

**ARLINGTON EFFECTIVE EDUCATOR
DEVELOPMENT SYSTEM**

*Memorandum of Agreement by and between the
Arlington Education Association (AEA) and the Arlington School Committee (ASC)
Covering the Evaluation Process
May 2018*

Arlington Effective Educator Development System

Article XXVII From AEA Contract

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1) Purpose of Educator Evaluation

- A) This contract language is locally negotiated and based on M.G.L., c.71, § 38; M.G.L. c.150E; the Educator Evaluation regulations, 603 CMR 35.00 et seq.; and the Model System for Educator Evaluation developed and which may be updated from time to time by the Department of Elementary and Secondary Education. See 603 CMR 35.02 (definition of model system). In the event of a conflict between this collective bargaining agreement and the governing laws and regulations, the laws and regulations will prevail.
- B) The regulatory purposes of evaluation are:
 - i) To promote student learning and growth by providing Educators with feedback for improvement, enhanced opportunities for professional growth, and clear structures for accountability, 603 CMR 35.01(2)(a);
 - ii) To provide a record of facts and assessments for personnel decisions, 35.01(2)(b);
 - iii) To ensure that every school committee has a system to enhance the professionalism and accountability of teachers and administrators that will enable them to assist all students to perform at high levels, 35.01(3); and
 - iv) To assure effective teaching and administrative leadership, 35.01(3).

2) Definitions

- A) **Artifacts of Professional Practice:** Products of an Educator's work and student work samples that demonstrate the Educator's knowledge and skills with respect to specific performance standards.
- B) **Caseload Educator:** Educators who teach or counsel individual or small groups of students through consultation with the regular classroom teacher, for example, school nurses, guidance counselors, speech and language pathologists, and some reading specialists and special education teachers.
- C) **Classroom teacher:** Educators who teach preK-12 whole classes, and teachers of special subjects as such as art, music, library, and physical education. May also include special education teachers and reading specialists who teach whole classes.
- D) **Categories of Evidence:** Multiple measures of student learning and growth, judgments based on observations and artifacts of professional practice, including unannounced observations of practice of any duration, but not less than ten minutes; and additional evidence relevant to one or more Standards of Effective Teaching Practice (603 CMR 35.03).
- E) **Common Assessments:** Identical or comparable assessments of student learning, growth, and achievement related to the Massachusetts Curriculum Frameworks, Massachusetts Vocational Technical Education Frameworks, or other relevant frameworks used by educators in the same role across the district. These assessments may be commercial assessments or district developed, and may include, but are not limited to, portfolios, pre- and post-tests, unit and course assessments, performance assessments, and capstone projects.

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- F) **Conversation:** A post-observation meeting between an Educator and Evaluator, where the Evaluator leads a coaching conversation with the Educator about what he/she observed and gives targeted and constructive feedback to the Educator. The expectation is that this is a chance for both parties to discuss their perspective of the observation period.
- G) **Educator(s):** Inclusive term that applies to all classroom teachers and caseload educators, unless otherwise noted.
- H) **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 and growth. There shall be four types of Educator Plans:
- i) **Developing Educator Plan** shall mean a plan developed by the Educator and the Evaluator for one school year or less for an Educator without Professional Teacher Status (PTS); or, at the discretion of an Evaluator, for an Educator with PTS in a new assignment. An Educator with PTS will be considered as having a new assignment if the assignment requires a different license from the license required by his or her previous position. An Educator who falls into this category will follow a Developing Educator Plan for the first year only (Year 2 and 3 Plan). The Educator will then revert to a Self-Directed Growth Plan, as long as their Summative rating is proficient or exemplary.
 - ii) **Self-Directed Growth Plan** shall mean a plan developed by the Educator for one or two school years for Educators with PTS who are rated proficient or exemplary.
 - iii) **Directed Growth Plan** shall mean a plan developed by the Educator and the Evaluator of one school year for Educators with PTS who are rated needs improvement. The Directed Growth Plan will be of sufficient length to achieve the goals in the Directed Growth Plan.
 - iv) **Improvement Plan** shall mean a plan developed by the Evaluator and the Educator for Educators with PTS who are rated unsatisfactory. The Improvement Plan will be of sufficient length to achieve the goals in the Improvement Plan. The initial Improvement Plan will commence in September and end no sooner than the December vacation. The maximum length of an Improvement Plan will be one school year. The District may recommend activities during the summer preceding the next school year. Any subsequent improvement plan will have a 30 school day minimum.
- I) **ESE:** The Massachusetts Department of Elementary and Secondary Education.
- J) **Expected Impact:** The educator meets or exceeds anticipated student learning gains on multiple measures of student learning, growth and achievement. The evaluator shall use professional judgment to determine whether the educator is having expected impact on student learning, based on student learning gains on common assessment, and, where available, statewide student growth measures. The evaluator's professional judgment may include, but is not limited to, consideration of the educator's student population and specific learning context. Anticipated student learning gains must be consistent across the district for common assessments and agreed upon by the educator and evaluator for other assessments. The Department shall

