

# THE PUBLIC SCHOOLS of BROOKLINE



Educator Evaluation Agreement  
*for*  
Brookline Educator Union Unit A Personnel

*September 2013*

## Table of Contents

Introduction .....	3
Definitions .....	3
General Provisions .....	8
Evidence Used in Evaluation .....	9
Rubric .....	10
Career Advancement .....	11
Rating of Impact on Student Growth .....	11
Using Student Feedback in Educator Evaluation.....	11
Using Parent Feedback in Educator Evaluation .....	11
District Determined Measures .....	11
Other .....	11
Evaluation Cycle: Training .....	12
Evaluation Cycle: Annual Orientation.....	13
Education Cycle: Self-Assessment.....	13
Education Cycle: Goal Setting and Development .....	13
Evaluation Cycle: Observation of Practice and Examination of Artifacts: Educators without PTS .....	15
Evaluation Cycle: Observation of Practice and Examination of Artifacts: Educators with PTS .....	16
Observations .....	17
Evaluation Cycle: Formative Assessment .....	18
Evaluation Cycle: February Letter for Education without Professional Status .....	19
Evaluation Cycle: Summative Evaluation .....	20
Evaluation Cycle: Formative or Summative Evaluation of Needs Improvement or Unsatisfactory for Educators with PTS .....	21
Educator Plans: Developing Educator Plan .....	21
Educator Plans: Self-Directed Growth Plan .....	21
Educator Plans: Directed Growth Plan.....	21
Improvement Plan .....	22
Educator Plans: Changing in Mid-Cycle .....	24
Educator Plans: Moving Two Plans .....	24
Evaluation Advisory Panel .....	24
Use of Technology .....	25
Personnel Files.....	25
Nonrenewal of Teachers with Pre-Professional Status .....	25
Alternative Evaluation Mode .....	25
Additional Sections.....	25
Transition from Existing Evaluation System.....	26
Timelines .....	27

## Introduction

The purpose of The Public Schools of Brookline Classroom Teacher and Caseload Educator (“Teacher”) Professional Standards and Evaluation Procedures is to provide for the continuous growth of staff and the continuous improvement in the quality of education for all students. Evaluation of teacher 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. Teachers and evaluators share responsibility in this evaluation process.

The Teacher Evaluation Procedures described here have been designed:

- A. To promote student learning, growth, and achievement by providing teachers 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 teachers 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).

## Length of Agreement

This Educator Evaluation Agreement is for two (2) years, beginning on September 1, 2013 and ending on August 31, 2015.

*NOTE: Our intention is to negotiate a successor agreement at that time that will “match up” with our comprehensive Collective Bargaining Agreement (CBA) going forward.*

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

- A. **\*Artifacts of Professional Practice:** Products of teachers’ work and students’ work samples that demonstrate the teachers’ 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 as 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.
- 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 teacher's evaluation. The teacher's career stage, overall performance rating, and the rating of impact on student learning, growth and achievement determine the type of plan. There shall be four types of Educator Plans:
1. **Developing Teacher Plan** shall mean a plan developed by the teacher and the Evaluator for one school year for a teacher without Professional Teacher Status (PTS); or a teacher with PTS working in the first year under a particular license; or a teacher with PTS moving three (3) or more elementary (PK-6) grades.
  2. **Self-Directed Growth Plan** shall mean a plan developed by the teacher for one or two school years for teachers with PTS who are rated Proficient or Exemplary.
    - a. For teachers whose impact on student learning is either moderate or high, the Educator Plan shall be two years, 35.06(7).
    - b. For teachers whose impact on student learning is low, the educator plan shall be for one 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 teacher and the evaluator of one school year for teachers with PTS who are rated Needs Improvement.
  4. **Improvement Plan** shall mean a plan developed by the Evaluator of one (1) school year for teachers with PTS who are rated Unsatisfactory overall with goals specific to improving the teacher'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. Each teacher

will have one primary Evaluator at any one time responsible for determining performance ratings.

1. **Primary Evaluator:** This person determines the teacher's performance ratings and evaluation. The Primary Evaluator is the person responsible for developing the Educator Plan, supervising the teacher's progress, and evaluating the teacher'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:** Teachers shall be assigned a Primary and, in some cases, a Secondary Evaluator.
  4. **Notification:** The teacher shall be notified in writing of his or her Primary Evaluator and Secondary Evaluator at the outset of each new evaluation cycle. The Evaluators may be changed upon notification in writing to the teacher.
- K. **Evaluation Cycle:** A five-component process that all teachers follow consisting of Self-Assessment; Goal-setting and Educator Plan development; Implementation of the Plan; Formative Assessment; and Summative Evaluation.
- L. **\*Experienced Educator:** A teacher 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 teachers 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 teacher has not been reappointed. It states areas in his or her performance that must be addressed.
- 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 a teacher's plan. A goal may pertain to any or all of the following: Teacher practice in relation to Performance Standards, teacher practice in relation to indicators, or specified improvement in student learning, growth and achievement. Goals may be developed by individual teachers, by the evaluator, or by teams, departments, or groups of teachers who have the same role.
- Q. **\*Measurable:** That which can be classified or estimated in relation to a scale, rubric, or standards.
- R. **Multiple Measures of Student Learning:** Measures must include, where available, a combination of classroom, school and district assessments, student growth percentiles on state assessments, if state assessments are available, and student MEPA gain scores.
- S. **\*Observation:** A time during a teacher's normal classroom day when an evaluator is present while the teacher 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. This data gathering process includes notes and judgments made during the classroom or worksite visit, and may include examination of artifacts of practice including student work. Observations may be announced or unannounced. Classroom or worksite observations conducted pursuant to this article must result in constructive feedback to the teacher.

