Friday in October 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.
 5. Educators in the same school may meet with the Evaluator in teams and/or individually

at the end of the previous evaluation cycle or by the 4th Friday in October of the next academic year to develop their Educator Plan.

- E. The Evaluator reads and reviews the Educator Plan within 10 school days of the 4th Friday in October (for non-PTS Educators) and within 10 school days of the 2nd Friday in November (for Educators with PTS). The Educator shall then sign the Educator Plan within 5 school days of its receipt and may include a written response. The Educator's signature indicates that the Educator received the plan in a timely fashion. The signature does not indicate agreement or disagreement with its contents.
- F. In the event that the Evaluator and an Educator on Self-Directed Educator Plan or an Educator with PTS on a Developing Educator Plan do not mutually agree on the Plan, they will meet to discuss the contents of the plan, it will be referred to the Superintendent or his or her designee. The Superintendent or his or her designee and the President of the Union or his or her designee shall meet within ten (10) school days to attempt to resolve the disagreement. In the event that all relevant terms of the agreement have been met, and they are unable to resolve the disagreement, the Superintendent or his or her designee shall resolve the disagreement. All elements of the Educator Plan are subject to the Evaluator's approval and the Evaluator retains final authority over the contents of the Educator's Plan.

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

- A. In a Educator's first year of practice in the Public Schools of Brookline:
 - 1. The Educator shall have at least one announced observation by the primary Evaluator, and at least one announced observation by the secondary Evaluator during the school year, using the protocol described in those sections of this document. In addition, the Educator shall have at least four (4) unannounced observations by the primary or secondary Evaluator during the school year.
 - a. The primary or the secondary Evaluator shall complete at least two unannounced observations and associated feedback by the last school day in December.
 - b. The primary or the secondary Evaluator shall complete at least one announced observation and the associated feedback and at least one additional unannounced observation and associated feedback by the last school day in January.
 - c. The primary Evaluator or the secondary Evaluator shall complete at least the second announced observation and the associated conferences and at least one unannounced observation and associated feedback between the first school day in February and the last school day in March.
 - 2. The Evaluator(s) may conduct additional observations, announced or unannounced, throughout the year at the discretion of the Evaluator(s).
- B. In an Educator's remaining years of practice without PTS in the Public Schools of Brookline:
 - 1. The Educator shall have at least one announced observation by the primary Evaluator. In addition, the Educator shall have at least three (3) unannounced observations during the school year by the primary or secondary Evaluator.
 - a. The primary or secondary Evaluator shall complete at least one unannounced observation and associated feedback by the last school day in December.
 - b. The primary or secondary Evaluator shall complete at least one announced observation and the associated conferences and at least one additional unannounced observation and the associated feedback by the last school day in January.

- c. The primary or the secondary Evaluator shall complete at least one additional unannounced observation and associated feedback between the last school day in January and the last school day in March.
2. The Evaluator(s) may conduct additional observations, announced or unannounced, throughout the year at the discretion of the Evaluator(s).

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.
 1. The primary or secondary Evaluator shall complete this observation by the last school day in April of the first year of the cycle.
 2. The Evaluator(s) may conduct additional observations, announced or unannounced, throughout the year at the discretion of the Evaluator(s).
 3. This Educator, if working on a Self-Directed Growth Plan, will have the right to indicate that the present time is not good for an unannounced observation (“not now”). This provision may be used only once in an evaluation cycle.
- B. The Educator whose overall rating is Needs Improvement must be observed according to the Directed Growth Plan during the period of the plan. The Evaluator shall determine the number and frequency of the observations, but in no case shall there be less than one announced and three unannounced observations.
 1. The primary or the secondary Evaluator shall complete at least one announced observation and the associated conferences by the last school day in December.
 2. The primary or the secondary Evaluator shall complete at least two unannounced observations and associated feedback by the last day of school in January.
 3. The primary or the secondary Evaluator shall complete at least one additional unannounced observation and associated feedback between the last school day in January and the last school day in March.
 4. The Evaluator(s) may conduct additional observations, announced or unannounced, throughout the year at the discretion of the Evaluator(s).
- C. The Educator whose overall rating is Unsatisfactory must be observed according to the Improvement Plan, which must include both unannounced and announced observations. The Evaluator shall determine the number and frequency of the observations, but in no case shall there be less than one announced and three unannounced observations.
 1. The primary or the secondary Evaluator shall complete at least one announced observation and the associated conferences by the last school day in December.
 2. The primary or the secondary Evaluator shall complete at least two unannounced observations and associated feedback by the last school day in January.
 3. The primary or the secondary Evaluator shall complete at least one additional unannounced observation and associated feedback between the last school day in January and the last school day in March.

4. The Evaluator(s) may conduct additional observations, announced or unannounced, throughout the year at the discretion of the Evaluator(s).
5. If the Improvement Plan begins at the time of a formative assessment, these dates will be adjusted accordingly.

Evaluation Cycle: Observations

- A. Classroom or worksite observations conducted pursuant to this article must result in constructive feedback to the Educator. The Evaluator is not required nor expected to review all the indicators in a rubric during an observation but the content of the observation report shall be restricted to Standards and Indicators that appear in the rubric.
- B. Announced Observations:
 1. The Evaluator and Educator shall confer to discuss possible dates and times for the announced observation, after which 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.
 2. An announced observation must be a full class observation. Should extenuating circumstances prevent the Evaluator from remaining for the entire full class observation, the Educator is entitled to an additional class observation by the Evaluator upon the request of the Educator.
 3. Feedback for announced observations is provided through formal pre-observation and post-observation conferences. Within five (5) school days of the scheduled observation the Evaluator and Educator shall meet for a pre-observation conference. The purpose of this conference is to obtain background information in advance of a particular Announced Observation or to receive information about a particular classroom activity that he or she will observe, including the goals of the lesson. This conference may also be used by the conferees to collaboratively clarify, refine and/or elaborate these activities and the goals they are meant to achieve.
 - 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.
 - 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.
 4. Within 10 school days of the observation, the Evaluator and Educator shall meet face-to-face for a post-observation conference. This time frame may be extended due to unavailability on the part of either the Evaluator or the Educator, but shall be rescheduled within 24 hours if possible. During the post-observation conference, the Educator and Evaluator discuss such items as the goals and outcomes of the lesson and discuss what the Evaluator observed.
 5. The Evaluator shall provide the Educator with written feedback within ten (10) school days of the post-observation conference. For any standard where the Educator's practice was found to be Unsatisfactory or Needs Improvement, the feedback must:
 - Describe the basis for the Evaluator's judgment.
 - Describe actions the Educator should take to improve his or her performance.
 - Identify support and/or resources the Educator may use in his or her

- improvement.
- State that the Educator is responsible for addressing the need for improvement.