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establish anticipated student learning gains for statewide student growth measures in guidance.

- K) **Evaluation:** The ongoing process of defining goals and identifying, gathering, and using information as part of a process to improve professional performance (“Formative Evaluation” and “Formative Assessment”) and to assess total job effectiveness and make personnel decisions (the “Summative Evaluation”).
- L) **Evaluation Task Force:** The group of Educators appointed by the Association President, and Administrators appointed by the Superintendent who shall represent their respective organizations during the ongoing review process and the subsequent bargaining sessions that result from this process.
- M) **Evaluator:** Any Arlington Public School employee designated by a superintendent who has primary or contributory responsibility for observation and evaluation. The superintendent is responsible for ensuring that all Evaluators have training in the principles of supervision and evaluation. The building principal or Director of Special Education will approve the Educator’s performance rating and evaluation. The employees who have primary and contributory responsibilities for observation and evaluation are designated in Appendix A. No additions or substitutions can be made to this list without notice to and agreement of the Association.
- i) **Primary Evaluator** shall be the person who is responsible for the Educator Plan, and supervises the Educator’s progress through formative assessments, evaluating the Educator’s progress toward attaining the Educator Plan goals, and makes recommendations about the evaluation ratings to the Principal of the building, or Director of Special Education in the case of some Special Educators (see Appendix A). In some cases, the Primary Evaluator will be the Principal of the building. For Educators on Self-Directed Growth Plans, the Primary Evaluator must conduct a minimum of one observation per year. For Educators on all other plan types, the Primary Evaluator will carry out the majority of observations and feedback sessions. In the case where Evaluators are considering a plan change for the following year, the Primary Evaluator must conduct a majority of the observations during the year leading up to the plan change.
- ii) **Contributing Evaluator** shall be the Principal of the building, or his or her designee, a Special Education Coordinator, or the Director of Special Education. (See Appendix A for detailed information regarding the Primary and Contributing Evaluator for each position). A Contributing Evaluator shall conduct at least one unannounced observation for each Educator under his or her supervision during the Educator Plan.
- iii) **Department Heads** not otherwise assigned to evaluate an educator may be invited to carry out an observation at the request of the evaluator or educator. The total number of such requests needs to be reasonable for the overall Department Head observation load. If a Department Head plans to observe an educator, the educator will receive advance notice within a reasonable time frame.
- iii) **Teaching Staff Assigned to More Than One Building:** Educators who are assigned to more than one building will be evaluated by the administrator where the individual is assigned most of the time. The principal of each building in which the Educator serves must review and sign the evaluation, and may add written comments. In cases where