1. **Announced Observation:** An observation that lasts for a full class period in the middle grades (grades 6-8) and high school, or for a complete lesson in the elementary or pre-schools, including transitions between lessons. Feedback for announced observations is provided through formal pre-observation and post-observation conferences.
    - a. **Pre-Observation Conference:** A conference between an evaluator and a teacher that may be used 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.
    - b. **Post-Observation Conference:** A conference between an evaluator and a teacher following an Announced Observation. The teacher and evaluator shall review the goals of the lesson, the outcomes, and discuss what the evaluator observed.
  2. **Unannounced Observation:** An observation by the evaluator, of any duration, recommended to be a minimum of 10 minutes. Targeted and constructive feedback for an unannounced observation shall take the form of brief written feedback and a conversation between the teacher and the evaluator. This oral and written feedback must be given within five (5) school days of the observation. This time frame may be extended due to the unavailability of the evaluator or the teacher, but shall be rescheduled within 24 hours whenever possible.
    - a. Normal supervisory responsibilities of department, building and district administrators also will cause administrators to drop in on classes and other activities in the worksite at various times as deemed necessary by the administrator. Carrying out these supervisory responsibilities, when they do not result in targeted and constructive feedback to the teacher, are not observations as defined in this Article.
    - b. If the evaluator provides some form of written feedback to the teacher based on a visit to the classroom, the visit to the classroom shall be considered an unannounced observation pursuant to this definition, and the teacher can expect targeted and constructive feedback as described above.
- T. **Parties:** The parties to this agreement are the Brookline School Committee (BSC) and the Brookline Educators Union (BEU).
- U. **\*Performance Rating:** Describes the teacher's performance on each Performance Standard and overall. There shall be four performance ratings:
1. **Exemplary:** The teacher'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 system-wide.
  2. **Proficient:** The teacher'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 teacher'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 teacher's performance on a standard or overall has not significantly improved following a rating of Needs Improvement, or the teacher's performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

For Non-PTS teachers, we will use a rating system of Exemplary, Proficient, Developing (Proficient), Needs Improvement and Unsatisfactory. Any NPTS teacher rated as Developing (Proficient) will be reported to the ESE as Proficient.

No teachers shall be rated exemplary during the initial two (2) years of implementation (2013-2014 and 2014-2015) of this plan. Furthermore, no PTS teacher will be rated overall as unsatisfactory during the initial two (2) years of implementation (2013-2014 and 2014-2015) except for those PTS teachers who enter the 2013-2014 school year on an Improvement Plan.

- 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 a teacher 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 teacher's overall performance rating is based on the evaluator's professional judgment and examination of evidence of the teacher's performance against the four Performance Standards and the teacher'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 of the teacher'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 and §59A. The Superintendent is responsible for the implementation of 603 CMR 35.00.
- CC. **\*Teacher:** An classroom teacher or caseload 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 two years of data from the district-determined measures and state assessments used in determining the teacher's rating on impact on student learning as high, moderate or low.

### General Provisions

- A. Evaluation of personnel shall be the responsibility of the Administration and may be conducted by them at any time after the teacher has participated in the annual orientation.
- 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 teachers.
- E. The Superintendent shall insure that evaluators and teachers have training in supervision and evaluation, including the regulations and standards and indicators of effective teaching practice promulgated by ESE (35.03), and the Evaluation Standards and Procedures established in this Agreement.
- F. Evaluators shall not make negative comments about the teacher'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 a teacher.
- G. Should there be a serious disagreement between the teacher with a rating of Exemplary, Proficient or Needs Improvement on one or more Standards, and the evaluator regarding an

overall summative performance rating of Unsatisfactory, the teacher may meet with the evaluator's supervisor to discuss the disagreement. Should the teacher request such a meeting, the evaluator's supervisor must meet with the teacher and the teacher may request representation for that meeting. The evaluator may attend any such meeting at the discretion of the Superintendent.

Teachers with PTS and a rating of 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 a teacher, then no financial remedy or reinstatement shall be issued if there was substantial compliance.
- I. There shall be a standing Joint Labor Management Committee, referred to as the Teacher Supervision and Evaluation Program (TSEP) Committee, comprised of at least five (5) members of the BEU (Unit A) and at least five (5) administrators which will meet at least six (6) times during the calendar year, on a schedule to be published at the beginning of the year.

The charge for this Committee is the continual review and refinement of the TSEP system as described in the regulations, rubrics, processes and documents. Minutes and agendas of the TSEP meetings shall be published in a timely fashion. This Committee shall select two co-chairs from the existing membership, one from the BEU and one administrator, who will determine agendas and facilitate meetings. If the Superintendent is not one of the members of this Committee, he/she shall meet with the group at least yearly.

This group will be responsible for gathering input and making recommendations to the Superintendent and BEU President regarding the Educator Evaluation system.

Teacher members of TSEP will be paid a stipend to be bargained.