Any observations resulting in one or more standards judged to be Unsatisfactory or Needs Improvement for the first time must be followed by at least one full class observation within 30 school days.

C. Unannounced Observations:

1. Unannounced observations may be in the form of partial or full-period classroom visitations but the majority of unannounced observations completed with an individual Educator will be at least ten (10) minutes.
 - a. Administrators will drop in on classes and other activities as part of normal supervisory responsibilities. Carrying out these supervisory responsibilities, when they do not result in targeted and constructive feedback to the Educator, are not observations as defined in this Agreement. These visits may take the form of Instructional Rounds, Walkthroughs, Learning Walks, or any other means deemed useful by the Evaluator, principal, Superintendent or other administrator.
 - b. An unannounced observation must start with a predetermined signal to the Educator.
 - c. The Evaluator will then provide written feedback after being in the classroom, and the Educator can expect feedback as described below.
2. Targeted and constructive feedback for an unannounced observation shall start with an in-person conversation between the Educator and the Evaluator. The Evaluator shall then provide a brief written summary of this conversation and his or her observations.
 - a. Feedback in this form must be given within five (5) school days of the observation. This time frame may be extended due to unavailability on the part of either the Evaluator or the Educator, but shall be rescheduled within 24 hours whenever possible. For K12 Curriculum Coordinators or those who travel between buildings, meetings may be arranged over the phone if scheduling a face-to-face meeting is found to be too difficult. All meetings, whether face-to-face or by phone, are expected to be done during contractual hours.
 - b. The conversation, when possible, should take place in the Educator's classroom or office, or in a private space.
 - c. This brief written feedback shall be delivered to the Educator face-to-face, by email or to the Educator's school mailbox or home. The written feedback explicitly considers the perspective on the class or lesson that the Educator presents during the conversation. If the Evaluator has an concerns, s/he shall provide evidence of the practices in need of improvement so that the Educator has concrete ideas for what to improve.
3. Any series of observations resulting in one or more standards judged to be Unsatisfactory or Needs Improvement for the first time must be followed by at least one full class observation within thirty (30) school days.

Evaluation Cycle: Formative Assessment

- A. A specific purpose for evaluation is to promote student learning, growth and achievement by providing Educators with feedback for improvement. Evaluators are expected to make frequent unannounced visits to classrooms. Evaluators are expected to give targeted constructive feedback to Educators based on their observations of practice, examination of artifacts, and

analysis of multiple measures of student learning, growth and achievement in relation to the Standards and Indicators of Effective Teaching Practice.

- B. Formative assessment 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 at the end of year one.
- C. The formative assessment report provides written feedback to the Educator about his or her progress towards attaining the goals set forth in the Educator Plan, performance on Performance Standards and overall, or both.
- D. Formative assessment happens mid-cycle. In order to assess progress, the Educator shall provide to the Evaluator evidence of the Educator's performance against the four Performance Standards, as well as progress on attaining professional practice and student learning goals. The Evaluator shall provide the Educator with at least two weeks' notice of the need to provide this evidence.
- E. Upon request of either the Evaluator or the Educator, a meeting may be scheduled to discuss the formative assessment before the Evaluator has completed writing the formative assessment report. The Educator and Evaluator shall meet within 10 school days of the request.
- F. The Evaluator shall complete the formative assessment report and provide a copy to the Educator by mid-cycle (the last Friday in May of the first year for a two year plan or the 1st Friday in February for a one year plan). The formative assessment report must be signed by the Evaluator and delivered face-to-face, by email or to the Educator's school mailbox or home. Upon the request of either the Evaluator or the Educator, within ten (10) school days of its completion, the Evaluator and the Educator will meet to discuss the formative assessment.

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.

If the Formative Assessment for a two-year Self-Directed Plan is not submitted to the educator by the last Friday in May of the first year of the Self-Directed Plan, then the plan for that educator shall be extended by one additional year. In the event of unforeseen extenuating circumstances, approval may be given by the Superintendent for an extension. Notification of such extensions shall also be given to the BEU president.

- G. The Educator shall sign the formative assessment report within five (5) school days of receiving the report. The signature indicates that the Educator received the formative assessment report in a timely fashion. The signature does not indicate agreement or disagreement with its contents.
- H. The Educator may reply in writing to the formative assessment within ten (10) school days of receiving the report or following the conference with the Evaluator, whichever comes later.
- I. As a result of the formative assessment report, the Educator and/or Evaluator may change the activities in the Educator Plan, where applicable.

Evaluation Cycle: February Letters for Educators without Professional Status

- A. By the Monday before February break, Evaluators must identify and inform in writing any Educator whose performance at such time suggests non-reappointment.
- B. A copy of this letter shall be sent to the Office of Human Resources and the Union President.

- C. This letter indicates only that the Educator may not be reappointed. It does not state that the Educator has not been reappointed for the following year. Nothing precludes the non-renewal of an Educator who did not receive the February letter.
- D. This letter must indicate the prior dates of conferences.
- E. The letter gives the Educator clear and specific indication of where he or she needs improvement.

Evaluation Cycle: Summative Evaluation

- A. The evaluation cycle concludes with a summative evaluation report. For Educators on a PTS Educator Plan (one or two year plans), the summative report must be written and provided to the Educator on or before the last Friday in May. For all Educators on Developing Educator Plans the summative report must be written and provided to the Educator on or before the last Friday in April.

If the Summative Assessment for a two-year Self-Directed Plan is not submitted on or before the last Friday in May, then the plan for that educator shall be extended by one additional year. In the event of unforeseen extenuating circumstances, approval may be given by the Superintendent for an extension. Notification of such extensions shall also be given to the BEU president.

- 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.

Each of the four Standard areas and the goals will have equal weight in determining the overall evaluation; that is, each of these areas is worth 20% of the overall rating. However, 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.

- C. While the Educator and Evaluator may discuss student performance, goal development, goal attainment and educator ratings will be based solely on the actions of the Educator.
- D. For an Educator whose overall performance rating is Exemplary or Proficient and whose impact on student learning is low, the Evaluator's supervisor shall discuss and review the rating with the Evaluator and the supervisor shall confirm or revise the Educator's rating. In cases where the Superintendent is the primary Evaluator, the Superintendent's decision on the rating shall not be subject to review.
- E. The summative evaluation rating must be based on evidence from multiple categories of evidence.
- F. 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. Earning a Proficient rating must be achievable within the bounds of the collective bargaining agreement.
- G. No less than four (4) weeks 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 the Performance Standards, as well as progress on attaining professional practice and student learning goals.
- H. The summative evaluation report should recognize areas of strength as well as identify

recommendations for professional growth.