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- there is no predominant assignment, the superintendent will determine who the Primary and Contributing Evaluator will be.
- iv) **Notification of Evaluator:** Educators will be notified who their Evaluators will be for that school year by e-mail by September 15. The goal is to have Evaluators with the most direct experience in the Educator's area of instruction.
 - v) **Master List:** The master list of Primary and Contributing Evaluators for each Educator will be provided to the Association by September 15. In addition, master evaluation lists will be kept in the main office of each school (and the Preschool office).
 - vi) **Leaves of Absence:** In the event that an evaluator is absent for an extended period of time, the Superintendent or his/her designee shall consult with the Association about a proposed plan for substitute evaluators for the duration of the absence.
- N) **Evaluation Cycle:** A five-component process that all Educators follow consisting of 1) Self-Assessment; 2) Goal-setting and Educator Plan development; 3) Implementation of the Plan; 4) Formative Assessment/Evaluation; and 5) Summative Evaluation.
 - O) **Experienced Educator:** An educator with Professional Teacher Status (PTS).
 - P) **Family:** Includes students' parents, legal guardians, foster parents, or primary caregivers.
 - Q) **Formative Assessment:** The process used to assess progress towards attaining goals set forth in Educator plans, performance on standards, or both. This process may take place at any time(s) during the cycle of evaluation, but typically takes place at mid-cycle.
 - R) **Formative Evaluation:** An evaluation conducted at the end of Year 1 for an Educator on a 2-year Self-Directed Growth plan which is used to arrive at a rating on progress towards attaining the goals set forth in the Educator Plan, performance on Standards and Indicators of Effective Teaching Practice, or both.
 - S) **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 and growth. Goals may be developed by individual Educators, by the Evaluator, or by teams, departments, or groups of Educators who have the same role.
 - T) **Measurable:** That which can be classified or estimated in relation to a scale, rubric, or standards.
 - U) **Multiple Measures of Student Learning and Growth:** Measures must include a combination of classroom, school and district assessments, student growth percentiles on state assessments, if state assessments are available, and student MEPA gain scores.
 - V) **New Assignment:** An educator with PTS shall be considered in a new assignment when teaching under a different license for the first year only.
 - W) **Observation:** A data gathering process by the Evaluator that includes notes and judgments made during one or more classroom or worksite visits(s) of any duration, but

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not less than 10 minutes. Observations may also include examination of artifacts of practice, including student work. Classroom or worksite observations conducted pursuant to this article must result in targeted and constructive feedback to the Educator. Normal supervisory responsibilities of department, building and district administrators will also cause administrators to drop in on classes and other activities in the worksite at various times as deemed necessary by the administrator. 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 Article.

- X) **Parties:** The parties to this agreement are the local school committee and the employee organization that represents the Educators covered by this agreement for purposes of collective bargaining: Arlington Education Association
- Y) **Performance Rating:** Describes the Educator's performance on each performance standard and overall. There shall be four performance ratings:
- Exemplary: the Educator's performance consistently and significantly exceeds the requirements of a standard or overall. The rating of exemplary on a standard indicates that practice significantly exceeds proficient and could serve as a model of practice on that standard district-wide.
 - Proficient: the Educator's performance fully and consistently meets the requirements of a standard or overall. Proficient practice is understood to be fully satisfactory.
 - Needs Improvement: the Educator's performance on a standard or overall is below the requirements of a standard or overall, but is not considered to be unsatisfactory at this time. Improvement is necessary and expected.
 - Unsatisfactory: the Educator's performance on a standard or overall has not significantly improved following a rating of needs improvement, or the Educator's performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.
- Z) **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.
- AA) **Professional Teacher Status:** PTS is the status granted to an Educator pursuant to M.G.L. c. 71, § 41.
- BB) **Rating of Educator Impact on Student Learning and Growth:** A rating of high, moderate or low based on trends and patterns on state assessments and district-determined measures. The parties will negotiate the process for using state and district-determined measures to arrive at an Educator's rating of impact on student learning and growth, using guidance and model contract language from ESE.
- CC) **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 progress towards the Educator's

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attainment of goals set forth in the Educator Plan, as follows:

- i) Standard 1: Curriculum, Planning and Assessment
- ii) Standard 2: Teaching All Students
- iii) Standard 3: Family and Community Engagement
- iv) Standard 4: Professional Culture
- v) Attainment of Professional Practice Goal(s)
- vi) Attainment of Goal(s)

DD) **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 consists of:

- i) Standards: Describes broad categories of professional practice, including those required in 603 CMR 35.03
- ii) Indicators: Describes aspects of each standard, including those required in 603 CMR 35.03. Beginning in FY 18, "Student Learning Indicator" will be added and will say: Consistently demonstrates expected impact on student learning based on multiple measures of student learning, growth and achievement. For teachers who are responsible for direct instruction, these measures must include student progress on common assessments and, where available, statewide student growth measures.
- iii) Elements: Defines the individual components under each indicator
- iv) Descriptors: Describes practice at four levels of performance for each element

EE) **Summative Evaluation:** An evaluation used to arrive at a rating on each standard, an overall rating, and as a basis to make personnel decisions. The summative evaluation includes the Evaluator's judgments of the Educator's performance against Performance Standards and the Educator's attainment of goals set forth in the Educator's Plan.

FF) **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.

GG) **Teacher:** An Educator employed in a position requiring a certificate or license as described in 603 CMR 7.04(3)(a, b, and d) and in the area of vocational education as provided in 603 CMR 4.00. Teachers may include, for example, classroom teachers, librarians, guidance counselors, or school nurses.

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3) Evidence Used In Evaluation

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

- A) Multiple measures of student learning and growth, which shall include:
 - i) Measures of student progress on classroom assessments that are aligned with the Massachusetts Curriculum Frameworks or other relevant frameworks and are comparable within grades or subjects in a school;
 - ii) At least two measures of student learning and growth related to the Massachusetts Curriculum Frameworks or the Massachusetts Vocational Technical Education Frameworks or other relevant frameworks that are comparable across grades and/or subjects district-wide. These measures may include: portfolios, approved commercial assessments and district-developed pre and post unit and course assessments, and capstone projects.
 - iii) 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.
 - iv) For Educators whose primary role is not as a classroom teacher, the appropriate measures of the Educator's contribution to student learning and growth, is set by the district after being bargained by the parties. The measures set by the district, as bargained by the parties, should be based on the Educator's role, responsibility, and job description.
- B) Judgments based on observations and artifacts of practice including:
 - i) Unannounced observations of practice of any duration, but not less than 10 minutes, that result in targeted and constructive feedback.
 - ii) Announced observation(s) for the following Plan types: Developing Educator Plans, Directed Growth Plans, and Improvement Plans.
 - iii) Examination of Educator work products.
 - iv) Examination of student work samples.
 - v) Audiotapes, videotapes, and photographs may be used as evidence by mutual consent of the Educator and Evaluator. Documentation of agreement will be in writing using the form as designed by the Evaluation Task Force and renewed each year. Educators may submit any of the above named types of evidence at their own discretion at any time.

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- C) Evidence relevant to one or more Performance Standards, including but not limited to:
- i) Evidence compiled and presented by the Educator, including:
 - (a) Evidence of fulfillment of professional responsibilities and growth such as self-assessments, peer collaboration, professional development linked to goals in the Educator plans, contributions to the school community and professional culture;
 - (b) Evidence of active outreach to and engagement with families;
 - ii) Evidence of progress towards professional practice goal(s);
 - iii) Evidence of progress toward student learning outcomes goal(s).
 - iv) Note: The expectation is that an Educator will collect and share the three best sources of evidence for each of the four standards, and for each of the two goals. No more than three pieces of evidence in each area will be expected. The same evidence may count towards more than one standard, when appropriate.
 - v) At least one piece of evidence must support indicator IB, IIA, IIIC, and IVA. Other pieces can support any indicator in the standard.
 - vi) Educators on a 2 Year Self-Directed Growth Plan will submit a minimum of one piece of evidence for each standard and goal by April 30 of Year 1.
- D) **Other Evidence:** It is understood that there are some aspects of an Educator's practice that cannot be readily observed, but that is key to an Educator's ability to carry out their duties effectively. Timely and appropriate completion of paperwork is an example of one such area. If an Evaluator has concerns related to an area of practice that cannot be readily observed as part of an announced or unannounced observation, they may submit a Word document to the Evidence Board of the Educator's Baseline Edge portal. Using any type of evidence that was not directly observed must follow the same guidelines that govern observations under this contract. An Evaluator must document that a concern was:
- i) Brought to the Educator's attention in a timely manner (days, not weeks)
 - ii) Included a targeted, constructive, and specific explanation
 - iii) Educator must have had an opportunity to respond
 - iv) Evaluator must provide a clear picture of the expectation in this area going forward