### **Evidence Used In Evaluation**

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

- A. Multiple measures of student learning, growth, and achievement, which shall 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. At least two state- or district-determined measures of student learning related to the 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 shall be the MCAS Student Growth Percentile (SGP) or Massachusetts English Proficiency Assessment gain scores, if applicable, in which case at least two years of data is required;

3. Measures of student progress and/or achievement toward student learning goals set between the teacher and evaluator for the school year or some other period of time established in the Educator Plan;
  4. For teachers whose primary role is not as a classroom teacher, the appropriate measures of the teacher's contribution to student learning, growth, and achievement set by the district. The measures set by the district should be based on the teacher's role and responsibility.
- B. Judgments and notes based on observations and artifacts of practice including:
1. Unannounced observations of practice of any duration, recommended to be a minimum of 10 minutes;
  2. Announced observation(s) for non-PTS teachers, teachers on Improvement Plans, and as determined by the evaluator;
  3. Examination of teacher work products;
  4. Examination of student work samples.
- C. Evidence relevant to one or more Performance Standards, including but not limited to:
1. Evidence compiled and presented by the teacher, including but not limited to:
    - a. Evidence of fulfillment of professional responsibilities and growth such as self-assessments, 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 teacher. Other relevant evidence could include information provided by other administrators such as the Superintendent.

### **Rubric**

A scoring tool used for the teacher's self-assessment, the formative assessment, and the summative evaluation. We agree to use the DESE teacher rubric for first year implementation.

In addition, we agree to create a Committee to create guidelines around the observation of caseload educators, as well as to recommend rubrics (and other forms) for use with these teachers (i.e., nurse, psychologist, guidance counselor, etc.). **NOTE:** *Specifics regarding the functioning of this group (number of members, possible stipends, etc.) have yet to be determined.*

### **Career Advancement**

- A. In order to attain Professional Teacher Status, the teacher should achieve ratings of Proficient or Exemplary on each Performance Standard and overall. A principal considering making an employment decision that would lead to PTS for any teacher who has not been rated Proficient or Exemplary on each Performance Standard and overall on the most recent evaluation shall confer with the Superintendent or his or her designee by the first Friday in June. The principal's decision is subject to review and approval by the Superintendent or his or her designee.
- B. Teachers with PTS whose Summative performance rating is Exemplary and whose impact on student learning is rated moderate or high, shall be recognized and rewarded with leadership roles, promotions, additional compensation, public commendation or other acknowledgement as determined by the district through collective bargaining where applicable.

### **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 teachers. 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 teachers. 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 teachers. 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 a teacher will be conducted openly and with full knowledge of the teacher. 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. Primary and secondary evaluators shall counsel teachers or convey diverse comments to teachers privately.
- B. Teachers will be given a copy of 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. Teachers will be advised when any material of any evaluative nature is placed in their personnel files.

- C. A teacher will have the right, upon request, to review and copy the contents of his/her personnel file. A teacher will be entitled to have a representative accompany him/her during such a review. The teacher 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 teacher's personnel file.
- D. No teacher 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 teacher 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 teachers within five (5) school days.
- E. The Union recognizes the authority and responsibility of the appropriate Principal for disciplining or reprimanding a teacher 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 teacher whose participation in such meeting has been requested, the teacher 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 teacher will be entitled to have a Union representative present at the meeting.
- F. Should any materials which the Superintendent or his/her designee consider to be derogatory be placed in a teacher's personnel folder, then the teacher involved will be given the opportunity to review same prior to its placement in the personnel folder. The employee shall initial such material prior to its insertion. The employee's initials do not signify agreement with the contents but rather serve as evidence that the employee has seen the material in question. If the teacher 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 teacher's personnel folder. If such material may result in discipline or otherwise affect the teacher's status, it shall be sent to the teacher involved within twenty (20) school days. It is understood that the Superintendent or his/her designee will make an appropriate investigation before inserting derogatory material in an employee's file. In addition, with regard to nurses, any complaint to any school official regarding the performance of a nurse which the school official believes could affect the nurse's employment status, shall be called to the attention of the nurse involved within seven (7) school days.

### **Implementation**

#### **Training**

- A. Prior to the implementation of the new evaluation process, the district shall arrange training for all teachers, principals, and other evaluators that outlines the components of the new evaluation process and provides an explanation of the evaluation cycle. In consultation with the BEU, the district through the Superintendent shall determine the type and quality of training based on guidance provided by ESE.

*NOTE: The training program for all teachers during our initial year of implementation will be completed by October 15<sup>th</sup>, using our 183<sup>rd</sup> day (included in the current CBA). Specifically, we will schedule training modules for teachers (beginning after the ratification votes) for a total of six (6) hours (they will be offered in 2, 3 and 6 hour increments). All teachers will be required to participate. As noted in the agreement, the schedule will be developed in consultation with the BEU.*

- B. By October 15<sup>th</sup> of the first year of this agreement, all teachers shall complete a professional learning activity about self-assessment and goal setting satisfactory to the Superintendent. Any teacher hired after the October 15<sup>th</sup> date, and who has not previously completed such an activity, shall complete such a professional learning activity about self-assessment and goal setting within three months of the date of hire. The district through the Superintendent shall determine the type and quality of the learning activity based on guidance provided by ESE.

### **Annual Orientation**

- A. At the start of each school year (on or before October 15<sup>th</sup> in the first year of this agreement), the Superintendent, principal or other evaluator shall conduct a meeting for teachers 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 all teachers 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 teachers hired after the beginning of the school year, and made available to all staff for their review.