- I. The Evaluator shall deliver a signed copy of the summative evaluation report to the Educator face-to-face, by email or to the Educator's school mailbox or home no later than the due date specified above.
- J. The Evaluator shall meet with the Educator rated Needs Improvement or Unsatisfactory to discuss the summative evaluation. The meeting shall occur on or before the last Friday in May for Educators with PTS and on or before the last Friday in April for Educators without PTS. The Evaluator shall provide to the Educator a written copy of the summative evaluation report at least two days before the scheduled meeting.

If the Summative Assessment Meeting for a two-year Self-Directed Plan is not submitted on or before the last Friday in May, then the plan for that educator shall be extended by one additional year. In the event of unforeseen extenuating circumstances, approval may be given by the Superintendent for an extension. Notification of such extensions shall also be given to the BEU president.

- K. The Evaluator shall 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 on or before the last Friday in May for Educators with PTS and or before the last Friday in April for Educators without PTS.
- L. Upon mutual agreement, the Educator and the Evaluator may develop the Self Directed Growth Plan for the following two years during the meeting on the summative evaluation report.
- M. The Educator shall sign the final summative evaluation report within five (5) school days of its receipt. The signature indicates that the Educator received the summative evaluation report in a timely fashion. The signature does not indicate agreement or disagreement with its contents.
- N. The Educator shall have the right to respond within ten (10) school days in writing to the summative evaluation, which shall become part of the final summative evaluation report.
- O. A copy of the signed final summative evaluation report, including any response from the Educator, shall be filed in the Educator's personnel file.

Evaluation Cycle: Formative or Summative Evaluation of Needs Improvement or Unsatisfactory for Educators with PTS

- A. Educators with PTS who are at risk of receiving an overall ranking of Needs Improvement or Unsatisfactory shall be informed in writing by the last school day in March. A copy of this letter shall be sent to the Office for Human Resources, and the BEU President. This letter must indicate the prior dates of conferences with the Educator and which standards and indicators are the grounds for the ratings above.

Educator Plans: Developing Educator Plan

- A. The Developing Educator Plan is for all Educators without PTS, and, at the discretion of the Evaluator, for Educators with PTS working in the first year under a particular license or an Educator with PTS moving three (3) or more elementary (PK-6) grades.
- B. The Educator shall be evaluated at least annually.

Educator Plans: Self-Directed Growth Plan

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

Educator Plans: Directed Growth Plan

- A. A Directed Growth Plan is for those Educators with PTS whose overall rating is Needs Improvement.
- B. An Educator on a Directed Growth Plan shall be assigned an Evaluator who will provide the Educator with guidance and assistance in accessing the resources and professional development outlined in the Directed Growth Plan. This Evaluator may be the primary Evaluator, or another assigned Evaluator.
- C. The Directed Growth Plan, written by the Evaluator, shall:
 - 1. Delineate the goals in the plan including the areas identified as needing improvement;
 - 2. Describe the activities and work products the Educator must complete as a means of improving performance. Evidence should be given of the practices in need of improvement so that the educator has concrete ideas for what to improve. This shall be presented as no more than two goals.
 - 3. Describe the assistance that the district will make available to the Educator;
 - 4. Articulate the measurable outcomes that will be accepted as evidence of improvement;
 - 5. 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);
 - 6. Identify the individual(s) assigned to assist the Educator which must include minimally the primary or secondary Evaluator;
 - 7. Include the signatures of the Educator and primary Evaluator.
- D. A copy of the signed Directed Growth Plan shall be provided to the Educator. The Educator's signature indicates that the Educator received the Directed Growth Plan in a timely fashion. The signature does not indicate agreement or disagreement with its contents.
- E. The Evaluator shall complete a summative evaluation for the Educator at the end of the period determined by the Plan, but at least annually, and in no case later than the last Friday in May.
- F. 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.

- G. For an Educator on a Directed Growth Plan whose overall performance rating is not at least Proficient, the Evaluator will rate the Educator as Unsatisfactory and will place the Educator on an Improvement Plan for the next evaluation cycle.

Educator Plans: Improvement Plan

- A. An Improvement Plan is for those Educators with PTS whose overall rating is Unsatisfactory.
- B. The parties agree that in order to provide students with the best instruction, it may be necessary from time to time to place an Educator whose practice has been rated as Unsatisfactory on an Improvement Plan of one school year.
- C. Within ten (10) school days after the decision to place an Educator on an Improvement Plan, the Educator and the Evaluator will meet to discuss the development of an Improvement Plan. The Evaluator shall offer to the Educator the option of bringing a BEU representative this meeting.
- D. 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.
- E. The Improvement Plan shall:
1. Define the improvement goals directly related to the Performance Standard(s) that must be improved;
 2. Describe the activities and work products the Educator must complete as a means of improving performance;
 3. Describe the assistance that the district will make available to the Educator;
 4. Articulate the measurable outcomes that will be accepted as evidence of improvement;
 5. 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);
 6. Identify the individual(s) assigned to assist the Educator which must include minimally the primary Evaluator;
 7. Include the signatures of the Educator and primary Evaluator.
- F. A copy of the signed Plan shall be provided to the Educator. 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.
- G. In the event that the Evaluator and Educator do not mutually agree on the Plan, it will be referred to the Superintendent or his or her designee. If the terms of the agreement have been met, the Superintendent or his or her designee and the President of the Union or his or her designee shall meet within ten (10) school days to attempt to resolve the disagreement. In the event that they are unable to resolve the disagreement, the Superintendent or his or her designee shall resolve the disagreement.
- H. Decision on the Educator's status at the conclusion of the Improvement Plan.
1. All determinations below must be made no later than the last Friday in May. One of four decisions must be made at the conclusion of the Improvement Plan:
 - a. If the Evaluator determines that the Educator has improved his or her practice

to the level of Proficiency, the Educator will be placed on a Self-Directed Growth Plan.

- b. In those cases where the Educator was placed on an Improvement Plan as a result of his or her summative rating at the end of his or her Directed or Self-Directed Growth Plan, if the Evaluator determines that the Educator is making substantial progress toward proficiency, the Evaluator shall place the Educator on a Directed Growth Plan.
- c. In those cases where the Educator was placed on an Improvement Plan as a result of his or her summative rating at the end of his or her Directed Growth Plan, if the Evaluator determines that the Educator is not making substantial progress toward proficiency, the Evaluator shall recommend to the Superintendent that the Educator be dismissed. The Educator shall be notified of this determination, in writing, on or before June 15.
- 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. The Educator shall be notified of this determination, in writing, on or before June 15.