4) Rubric

The rubrics are a scoring tool used for the Educator's self-assessment, the formative assessment, the formative evaluation and the summative evaluation. The parties agree that the rubrics identified in Appendix C will be used for the evaluation process. Rubrics for specific job categories may be amended by mutual agreement of the Association and the School Committee.

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5) Evaluation Cycle: Training

The District will provide training on the mechanics of the evaluation system, in addition to the substance.

The Superintendent or his/her designee will provide e-mail reminders regarding the following dates and deadlines for the evaluation system at least two weeks prior to the deadline: .

- a. By September 15: October 1 – Draft Goals Due
- b. By October 15: November 1 – Final Goals Approved
- c. By January 7: January 21 – Evidence due for non-PTS teachers or teachers on Directed Growth or Improvement Plans
- d. By April 15: April 30 evidence due for all teachers.

6) Evaluation Cycle: Annual Orientation

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

- i) Provide an overview of the evaluation process, including goal setting and the educator plans.
- ii) Provide all Educators with directions for obtaining a copy of the forms used by the district. These may be electronically provided.
- iii) Note: The faculty meeting may be digitally recorded to facilitate orientation of Educators hired after the beginning of the school year.

7) **Evaluation Cycle: Self-Assessment.** While conducting a general self-assessment can be a productive and worthwhile activity that helps Educators reflect on their practice, it is understood that most of the Educator's time and effort will go into drafting Professional Practice and Student Learning goals aligned with School and District goals, and developing an appropriate Educator Plan. There is no required documentation, nor are there any forms associated with the Self-Assessment activity.

A) Completing the Self-Assessment

- i) The evaluation cycle begins with the Educator reviewing District and School goals, as well as receiving broad guidelines from their Evaluator about which standards and curriculum areas to focus on.
- ii) The self-assessment includes:
 - (a) An analysis of evidence of student learning and growth for students under the Educator's responsibility. Note: Evaluators must provide data related to MCAS and other district common assessments,
 - (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:

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- (1) At least one goal directly related to improving the Educator's own professional practice.
- (2) At least one goal directly related to improving student learning.

B) Proposing the goals

- i) 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 (ii) below. Educators may meet with teams to consider establishing team goals. Evaluators may participate in such meetings. Evaluators may give Educators broad guidelines about the areas of curriculum and practice to focus on, but they will not dictate specific goals for the Educator. The intention is that this is a collaborative process guided by the Evaluator, but detailed by the Educator. Evaluators may also work with an Educator to revise and refine final goals. Prior to the goal setting process, school and/or district leaders will provide educators with assessment data, analysis, and copies of school and district goals.
- ii) For Educators in their first year of practice, the Primary Evaluator or his/her designee will meet with each Educator by October 1st (or within four weeks of 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. Educators in their first year of practice will also participate in the district induction and mentoring activities.
- iii) Unless the Evaluator indicates that an Educator in his/her second or third years of practice should continue to address induction and mentoring activities pursuant to 603 CMR 7.12., the Educator may address shared grade level or subject area team goals.
- iv) For Educators on a Self-Directed Growth Plan, or with approval from his/her Evaluator, 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.
- v) In addition, Educators on a Two Year Self Directed Growth Plan may elect to work on goals that would span both years of the plan.
- vi) For Educators on a Directed Growth or Improvement Plan, the professional practice goal must address specific standards and indicators identified for improvement in the Plan. In addition, the goals may address shared grade level or subject area team goals.