### **Self-Assessment**

- A. Completing the Self-Assessment
1. The evaluation cycle begins with the teacher completing and submitting to the primary evaluator a self-assessment by the 2<sup>nd</sup> Friday in October (the 4<sup>th</sup> Friday in October in the first year of this agreement) or within four weeks after the Educator's first day of employment if the teacher begins employment after September 15<sup>th</sup>.
  2. The self-assessment includes:
    - a. An analysis of evidence of student learning, growth and achievement for students under the Educator's responsibility.
    - b. An assessment of practice against each of the four Performance Standards of effective practice using the district's rubric.
    - c. Proposed goals to pursue:
      - At least one goal directly related to improving the teachers own professional practice.
      - At least one goal directly related to improving student learning.
- B. Proposing the Goals
1. Teachers must consider goals for grade-level, subject-area, department teams, or other groups of teachers who share responsibility for student learning and results, except as provided in (2) below. Teachers may meet with teams to consider establishing team goals. Evaluators may participate in such meetings.
  2. For teachers new to The Public Schools of Brookline (initial year of employment), the primary evaluator shall meet with each teacher by the 1<sup>st</sup> Friday in October or within four weeks after the teachers first day of employment if the teacher begins employment after

September 15<sup>th</sup> to assist the teacher 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 a teacher 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 teacher may address shared grade level or subject area team goals.
4. For teachers with PTS and ratings of Proficient or Exemplary, the goals may be team goals. In addition, these teachers may include individual professional practice goals that address enhancing skills that enable the teacher to share Proficient practices with colleagues or develop leadership skills.
5. For teachers 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.

#### **Goal Setting and Development of the Educator Plan**

- A. Every teacher 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. PTS teachers 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 teacher must take to attain the goals established in the Plan and benchmarks to assess progress. Goals may be developed by individual teachers, by the evaluator, or by teams, departments, or groups of teachers who have similar roles and/or responsibilities.
- B. To determine the goals to be included in the Educator Plan, the evaluator reviews the goals the Educator has proposed in the Self-Assessment, using evidence of teacher performance and impact on student learning, growth and achievement based on the teacher's self-assessment and other sources that evaluator shares with the teacher.
- C. Educator Plan Development Meetings shall be conducted as follows:
  1. Teachers new to The Public Schools of Brookline must meet with the primary evaluator by the 4<sup>th</sup> Friday in October (or within six weeks of the Educator's first day of employment if the Educator begins employment after September 15<sup>th</sup>) to establish the Educator Plan.
  2. All second and third year teachers must submit their Educator Plan by the 4<sup>th</sup> Friday in October.
  3. Teachers with PTS and ratings of Exemplary or Proficient shall submit their Educator Plan by the 2<sup>nd</sup> Friday in November.
  4. The evaluator shall meet individually with teachers with PTS and ratings of Needs Improvement or Unsatisfactory by the 4<sup>th</sup> 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. Teachers 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 4<sup>th</sup> Friday in October of the next academic year to develop their Educator Plan.
- D. The evaluator reads and reviews the Educator Plan within ten (10) school days of the 4<sup>th</sup> Friday in October. The teacher shall then sign the Educator Plan within five (5) school days of its receipt and may include a written response. The teacher's signature indicates that the teacher received the plan in a timely fashion. The signature does not indicate agreement or disagreement with its contents.
  - E. In the event that the evaluator and a teacher on Self-Directed Educator Plan or a teacher with PTS on a Developing Educator Plan do not mutually agree on 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 they are unable to resolve the disagreement, the Superintendent or his or her designee shall resolve the disagreement, and his or her decision will be final.

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

- A. In a teacher's first year of practice in The Public Schools of Brookline:
  1. The teacher 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 teacher 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 conferences 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 their discretion.
- B. In a teacher's remaining years of practice without PTS in The Public Schools of Brookline:
  1. The teacher shall have at least one announced observation by the primary evaluator. In addition, the teacher 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 their discretion.

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

- A. The teacher 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 their discretion.
  3. This teacher, if working on a Self-Directed Growth Plan, will have the right to indicate that the present time is not good for an observation (“not now”). This provision may be used only once in an evaluation cycle.
- B. The teacher 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 observations 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 their discretion.
- C. The teacher 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 their discretion.
5. If the Improvement Plan begins at the time of a formative assessment, these dates will be adjusted accordingly.

### **Observations**

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

#### A. Unannounced Observations

1. Unannounced observations may be in the form of partial or full-period classroom visitations, but a visit of at least 10 minutes is recommended. Further, the majority of the unannounced observations completed with any individual educator should be 10 minutes or longer.
  - 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.
2. If the evaluator provides written feedback after being in the classroom, the visit to the classroom shall be considered an unannounced observation, and the teacher can expect targeted and constructive feedback as described below.
3. Targeted and constructive feedback for an unannounced observation shall take the form of a conversation between the teacher and the evaluator, and the evaluator shall 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 teacher, but shall be rescheduled within 24 hours whenever possible.
  - b. The conversation, when possible, should take place in the teacher's classroom or office, or in a private space.
  - c. This brief written feedback shall be delivered to the teacher face-to-face, by email or to the teacher's school mailbox or home.
4. 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 observation of a full class in the middle grades or high school, or a complete lesson in the elementary or preschool, including transition between classes, within thirty (30) school days.