Educator Plans: Changing Plans in Mid-Cycle

All Educator Plans (other than Self-Directed Growth Plans) are written for one school year in length. If an Educator with PTS is not making progress at the time of formative assessment, the Evaluator could trigger the end of the plan and the creation of a new plan (i.e., an Educator on a Directed Growth Plan could be moved to an Improvement Plan).

Educator Plans: Moving Plan Levels

Educators with PTS can only be moved one plan level (i.e., an Educator on a Self-Directed Growth Plan could move to an Improvement Plan) at a time, either at the middle of a plan or at the end of a plan, or both. In addition, an Educator would need to have been observed at least three (3) times (announced or unannounced) after the previous formative assessment or summative evaluation.

Evaluation Advisory Panel

There shall be a standing Evaluation Advisory Panel to be comprised of two (2) representatives of the Union and two (2) representatives of the Administration. Either party may call in an additional representative of the Union or the Administration where a particular expertise would be helpful.

Upon request of any PTS Educator whose overall rating is unsatisfactory or who has been found to not be making progress by mid-cycle, the Evaluation Advisory Panel will review his/her evaluation. Upon completion of the review, the Evaluation Advisory Panel may make a recommendation to the Superintendent.

Use of Technology

All Evaluators will use TeachPoint or another electronic system as determined by the School Committee. The use of technology in Educator Evaluation will conform to the following agreements.

All content will be treated according to the standards included in Section 6.5 and 6.6 of our CBA and personnel records law.

The content of any and all required forms shall be subjected to collective bargaining.

Personnel Files

While four years of materials will be maintained, only the Summative Evaluations will be included in the personnel file. Beyond four years all but the Summative Evaluation will be expunged.

Nonrenewal of Educators with Pre-Professional Status

An Educator with pre-professional status shall be notified, in writing, on or before June 15 if he/she is not to be employed for the following school year. If, however, the Educator is to be reinstated, the Assistant Superintendent of Human Resources shall duly inform him/her of such action in writing.

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, guidance counselors, speech and language pathologists, occupational and physical therapists, psychologists, literacy specialists and math specialists.
- C. **Classroom Teacher:** Educators who teach pre-K-12 whole classes, teachers of special subjects such as art, music, library, and physical education, and special education teachers.
- 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. ***District-determined Measures:** Measures of student learning, growth and achievement related to the Massachusetts Curriculum Frameworks, Massachusetts Vocational Technical Education Frameworks, or other relevant frameworks, that are comparable across grade or subject level district-wide. These measures may include, but shall not be limited to: portfolios, approved commercial assessments and district-developed pre- and post-unit and course assessments, and capstone projects.
- E'. **Discipline:** Discipline occurs through a progressive discipline process and is not included in the evaluation.
- F. ***Educator(s):** Inclusive term that applies to all classroom teachers, caseload educators, and administrators, 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:
 - 1. **Developing Educator Plan** shall mean a plan developed by the Educator and the Evaluator for one school year for an Educator without Professional Teacher Status (PTS); or an Educator with PTS working in the first year under a particular license; or an Educator with PTS moving three (3) or more elementary (PK-6) grades.

2. **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.
 - a. For Educators whose impact on student learning is either moderate or high, the Educator Plan shall be two years, 35.06(7).
 - b. For Educators whose impact on student learning is low, the Educator Plan shall be for one school year. The Plan shall include a goal related to examining elements of practice that may be contributing to low impact, 35.07(a)(2).
 3. **Directed Growth Plan** shall mean a plan developed by the Educator and the Evaluator of one school year for Educators with PTS who are rated Needs Improvement.
 4. **Improvement Plan** shall mean a plan developed by the Evaluator of one school year for Educators with PTS who are rated Unsatisfactory overall with goals specific to improving the Educator's Unsatisfactory performance.
- 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 assessment") and to assess total job effectiveness and make personnel decisions (the "summative evaluation").
- J. ***Evaluator:** Any person designated by a Superintendent who has primary or secondary responsibility for observation and evaluation. The Superintendent is responsible for ensuring that all Evaluators have training in the principles of supervision and evaluation.
1. **Primary Evaluator:** This person determines the Educator's performance ratings and evaluation. The Primary Evaluator is the person responsible for developing the Educator Plan with the educator, supervising the Educator's progress, and evaluating the Educator's progress toward attaining the Educator Plan goals.
 2. **Secondary Evaluator:** This person shall conduct observations and provide input to the Educator Plan, formative assessment, progress toward attaining Educator Plan goals, and overall performance rating and evaluation.
 3. **Assignment of Primary and Secondary Evaluators:** Educators shall be assigned a Primary Evaluator and, in some cases, a Secondary Evaluator.
 4. **Notification:** The Educator shall be notified in writing of his or her Primary Evaluator and Secondary Evaluator, if any, 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; and (5) Summative Evaluation.
- L. ***Experienced Educator:** A Educator with Professional Teacher Status (PTS).
- M. ***Family:** Includes students' parents, legal guardians, foster parents, or primary caregivers.
- N. **February Letter:** A letter sent no later than the Monday before the February break to Educators who do not have Professional Teacher Status that informs them that their performance suggests the possibility of non-reappointment. This letter does not state that a Educator has not been reappointed. It states areas in his or her performance that must be addressed, including Standards and Indicators.
- N'. **Feedback:** Feedback is defined as an Evaluator's notes, commendations, recommendations, and

summaries of conversations between the Evaluator and Educator. Recommendations, if any, may contain descriptions of practices in need of improvement, and specific and constructive suggestions for improvement.

- O. ***Formative Assessment:** The process used to assess progress towards attaining goals set forth in Educator plans, performance on standards, or both. This process will take place at mid-cycle.
- P. ***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.
- Q. ***Measurable:** Measurable shall mean that which can be classified, counted or estimated, in relation to a scale, rubric, or standards.
- R. **Multiple Measures of Student Learning:** Measures may include a combination of classroom, school and district assessments and student growth percentiles, where available.
- S. ***Observation:** Observation shall mean a data gathering process that includes notes and judgments made during one or more classroom or worksite visit(s) of any duration by the Evaluator and may include examination of artifacts of practice. Observations may occur when an Evaluator is present while the Educator conducts a class or exercises his or her professional duties. An observation is an opportunity to gather information on performance relative to the criteria identified in the Performance Standards. Observations may be announced or unannounced.