B. Announced Observations

1. All non-PTS teachers, PTS teachers on Directed Growth or Improvement Plans, and other teachers at the discretion of the evaluator shall have at least one announced observation.
  - a. The evaluator and teacher 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 teacher any specific goal(s) for the observation.
  - b. Within five (5) school days of the scheduled observation the evaluator and teacher shall meet for a pre-observation conference.
    - The teacher shall provide the evaluator a draft of the lesson, student conference, IEP plan or activity. If the actual plan is different, the teacher will provide the evaluator with a copy prior to the observation.
    - The teacher 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 teacher as soon as reasonably practical.
  - c. Within 10 school days of the observation, the evaluator and teacher shall meet for a post-observation conference. This time frame may be extended due to unavailability on the part of either the evaluator or the teacher, but shall be rescheduled within 24 hours if possible.
  - d. The evaluator shall provide the teacher with written feedback within ten (10) school days of the post-observation conference. For any standard where the teacher's practice was found to be Unsatisfactory or Needs Improvement, the feedback must:
    - Describe the basis for the evaluator's judgment.
    - Describe actions the teacher should take to improve his or her performance.
    - Identify support and/or resources the teacher may use in his or her improvement.
    - State that the teacher 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 observation of a full class in the middle grades or high school, or a complete lesson in the elementary or preschool, including transition between classes, within 30 school days.

**Evaluation Cycle: Formative Assessment**

- A. A specific purpose for evaluation is to promote student learning, growth and achievement by providing teachers with feedback for improvement. Evaluators are expected to make frequent unannounced visits to classrooms. Evaluators are expected to give targeted constructive feedback to teachers 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 a teacher on a two-year Self-Directed Growth Plan, the mid-cycle formative assessment report takes place at the end of year one.
- C. The formative assessment report provides written feedback to the teacher 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 teacher shall provide to the evaluator evidence of the teacher's performance against the four Performance Standards, as well as progress on attaining professional practice and student learning goals. The evaluator shall provide the teacher with at least two weeks' notice of the need to provide this evidence.
- E. Upon request of either the evaluator or the teacher, a meeting may be scheduled to discuss the formative assessment before the evaluator has completed writing the Assessment report. The teacher and evaluator shall meet within 10 days of the request.
- F. The evaluator shall complete the formative assessment report and provide a copy to the teacher no later than the 1<sup>st</sup> Friday in February (for mid-year). The formative assessment report must be signed by the evaluator and delivered face-to-face, by email or to the teacher's school mailbox or home. Upon the request of either the evaluator or the teacher, within ten (10) school days of its completion, the evaluator and the teacher will meet to discuss the formative assessment.

Educators on two year Self-Directed Growth Educator Plans receive a formative assessment report near the end of the first year (no later than the last Friday in May) of the two-year cycle. The teacher'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 teacher on a different Educator Plan, appropriate to the new rating.

- G. The teacher shall sign the formative assessment report within five (5) school days of receiving the report. The signature indicates that the teacher received the formative assessment report in a timely fashion. The signature does not indicate agreement or disagreement with its contents.
- H. The teacher 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 teacher 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 teacher 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 teacher may not be reappointed. It does not state that the teacher has not been reappointed for the following year. Nothing precludes the non-renewal of a teacher not receiving the February letter.
- D. This letter must indicate the prior dates of conferences.
- E. The letter gives the teacher 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 teachers on a PTS Educator Plan (one or two year), the summative report must be written and provided to the teacher by the first Friday in June. For all teachers on Developing Educator Plans the summative report must be written and provided to the teacher by the last Friday in April.
- 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 teacher 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. The professional judgment of the primary evaluator shall determine the overall summative rating that the teacher receives.
- D. For a teacher 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 teacher'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 teacher shall, at a minimum, have been rated Proficient on the Curriculum, Planning and Assessment and the Teaching All Students Standards of Effective Teaching Practice.
- 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 teacher, the teacher 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 teacher face-to-face, by email or to the teacher's school mailbox or home no later than the due date specified above.
- J. The evaluator shall meet with the teacher rated Needs Improvement or Unsatisfactory to discuss the summative evaluation. The meeting shall occur by the first Friday in June (for PTS) and by the last Friday in April (for NPTS). The evaluator shall provide to the teacher a written copy of the summative evaluation report at least two days before the scheduled meeting.

- K. The evaluator shall meet with the teacher rated Proficient or Exemplary to discuss the summative evaluation, if either the teacher or the evaluator requests such a meeting. The meeting shall occur by the first Friday in June (for PTS) and by the last Friday in April (for NPTS).
- L. Upon mutual agreement, the teacher 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 teacher shall sign the final summative evaluation report within five (5) school days of its receipt. The signature indicates that the teacher received the summative evaluation report in a timely fashion. The signature does not indicate agreement or disagreement with its contents.
- N. The teacher 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 teacher, shall be filed in the teacher's personnel file.

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

- A. Teachers 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 teacher.

**Educator Plans: Developing Educator Plan**

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

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

- A. A Two-year Self-Directed Growth Plan is for those teachers 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 teachers 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 teacher 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 teachers with PTS whose overall rating is Needs Improvement.

- B. A teacher on a Directed Growth Plan shall be assigned an evaluator who is responsible for providing the teacher 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 that address the areas identified as needing improvement;
  - 2. Describe the activities and work products the teacher must complete as a means of improving performance;
  - 3. Describe the assistance that the district will make available to the teacher;
  - 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 teacher which must include minimally the Primary Evaluator;
  - 7. Include the signatures of the teacher and primary evaluator.
- D. A copy of the signed Directed Growth Plan shall be provided to the teacher. The teacher's signature indicates that the teacher 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 teacher at the end of the period determined by the Plan, but at least annually, and in no case later than the first Friday in June.
- 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 a teacher on a Directed Growth Plan whose overall performance rating is not at least Proficient, the evaluator will rate the teacher as Unsatisfactory and will place the teacher on an Improvement Plan for the next evaluation cycle.

**Educator Plans: Improvement Plan**

- A. An Improvement Plan is for those teachers 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 a teacher 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 a teacher on an Improvement Plan, the teacher and the evaluator will meet to discuss the development of an Improvement Plan. The teacher may request representation for 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 teacher must take to improve and the assistance to be provided to the teacher by the district.
- E. The Improvement Plan shall:
1. Define the improvement goals directly related to the Performance Standard(s) and/or student learning outcomes that must be improved;
  2. Describe the activities and work products the teacher must complete as a means of improving performance;
  3. Describe the assistance that the district will make available to the teacher;
  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 teacher which must include minimally the primary evaluator;
  7. Include the signatures of the teacher and primary evaluator.
- F. A copy of the signed Plan shall be provided to the teacher and the Union President. The teacher's signature indicates that the teacher 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 teacher do not mutually agree on 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 they are unable to resolve the disagreement, the Superintendent or his or her designee shall resolve the disagreement, and his or her decision will be final.
- H. Decision on the teacher's status at the conclusion of the Improvement Plan.
1. All determinations below must be made no later than the first Friday in June. One of four decisions must be made at the conclusion of the Improvement Plan:
    - a. If the evaluator determines that the teacher has improved his or her practice to the level of Proficiency, the teacher will be placed on a Self-Directed Growth Plan.
    - b. In those cases where the teacher 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 teacher is making substantial progress toward proficiency, the evaluator shall place the teacher on a Directed Growth Plan.
    - c. In those cases where the teacher 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 teacher is not making substantial progress toward proficiency, the evaluator shall recommend to the Superintendent that the teacher be dismissed. The teacher shall be notified of this determination, in writing, on or before June 15.

- d. If the evaluator determines that the teacher's practice remains at the level of Unsatisfactory, the evaluator shall recommend to the Superintendent that the teacher be dismissed. The teacher 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 a PTS teacher 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., a teacher on a Directed Growth Plan could be moved to an Improvement Plan). In addition, a teacher would need to have been observed at least three (3) times (announced or unannounced) before a plan change could occur. Finally, teacher plans could only be changed one plan level at a time (in the middle of a plan, as specified above).

### **Educator Plans: Moving Two Plan Levels**

PTS teachers can only be moved two plan levels at the completion of the prior plan (i.e., a teacher on a Self-Directed Growth Plan could only be moved to an Improvement Plan at the completion of the initial plan). In addition, a teacher would need to have been observed at least three (3) times (announced or unannounced) in the final year of the prior plan before a two level change could occur.

### **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 teacher whose overall rating is unsatisfactory, 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 during the 2013-2014 school year. 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, as well as past practice (with respect to personnel files) and personnel records law.

The BEU will have an opportunity to meet with TeachPoint (or other software) developers to review any significant changes to the technology before they are implemented.

A Committee will be formed to study the various applications available for this work and to make specific recommendations regarding a tool for use beginning in 2014-2015. The recommendation will be due by April 30, 2014. The decision of the Superintendent regarding the tool and/or application to be used will be final. *NOTE: Specifics regarding the functioning of this group (number of members, possible stipends, etc.) have yet to be determined.*

**Personnel Files**

While other materials will be available to Primary and Secondary evaluators (as well as the Superintendent and Assistant Superintendent for Human Resources) through the use of technology, only the Summative Evaluation, Finalized Observation Summaries, Evidence Summaries and Educator Plan (including goals) will be included in the personnel file.

**Nonrenewal of Teachers with Pre-Professional Status**

A teacher with pre-professional status shall be notified, in writing, on or before May 1 if he/she is not to be employed for the following school year. If, however, the teacher is to be reinstated, the Assistant Superintendent of Human Resources shall duly inform him/her of such action in writing.

**Alternative Evaluation Mode**

The Public Schools of Brookline will continue to utilize the alternative evaluation program for teachers on self-directed growth plans. This program will continue as described in the current Collective Bargaining Agreement (pg. 76).

**Additional Sections**

The following sections, currently included in “Article 6: Evaluation and Supervision” of the Collective Bargaining Agreement, shall remain in effect:

- 6.4 Withholding Salary Increment
- 6.7 Academic Freedom
- 6.8 Professional Development and Educational Improvement (with the exception of D – Joint Labor Management Committee)
- 6.9 Employee Assistance Program
- 6.10 Evaluation of Administrators

School Committee Member Signatures and Date: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

School Committee Ratification Vote taken on September 12, 2014.

Brookline Educator Union Signatures and Date: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Brookline Educator Union Ratification Vote taken on September 17, 2014.

Transition from Existing Evaluation System

2012-2013 School Year	2013-2014 School Year	Type of Educator Plan
Not Employed in Brookline	Non-PTS (Year 1)	Developing Educator Plan
Non-PTS (Year 1)	Non-PTS (Year 2)	Developing Educator Plan
Non-PTS (Year 2)	Non-PTS (Year 3)	Developing Educator Plan
Non-PTS (Year 3) (rated as “satisfactory with no areas of concern” or “needs improvement in one or two areas”)	PTS; No Formal Evaluation in 2013-2014; Enter New Evaluation System in 2014-2015	Self-Directed Growth Plan (2014-2015)
Non-PTS (Year 3) (rated as “satisfactory with several areas of concern”)	PTS	Directed Growth Plan
PTS (evaluated in 2012-2013; rated as “satisfactory with no areas of concern” or “needs improvement in one or two areas”); <u>includes evaluation pilot and alternative project participants</u>	PTS; No Formal Evaluation in 2013-2014; Enter New Evaluation System in 2014-2015	Self-Directed Growth Plan (2014-2015)
PTS (evaluated in 2012-2013; rated as “satisfactory with several areas of concern”)	PTS; No Formal Evaluation in 2013-2014; Enter New Evaluation System in 2014-2015	Directed Growth Plan (2014-2015)
PTS (no formal evaluation in 2012-2013; rated as “satisfactory with no areas of concern” or “needs improvement in one or two areas” in last evaluation); <u>includes 2011-2012 alternative project participants</u>	PTS (Year 1 of the 2 Year Cycle); a Formative Evaluation will be completed in June 2014	Self-Directed Growth Plan
PTS (no formal evaluation in 2012-2013; rated as “satisfactory with several areas of concern” in last evaluation)	PTS	Directed Growth Plan
PTS (evaluated in 2012-2013; rated as “unsatisfactory”)		Improvement Plan