A "full class observation" is an observation lasting at least a full class period in the middle grades (grades 6-8) and high school, or complete lesson in the elementary or preschools, including transitions between lessons. A complete lesson in elementary or preschools is the time discussed in the pre-observation conference.
- T. **Parties:** The parties to this agreement are the Brookline School Committee (BSC) and the Brookline Educators Union – Unit A (BEU).
- U. ***Performance Rating:** Describes the Educator's performance on each Performance Standard and overall. There shall be four performance ratings:
 - 1. **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. During the term of this agreement the BEU and management will meet to discuss the adoption of the Exemplary rating with the intention of using it before the conclusion of this Agreement.
 - 2. **Proficient:** The Educator's performance fully and consistently meets the requirements of a standard or overall. Proficient practice is understood to be fully satisfactory.
 - 3. **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.
 - 4. **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.

- V. ***Performance Standards:** Locally developed standards and indicators pursuant to M.G.L. c. 71, § 38 and consistent with, and supplemental to 603 CMR 35.00. The parties may agree to limit standards and indicators to those set forth in 603 CMR 35.03.
- W. ***Professional Teacher Status:** PTS is the status granted to an Educator pursuant to M.G.L. c. 71, § 41.
- X. **Rating of Educator Impact on Student Learning:** A rating of high, moderate or low based on trends and patterns on state assessments and district-determined measures.
- Y. **Rating of Overall Educator Performance:** The Educator's overall performance rating is based on the Evaluator's professional judgment and examination of evidence of the Educator's performance against the four Performance Standards and the Educator's progress toward attainment of goals set forth in the Educator Plan, as follows:
1. Standard 1: Curriculum, Planning and Assessment
 2. Standard 2: Teaching All Students
 3. Standard 3: Family and Community Engagement
 4. Standard 4: Professional Culture
 5. Attainment of Professional Practice Goal(s)
 6. Attainment of Student Learning Goal(s)
- Z. ***Rubric:** A scoring 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 rate Educators on Performance Standards. These rubrics consist of:
1. Standards: Describes broad categories of professional practice, including those required in 603 CMR 35.03;
 2. Indicators: Describes aspects of each standard, including those required in 603 CMR 35.03;
 3. Elements: Defines the individual components under each indicator;
 4. Descriptors: Describes practice at four levels of performance for each element.
- AA. ***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, based on evidence, of the Educator's performance against Performance Standards and the Educator's attainment of goals set forth in the Educator Plan.
- BB. ***Superintendent:** The person employed by the school committee pursuant to M.G.L. c. 71 §59. The Superintendent is responsible for the implementation of 603 CMR 35.00.
- CC. ***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 speech pathologist.
- DD. ***Trends in student learning:** At least three 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.

School Committee Signatures and Date:

Brookline Educator Union Signatures and Date

Ratification Vote taken on _____

Ratification Vote taken on _____

Timelines

Educator on Developing Educator Plans (First Year Non-PTS Teachers) *Calendar of Evaluation Process*

Timeline	Activity
Within the first two weeks of school	Annual orientation meeting regarding evaluation procedures
By 4th Friday in September	Educator provides completed self-assessment form to primary Evaluator; Evaluator meets with Educator to complete the self-assessment form and draft professional practice and student learning goals
By 4th Friday in October	Educator meets with primary Evaluator to design a developing educator plan
Within 10 school days of 4th Friday in October	Primary Evaluator reads and reviews educator plan; Educator signs Plan within 5 school days of receipt
By last school day in December	Completion of at least 2 unannounced observations and associated conferences and/or feedback
Upon request of Evaluator	Evaluator requests evidence of performance from Educator for formative evaluation (at least two week's notice)
By last school day in January	Completion of at least 1 announced observation and associated conferences and/or feedback and at least one additional unannounced observation and associated conferences and/or feedback
By 1st Friday in February	Evaluator provides Educator with formative assessment report; opportunity for conference within 10 school days of completion; signed within 5 school days by Educator; Educator may reply in writing within 10 school days of receiving report or following conference with Evaluator
By Monday before February vacation	Deadline for Evaluators to issue "February Letter;" identifying Educators whose performance suggests non-reappointment
Between first school day in February and last school day in March	Completion of at least one additional announced observation and associated conferences and/or feedback and at least one additional unannounced observation and associated conference and/or feedback
No less than four (4) weeks before due date for Summative Evaluation	Educator provides Evaluator with evidence of performance standards, as well as progress on attaining professional practices and student learning goals
By last Friday in April	Evaluator provides Educator with summative evaluation report; opportunity for conference within 10 school days of completion; signed by Educator within 5 school days; Educator has right to respond within 10 school days
May 1st	Nonrenewal Date for Educators with Pre-Professional Status

Educator on Developing Educator Plans (Second and Third Year Non-PTS Educators)
Calendar of Evaluation Process

Timeline	Activity
Within first two weeks of school	Annual orientation meeting regarding evaluation procedures
By 4 th Friday in September	Educator provides completed self-assessment form to Evaluator; Evaluator meets with Educator to complete the self-assessment form and draft professional practice and student learning goals
By 4 th Friday in October	Educator submits Educator Plan to primary Evaluator
Within 10 school days of 4 th Friday in October	Primary Evaluator reads and reviews educator plan; Educator signs Plan within 5 school days of receipt
By last school day in December	Completion of at least 1 unannounced observations and associated conference and/or feedback
Upon request of Evaluator	Evaluator requests evidence of performance from Educator for formative evaluation (at least two weeks' notice)
By last school day in January	Completion of at least 1 announced observation and associated conference and/or feedback and at least one additional unannounced observation and associated conference and/or feedback
By 1 st Friday in February	Evaluator provides Educator with formative assessment report; opportunity for conference within 10 school days of completion; signed within 5 school days by Educator; Educator may reply in writing within 10 school days of receiving report or following conference with Evaluator
By Monday before February vacation	Deadline for Evaluators to issue "February Letter," identifying Educators whose performance suggests non-reappointment
Between first school day in February and last school day in March	Completion of at least one additional unannounced observation and associated conference and/or feedback
No less than four (4) weeks before due date for Summative Evaluation	Educator provides Evaluator with evidence of performance standards, as well as progress on attaining professional practices and student learning goals
By last Friday in April	Evaluator provides Educator with summative evaluation report; opportunity for conference within 10 school days of completion; signed by Educator within 5 school days; Educator has right to respond within 10 school days
May 1 st	Nonrenewal Date for Teachers with Pre-Professional Status

Educator on Self-Directed Educator Plans (Professional Teacher Status)
Calendar of Evaluation Process