Teacher on Developing Educator Plans (First Year Non-PTS Teachers)  
 Calendar of Evaluation Process (2013-2014 only)

Timeline	Activity
By October 15 <sup>th</sup>	Annual orientation meeting regarding evaluation procedures
By October 15 <sup>th</sup>	Professional learning activity regarding self-assessment and goalsetting
By 4 <sup>th</sup> Friday in October	Teacher provides completed self-assessment form to primary evaluator; evaluator meets with teacher to complete the self-assessment form and draft professional practice and student learning goals
By 4 <sup>th</sup> Friday in October	Teacher meets with primary evaluator to design a developing educator plan
Within 10 school days of 4 <sup>th</sup> Friday in October	Primary evaluator reads and reviews educator plan; teacher 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 teacher for formative evaluation (at least two weeks 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 1 <sup>st</sup> Friday in February	Evaluator provides teacher with formative assessment report; opportunity for conference within 10 school days of completion; signed within 5 days by teacher; teacher 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 teachers 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	Teacher 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 teacher with summative evaluation report; opportunity for conference within 10 school days of completion; signed by teacher within 5 school days; teacher has right to respond within 10 school days
May 1 <sup>st</sup>	Nonrenewal Date for Teachers with Pre-Professional Status

Teacher on Developing Educator Plans (First Year Non-PTS Teachers)  
 Calendar of Evaluation Process (beginning in 2014-2015)

Timeline	Activity
By last Friday in September	Annual orientation meeting regarding evaluation procedures
By 2 <sup>nd</sup> Friday in October	Teacher provides completed self-assessment form to primary evaluator; evaluator meets with teacher to complete the self-assessment form and draft professional practice and student learning goals
By 4 <sup>th</sup> Friday in October	Teacher meets with primary evaluator to design a developing educator plan
Within 10 school days of 4 <sup>th</sup> Friday in October	Primary evaluator reads and reviews educator plan; teacher 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 teacher for formative evaluation (at least two weeks 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 1 <sup>st</sup> Friday in February	Evaluator provides teacher with formative assessment report; opportunity for conference within 10 school days of completion; signed within 5 school days by teacher; teacher 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 teachers 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	Teacher 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 teacher with summative evaluation report; opportunity for conference within 10 school days of completion; signed by teacher within 5 school days; teacher has right to respond within 10 school days
May 1 <sup>st</sup>	Nonrenewal Date for Teachers with Pre-Professional Status

Teacher on Developing Educator Plans (Second and Third Year Non-PTS Teachers)  
 Calendar of Evaluation Process (2013-2014 only)

Timeline	Activity
By October 15 <sup>th</sup>	Annual orientation meeting regarding evaluation procedures
By October 15 <sup>th</sup>	Professional learning activity regarding self-assessment and goalsetting
By 4 <sup>th</sup> Friday in October	Teacher provides completed self-assessment form to primary evaluator; evaluator meets with teacher to complete the self-assessment form and draft professional practice and student learning goals
By 4 <sup>th</sup> Friday in October	Teacher submits Educator Plan to primary evaluator
Within 10 school days of 4 <sup>th</sup> Friday in October	Primary evaluator reads and reviews educator plan; teacher 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 teacher 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 <sup>st</sup> Friday in February	Evaluator provides teacher with formative assessment report; opportunity for conference within 10 school days of completion; signed within 5 school days by teacher; teacher 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 teachers 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	Teacher 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 teacher with summative evaluation report; opportunity for conference within 10 school days of completion; signed by teacher within 5 school days; teacher has right to respond within 10 school days
May 1 <sup>st</sup>	Nonrenewal Date for Teachers with Pre-Professional Status

Teacher on Developing Educator Plans (Second and Third Year Non-PTS Teachers)  
 Calendar of Evaluation Process (beginning in 2014-2015)

Timeline	Activity
By last Friday in September	Annual orientation meeting regarding evaluation procedures
By 2 <sup>nd</sup> Friday in October	Teacher provides completed self-assessment form to evaluator; evaluator meets with teacher to complete the self-assessment form and draft professional practice and student learning goals
By 4 <sup>th</sup> Friday in October	Teacher submits Educator Plan to primary evaluator
Within 10 school days of 4 <sup>th</sup> Friday in October	Primary evaluator reads and reviews educator plan; teacher 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 teacher 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 <sup>st</sup> Friday in February	Evaluator provides teacher with formative assessment report; opportunity for conference within 10 school days of completion; signed within 5 school days by teacher; teacher 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 teachers 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	Teacher 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 teacher with summative evaluation report; opportunity for conference within 10 school days of completion; signed by teacher within 5 school days; teacher has right to respond within 10 school days
May 1 <sup>st</sup>	Nonrenewal Date for Teachers with Pre-Professional Status