Timeline	Activity
Year 1	
Within first 2 weeks of school	Annual orientation meeting regarding evaluation procedures
By 4th Friday in October	Educator provides completed self-assessment form to Evaluator
By 2nd Friday in November	Educator submits Educator Plan to primary Evaluator
Within 10 school days of 2nd Friday in November	Primary Evaluator reads and reviews educator plan; Educator signs Plan within 5 school days of receipt
By last school day in April	Completion of at least 1 unannounced observation and associated conference and/or feedback
Upon request of Evaluator	Evaluator requests evidence of performance from Educator for formative assessment (at least two weeks' notice)
By last Friday in May	Evaluator provides Educator with formative assessment report; opportunity for conference within 10 school days of completion; signed within 5 school days by Educator; Educator may reply in writing within 10 school days of receiving report or following conference with Evaluator
Year 2	
By last school day in April	Completion of at least 1 unannounced observation and associated conference and/or feedback
No less than four (4) weeks before due date for Summative Evaluation	Educator provides Evaluator with evidence of performance standards, as well as progress on attaining professional practices and student learning goals
At least 2 school days prior to conference	Evaluator provides Educator with summative evaluation report
By last Friday in May	Evaluator meets with Educator to discuss report (if requested by either party); signed by Educator within 5 school days; Educator has right to respond within 10 school days

Educator on Directed Educator Plans (Professional Teacher Status)
Calendar of Evaluation Process

Timeline	Activity
Within first two weeks of school	Annual orientation meeting regarding evaluation procedures
By 4th Friday in September	Educator provides completed self-assessment form to Evaluator
By 4th Friday in October	Evaluator meets with Educator to develop professional practice and student learning goals (Educator Plan)
Within 10 school days of 2nd Friday in November	Primary Evaluator completes educator plan; Educator signs Plan within 5 school days of receipt
By last school day in December	Completion of at least 1 announced observation and associated conference and/or feedback
By last school day in January	Completion of at least 2 unannounced observations and associated conferences and/or feedback
Upon request of Evaluator	Evaluator requests evidence of performance from Educator for formative assessment (at least two weeks' notice)
By 1st Friday in February	Evaluator provides Educator with formative assessment report; opportunity for conference within 10 school days of completion; signed within 5 school days by Educator; Educator may reply in writing within 10 school days of receiving report or following conference with Evaluator
By last school day in March	Completion of at least 1 additional unannounced observation and associated conference and/or feedback
By last school day in March	Educators with PTS who are at risk of receiving an overall ranking of Needs Improvement or Unsatisfactory are informed in writing
No less than four (4) weeks before due date for Summative Evaluation	Educator provides Evaluator with evidence of performance standards, as well as progress on attaining professional practices and student learning goals
At least 2 school days prior to conference	Primary Evaluator provides Educator with a written copy of the summative evaluation report
By last Friday in May.	Evaluator meets with Educator to discuss summative evaluation report; signed by Educator within 5 school days; Educator has right to respond within 10 school days

Educator on Improvement Plans (Professional Teacher Status)
Calendar of Evaluation Process

Timeline	Activity
Within the first two weeks of school	Annual orientation meeting regarding evaluation procedures
By 4th Friday in September	Educator provides completed self-assessment form to Evaluator
By 4th Friday in October	Evaluator meets with Educator to develop professional practice and student learning goals (Educator Plan)
Within 10 school days of 2nd Friday in November	Primary Evaluator completes educator plan; Educator signs Plan within 5 school days of receipt
By last school day in December	Completion of at least 1 announced observation and associated conference and/or feedback
By last school day in January	Completion of at least 2 unannounced observations and associated conferences and/or feedback
Upon request of Evaluator	Evaluator requests evidence of performance from Educator for formative assessment (at least two weeks' notice)
By 1st Friday in February	Evaluator provides Educator with formative assessment report; opportunity for conference within 10 school days of completion; signed within 5 school days by Educator; Educator may reply in writing within 10 school days of receiving report or following conference with Evaluator
By last school day in March	Completion of at least 1 additional unannounced observation and associated conferences and/or feedback
By last school day in March	Educators with PTS who are at risk of receiving an overall ranking of Needs Improvement or Unsatisfactory are informed in writing
No less than four (4) weeks before due date for Summative Evaluation	Educator provides Evaluator with evidence of performance standards, as well as progress on attaining professional practices and student learning goals
At least 2 school days prior to conference	Primary Evaluator provides Educator with a written copy of the summative evaluation report
By first Friday in June	Evaluator meets with Educator to discuss summative evaluation report; signed by Educator within 5 school days; Educator has right to respond within 10 school days
By June 15th	Educator is notified in writing if determination to dismiss has been made

Rubrics

Standard I: Curriculum, Planning, and Assessment. *The teacher promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.*

Indicator I-A. Curriculum and Planning: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.				
I-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-1. Subject Matter Knowledge	Demonstrates limited knowledge of the subject matter and/or its pedagogy; relies heavily on textbooks or resources for development of the factual content. Rarely engages students in learning experiences focused on complex knowledge or skills in the subject.	Demonstrates factual knowledge of subject matter and the pedagogy it requires by sometimes engaging students in learning experiences around complex knowledge and skills in the subject.	Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and skills in the subject.	Demonstrates expertise in subject matter and the pedagogy it requires by engaging all students in learning experiences that enable them to synthesize complex knowledge and skills in the subject. Is able to model this element.
I-A-2. Child and Adolescent Development	Demonstrates little or no knowledge of developmental levels of students this age or differences in how students learn. Typically develops one learning experience for all students that does not enable most students to meet the intended outcomes.	Demonstrates knowledge of developmental levels of students this age but does not identify developmental levels and ways of learning among the students in the class and/or develops learning experiences that enable some, but not all, students to move toward meeting intended outcomes.	Demonstrates knowledge of the developmental levels of students in the classroom and the different ways these students learn by providing differentiated learning experiences that enable all students to progress toward meeting intended outcomes.	Demonstrates expert knowledge of the developmental levels of the teacher's own students and students in this grade or subject more generally and uses this knowledge to differentiate and expand learning experiences that enable all students to make significant progress toward meeting stated outcomes. Is able to model this element.

I-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-3. Rigorous Standards- Based Unit Design	Plans individual lessons rather than units of instruction, or designs units of instruction that are not aligned with state standards/ local curricula, lack measurable outcomes, and/or include tasks that mostly rely on lower level thinking skills.	Designs units of instruction that address some knowledge and skills defined in state standards/local curricula, but some student outcomes are poorly defined and/or tasks rarely require higher-order thinking skills.	Designs units of instruction with measurable outcomes and challenging tasks requiring higher-order thinking skills that enable students to learn the knowledge and skills defined in state standards/local curricula.	Designs integrated units of instruction with measurable, accessible outcomes and challenging tasks requiring higher-order thinking skills that enable students to learn and apply the knowledge and skills defined in state standards/local curricula. Is able to model this element.
I-A-4. Well- Structured Lessons	Develops lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class.	Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.	Develops well-structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student's needs. Is able to model this element.

Indicator I-B. Assessment: Uses a variety of informal and formal methods of assessments to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction.				
I-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-B-1. Variety of Assessment Methods	Administers only the assessments required by the school and/or measures only point-in-time student achievement.	May administer some informal and/or formal assessments to measure student learning but rarely measures student progress toward achieving state/local standards.	Designs and administers a variety of informal and formal methods and assessments, including common interim assessments, to measure each student's learning, growth, and progress toward achieving state/local standards.	Uses an integrated, comprehensive system of informal and formal assessments, including common interim assessments, to measure student learning, growth, and progress toward achieving state/local standards. Is able to model this element.
I-B-2. Adjustment to Practice	Makes few adjustments to practice based on formal and informal assessments.	May organize and analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings.	Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students.	Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for individuals and groups of students and appropriate modifications of lessons and units. Is able to model this element.

Indicator I-C. Analysis: Analyzes data from assessments, draws conclusions, and shares them appropriately.				
I-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-C-1. Analysis and Conclusions	Does not draw conclusions from student data beyond completing minimal requirements such as grading for report cards.	Draws conclusions from a limited analysis of student data to inform student grading and promotion decisions.	Individually and with colleagues, draws appropriate conclusions from a thorough analysis of a wide range of assessment data to improve student learning.	Individually and with colleagues, draws appropriate, actionable conclusions from a thorough analysis of a wide range of assessment data that improve short- and long-term instructional decisions. Is able to model this element.
I-C-2. Sharing Conclusions With Colleagues	Rarely shares with colleagues conclusions about student progress and/or rarely seeks feedback.	Only occasionally shares with colleagues conclusions about student progress and/or only occasionally seeks feedback from them about practices that will support improved student learning.	Regularly shares with appropriate colleagues (e.g., general education, special education, and English learner staff) conclusions about student progress and seeks feedback from them about instructional or assessment practices that will support improved student learning.	Establishes and implements a schedule and plan for regularly sharing with all appropriate colleagues conclusions and insights about student progress. Seeks and applies feedback from them about practices that will support improved student learning. Is able to model this element.
I-C-3. Sharing Conclusions With Students	Provides little or no feedback on student performance except through grades or report of task completion, or provides inappropriate feedback that does not support students to improve their performance.	Provides some feedback about performance beyond grades but rarely shares strategies for students to improve their performance toward objectives.	Based on assessment results, provides descriptive feedback and engages students and families in constructive conversation that focuses on how students can improve their performance.	Establishes early, constructive feedback loops with students and families that create a dialogue about performance, progress, and improvement. Is able to model this element.

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

Indicator II-A. Instruction: Uses instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.				
II-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-1. Quality of Effort and Work	Establishes no or low expectations around quality of work and effort and/or offers few supports for students to produce quality work or effort.	May states high expectations for quality and effort, but provides few exemplars and rubrics, limited guided practice, and/or few other supports to help students know what is expected of them; may establish inappropriately low expectations for quality and effort.	Consistently defines high expectations for the quality of student work and the perseverance and effort required to produce it; often provides exemplars, rubrics, and guided practice.	Consistently defines high expectations for quality work and effort and effectively supports students to set high expectations for each other to persevere and produce high-quality work. Is able to model this element.
II-A-2. Student Engagement	Uses instructional practices that leave most students uninvolved and/or passive participants.	Uses instructional practices that motivate and engage some students but leave others uninvolved and/or passive participants.	Consistently uses instructional practices that are likely to motivate and engage most students during the lesson.	Consistently uses instructional practices that typically motivate and engage most students both during the lesson and during independent work and home work. Is able to model this element.
II-A-3. Meeting Diverse Needs	Uses limited and/or inappropriate practices to accommodate differences.	May use some appropriate practices to accommodate differences, but fails to address an adequate range of differences.	Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.	Uses a varied repertoire of practices to create structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Is able to model this element.

Indicator II-B. Learning Environment: Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.				
II-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-B-1. Safe Learning Environment	Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students' learning.	May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students' learning.	Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.	Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Is able to model this element.
II-B-2. Collaborative Learning Environment	Makes little effort to teach interpersonal, group, and communication skills or facilitate student work in groups, or such attempts are ineffective.	Teaches some interpersonal, group, and communication skills and provides some opportunities for students to work in groups.	Develops students' interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers.	Teaches and reinforces interpersonal, group, and communication skills so that students seek out their peers as resources. Is able to model this practice.
II-B-3. Student Motivation	Directs all learning experiences, providing few, if any, opportunities for students to take academic risks or challenge themselves to learn.	Creates some learning experiences that guide students to identify needs, ask for support, and challenge themselves to take academic risks.	Consistently creates learning experiences that guide students to identify their strengths, interests, and needs; ask for support when appropriate; take academic risks; and challenge themselves to learn.	Consistently supports students to identify strengths, interests, and needs; ask for support; take risks; challenge themselves; set learning goals; and monitor their own progress. Models these skills for colleagues.

Indicator II-C. Cultural Proficiency: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.				
II-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-C-1. Respects Differences	Establishes an environment in which students demonstrate limited respect for individual differences.	Establishes an environment in which students generally demonstrate respect for individual differences	Consistently uses strategies and practices that are likely to enable students to demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Establishes an environment in which students respect and affirm their own and others' differences and are supported to share and explore differences and similarities related to background, identity, language, strengths, and challenges. Is able to model this practice.
II-C-2. Maintains Respectful Environment	Minimizes or ignores conflicts and/or responds in inappropriate ways.	Anticipates and responds appropriately to some conflicts or misunderstandings but ignores and/or minimizes others.	Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities.	Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities in ways that lead students to be able to do the same independently. Is able to model this practice.

Indicator II-D. Expectations: Plans and implements lessons that set clear and high expectations and also make knowledge accessible for all students.				
II-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-D-1. Clear Expectations	Does not make specific academic and behavior expectations clear to students.	May announce and post classroom academic and behavior rules and consequences, but inconsistently or ineffectively enforces them.	Clearly communicates and consistently enforces specific standards for student work, effort, and behavior.	Clearly communicates and consistently enforces specific standards for student work, effort, and behavior so that most students are able to describe them and take ownership of meeting them. Is able to model this element.
II-D-2. High Expectations	Gives up on some students or communicates that some cannot master challenging material.	May tell students that the subject or assignment is challenging and that they need to work hard but does little to counteract student misconceptions about innate ability.	Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.	Effectively models and reinforces ways that students can consistently master challenging material through effective effort. Successfully challenges students' misconceptions about innate ability. Is able to model this element.
II-D-3. Access to Knowledge	Rarely adapts instruction, materials, and assessments to make challenging material accessible to all students.	Occasionally adapts instruction, materials, and assessments to make challenging material accessible to all students.	Consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities.	Individually and with colleagues, consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities. Is able to model this element.