Teacher on Self-Directed Educator Plans (Professional Teacher Status)  
 Calendar of Evaluation Process (2013-2014 only)

Timeline	Activity
<b>Year 1</b>	
By October 15 <sup>th</sup>	Annual orientation meeting regarding evaluation procedures
By October 15 <sup>th</sup>	Professional learning activity regarding self-assessment and goal-setting
By 4 <sup>th</sup> Friday in October	Teacher provides completed self-assessment form to evaluator
By 2 <sup>nd</sup> Friday in November	Teacher submits Educator Plan to primary evaluator
Within 10 school days of 2 <sup>nd</sup> Friday in November	Primary evaluator reads and reviews educator plan; teacher 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 teacher for formative assessment (at least two weeks notice)
By last Friday in May	Evaluator provides teacher with formative assessment report; opportunity for conference within 10 school days of completion; signed within 5 school days by teacher; teacher may reply in writing within 10 school days of receiving report or following conference with evaluator
<b>Year 2</b>	
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	Teacher 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 teacher with summative evaluation report
By first Friday in June	Evaluator meets with teacher to discuss report (if requested by either party); signed by teacher within 5 school days; teacher has right to respond within 10 school days

Teacher on Self-Directed Educator Plans (Professional Teacher Status)  
 Calendar of Evaluation Process (beginning in 2014-2015 only)

Timeline	Activity
<b>Year 1</b>	
By last Friday in September	Annual orientation meeting regarding evaluation procedures
By 4 <sup>th</sup> Friday in October	Teacher provides completed self-assessment form to evaluator
By 2 <sup>nd</sup> Friday in November	Teacher submits Educator Plan to primary evaluator
Within 10 school days of 2 <sup>nd</sup> Friday in November	Primary evaluator reads and reviews educator plan; teacher 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 teacher for formative assessment (at least two weeks notice)
By last Friday in May	Evaluator provides teacher with formative assessment report; opportunity for conference within 10 school days of completion; signed within 5 school days by teacher; teacher may reply in writing within 10 school days of receiving report or following conference with evaluator
<b>Year 2</b>	
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	Teacher 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 teacher with summative evaluation report
By first Friday in June	Evaluator meets with teacher to discuss report (if requested by either party); signed by teacher within 5 school days; teacher has right to respond within 10 school days

Teacher on Directed Educator Plans (Professional Teacher Status)  
 Calendar of Evaluation Process (2013-2014 only)

Timeline	Activity
By October 15 <sup>th</sup>	Annual orientation meeting regarding evaluation procedures
By October 15 <sup>th</sup>	Professional learning activity regarding self-assessment and goalsetting
By 4 <sup>th</sup> Friday in October	Teacher provides completed self-assessment form to evaluator
By 4 <sup>th</sup> Friday in October	Evaluator meets with teacher to develop professional practice and student learning goals (Educator Plan)
Within 10 school days of 2 <sup>nd</sup> Friday in November	Primary evaluator completes educator plan; teacher 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 teacher for formative assessment (at least two weeks notice)
By 1 <sup>st</sup> Friday in February	Evaluator provides teacher with formative assessment report; opportunity for conference within 10 school days of completion; signed within 5 school days by teacher; teacher 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	Teachers 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	Teacher 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 teacher with a written copy of the summative evaluation report
By first Friday in June	Evaluator meets with teacher to discuss summative evaluation report; signed by teacher within 5 school days; teacher has right to respond within 10 school days

Teacher on Directed Educator Plans (Professional Teacher Status)  
 Calendar of Evaluation Process (beginning in 2014-2015 school year)

Timeline	Activity
By last Friday in September	Annual orientation meeting regarding evaluation procedures
By 4 <sup>th</sup> Friday in October	Teacher provides completed self-assessment form to evaluator
By 4 <sup>th</sup> Friday in October	Evaluator meets with teacher to develop professional practice and student learning goals (Educator Plan)
Within 10 school days of 2 <sup>nd</sup> Friday in November	Primary evaluator completes educator plan; teacher 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 teacher for formative assessment (at least two weeks notice)
By 1 <sup>st</sup> Friday in February	Evaluator provides teacher with formative assessment report; opportunity for conference within 10 school days of completion; signed within 5 school days by teacher; teacher 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	Teachers 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	Teacher 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 teacher with a written copy of the summative evaluation report
By first Friday in June	Evaluator meets with teacher to discuss summative evaluation report; signed by teacher within 5 school days; teacher has right to respond within 10 school days

Teacher on Improvement Plans (Professional Teacher Status)  
 Calendar of Evaluation Process (beginning in 2014-2015 school year)

Timeline	Activity
By last Friday in September	Annual orientation meeting regarding evaluation procedures
By 4 <sup>th</sup> Friday in October	Teacher provides completed self-assessment form to evaluator
By 4 <sup>th</sup> Friday in October	Evaluator meets with teacher to develop professional practice and student learning goals (Educator Plan)
Within 10 school days of 2 <sup>nd</sup> Friday in November	Primary evaluator completes educator plan; teacher 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 teacher for formative assessment (at least two weeks notice)
By 1 <sup>st</sup> Friday in February	Evaluator provides teacher with formative assessment report; opportunity for conference within 10 school days of completion; signed within 5 school days by teacher; teacher 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	Teachers 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	Teacher 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 teacher with a written copy of the summative evaluation report
By first Friday in June	Evaluator meets with teacher to discuss summative evaluation report; signed by teacher within 5 school days; teacher has right to respond within 10 school days
By June 15 <sup>th</sup>	Teacher is notified in writing if determination to dismiss has been made