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

Indicator III-A. Engagement: Welcomes and encourages every family to become active participants in the classroom and school community.				
III-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A-1. Parent/Family Engagement	Does not welcome families to become participants in the classroom and school community or actively discourages their participation.	Makes limited attempts to involve families in school and/or classroom activities, meetings, and planning.	Uses a variety of strategies to support every family to participate actively and appropriately in the classroom and school community.	Successfully engages most families and sustains their active and appropriate participation in the classroom and school community. Is able to model this element.

Indicator III-B. Collaboration: Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.				
III-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-B-1. Learning Expectations	Does not inform parents about learning or behavior expectations.	Sends home only a list of classroom rules and the learning outline or syllabus for the year.	Consistently provides parents with clear, user-friendly expectations for student learning and behavior.	Successfully conveys to most parents student learning and behavior expectations. Is able to model this element.
III-B-2. Curriculum Support	Rarely, if ever, communicates with parents on ways to support children at home or at school.	Sends home occasional suggestions on how parents can support children at home or at school.	Regularly updates parents on curriculum throughout the year and suggests strategies for supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency.	Successfully prompts most families to use one or more of the strategies suggested for supporting learning at school and home and seeks out evidence of their impact. Is able to model this element.

Indicator III-C. Communication: Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.				
III-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-C-1. Two-Way Communication	Rarely communicates with families except through report cards; rarely solicits or responds promptly and carefully to communications from families.	Relies primarily on newsletters and other one-way media and usually responds promptly to communications from families.	Regularly uses two-way communication with families about student performance and learning and responds promptly and carefully to communications from families.	Regularly uses a two-way system that supports frequent, proactive, and personalized communication with families about student performance and learning. Is able to model this element.
III-C-2. Culturally Proficient Communication	Makes few attempts to respond to different family cultural norms and/or responds inappropriately or disrespectfully.	May communicate respectfully and make efforts to take into account different families' home language, culture, and values, but does so inconsistently or does not demonstrate understanding and sensitivity to the differences.	Always communicates respectfully with families and demonstrates understanding of and sensitivity to different families' home language, culture, and values.	Always communicates respectfully with families and demonstrates understanding and appreciation of different families' home language, culture, and values. Is able to model this element.

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

Indicator IV-A. Reflection: Demonstrates the capacity to reflect on and improve the educator’s own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.				
IV-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A-1. Reflective Practice	Demonstrates limited reflection on practice and/or use of insights gained to improve practice.	May reflect on the effectiveness of lessons/ units and interactions with students but not with colleagues and/or rarely uses insights to improve practice.	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; and uses and shares with colleagues, insights gained to improve practice and student learning. Is able to model this element.
IV-A-2. Goal Setting	Generally, participates passively in the goal-setting process and/or proposes goals that are vague or easy to reach.	Proposes goals that are sometimes vague or easy to achieve and/or bases goals on a limited self-assessment and analysis of student learning data.	Proposes challenging, measurable professional practice, team, and student learning goals that are based on thorough self-assessment and analysis of student learning data.	Individually and with colleagues builds capacity to propose and monitor challenging, measurable goals based on thorough self-assessment and analysis of student learning data. Is able to model this element.

Indicator IV-B. Professional Growth: Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles.				
IV-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-B-1. Professional Learning and Growth	Participates in few, if any, professional development and learning opportunities to improve practice and/or applies little new learning to practice.	Participates only in required professional development activities and/or inconsistently or inappropriately applies new learning to improve practice.	Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities.	Consistently seeks out professional development and learning opportunities that improve practice and build expertise of self and other educators in instruction and leadership. Is able to model this element.

Indicator IV-C. Collaboration: Collaborates effectively with colleagues on a wide range of tasks.				
IV-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-C-1. Professional Collaboration	Rarely and/or ineffectively collaborates with colleagues; conversations often lack focus on improving student learning.	Does not consistently collaborate with colleagues in ways that support productive team effort.	Consistently and effectively collaborates with colleagues in such work as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention.	Supports colleagues to collaborate in areas such as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention. Is able to model this element.

Indicator IV-D. Decision-Making: Becomes involved in schoolwide decision making, and takes an active role in school improvement planning.				
IV-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-D-1. Decision-Making	Participates in planning and decision making at the school, department, and/or grade level only when asked and rarely contributes relevant ideas or expertise.	May participate in planning and decision making at the school, department, and/or grade level but rarely contributes relevant ideas or expertise.	Consistently contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level.	I In planning and decision-making at the school, department, and/or grade level, consistently contributes ideas and expertise that are critical to school improvement efforts. Is able to model this element.

Indicator IV-E. Shared Responsibility: Shares responsibility for the performance of all students within the school.				
IV-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-E-1. Shared Responsibility	Rarely reinforces schoolwide behavior and learning expectations for all students and/or makes a limited contribution to their learning by rarely sharing responsibility for meeting their needs.	Within and beyond the classroom, inconsistently reinforces schoolwide behavior and learning expectations for all students, and/or makes a limited contribution to their learning by inconsistently sharing responsibility for meeting their needs.	Within and beyond the classroom, consistently reinforces schoolwide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs.	Individually and with colleagues develops strategies and actions that contribute to the learning and productive behavior of all students at the school. Is able to model this element.

Indicator IV-F. Professional Responsibilities: Is ethical and reliable, and meets routine responsibilities consistently.				
IV-F. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-F-1. Judgment	Demonstrates poor judgment and/or discloses confidential student information inappropriately.	Sometimes demonstrates questionable judgment and/or inadvertently shares confidential information.	Demonstrates sound judgment reflecting integrity, honesty, fairness, and trustworthiness and protects student confidentiality appropriately.	Demonstrates sound judgment and acts appropriately to protect student confidentiality, rights and safety. Is able to model this element.
IV-F-2. Reliability & Responsibility	Frequently misses or is late to assignments, makes errors in records, and/or misses paperwork deadlines; frequently late or absent.	Occasionally misses or is late to assignments, completes work late, and/or makes errors in records.	Consistently fulfills professional responsibilities; is consistently punctual and reliable with paperwork, duties, and assignments; and is rarely late or absent from school.	Consistently fulfills all professional responsibilities to high standards. Is able to model this element.