8) Evaluation Cycle: Goal Setting and Educator Plan Development

- A) District, Department and/or School goals that could affect educator goals will be finalized by the end of the prior school year.
- B) Every Educator has an Educator Plan that includes, but is not limited to, one goal related to the

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improvement of practice; one goal for the improvement of student learning. The Plan also outlines actions the Educator must take to attain the goals established in the Plan and benchmarks to assess progress. Goals may be developed by individual Educators, by the Evaluator, or by teams, departments, or groups of Educators who have similar roles and/or responsibilities. See Sections 15-19 for more on Educator Plans.

- C) To determine the goals to be included in the Educator Plan, the Evaluator reviews the goals the Educator has proposed using evidence of Educator performance and expected impact based on the Educator's goal setting process and other sources that the Evaluator shares with the Educator.
- D) Educator Plan Development Meetings shall be conducted as follows:
 - i) Educators in the same school may meet with the Evaluator in teams and/or individually at the end of the previous evaluation cycle or by October 15th of the next academic year to develop their Educator Plan. Educators shall not be expected to meet during the summer hiatus.
 - ii) For those Educators new to the school, the meeting with the Evaluator to establish the Educator Plan must occur by October 15th or within six weeks of the start of their assignment in that school
 - iii) The Evaluator shall meet individually with Educators on a Directed Growth or Improvement Plan to develop professional practice goal(s) that must address specific standards and indicators identified for improvement in the Plan. In addition, the goals may address shared grade level or subject matter goals.
- E) During the development of the Educator Plan, evaluators shall communicate clear expectations for educator impact, including but not limited to anticipated student learning gains for the multiple measures that will be used as evidence of educator performance. Anticipated student learning gains must be consistent across the district for common assessments and agreed upon by the educator and evaluator for other classroom assessments.
- F) The Primary Evaluator approves the Educator Plan by November 1st. The Educator shall sign the Educator Plan within 5 school days of its receipt and may include a written response. The Educator's signature does not indicate agreement or disagreement with its contents. The Evaluator retains final authority over the content of the Educator's Plan, though the expectation is that this will be a collaborative process between the Educator and the Evaluator.

9) Evaluation Cycle: Observation of Practice and Examination of Artifacts – Educators without PTS in the first three years of practice in the District, or Educators with PTS during the first year teaching under a new license:

- A) The Educator shall have at least four unannounced observations in their first year in the District and three unannounced observations in their second and third years in the District. All non-PTS educators shall have one announced observation during the evaluation plan year.
- B) For educators in their first year in the District, the first unannounced observation must occur between the beginning of the school year and October 1. One announced, full period observation must take place between October 1 and November 1. The evaluator will inform the educator of the

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date and time of the observation at least two full school days in advance. For educators in their second and third years in the District, the announced, full period observation must take place by November 1. The evaluator will inform the educator of the date and time of the announced observation at least two full school days in advance. The first unannounced observation must occur by December 31.

- C) Additional unannounced observations must take place between December and April. See Appendix B for dates and timelines of observations. The dates provided in the Educator Plan timelines are deadlines. Observations may take place sooner than the deadline indicates, but must be reasonably spaced out over time.
- D) Educators with PTS in the first year teaching under a new license will follow the same plans as educators without PTS in years two and three.

10) **Evaluation Cycle: Observation of Practice and Examination of Artifacts – Educators with PTS on a Self-Directed Growth Plan**

- A) The Educator whose overall rating is proficient or exemplary must have at least two unannounced observations during the evaluation Plan year.
- B) The first unannounced observation must occur by December 31.
- C) One additional unannounced observation must take place between January 1 and April 30. See Appendix B for dates and timelines of observations. The dates provided in the Educator Plan timelines are deadlines. Observations may take place sooner than the deadline indicates, but must be reasonably spaced out over time.

11) **Evaluation Cycle: Observation of Practice and Examination of Artifacts – Educators with PTS on Directed Growth Plan**

- A) The Educator whose overall rating is Needs Improvement must be observed according to the Directed Growth Plan during the period of the Plan which must include at least five unannounced observations and one announced observation.
- B) The first unannounced observation must occur between the beginning of the school year and October 15. The second unannounced observation must occur between October 15 and November 15.
- C) The first announced, full period observation must occur between November 15 and December 22. The evaluator will inform the educator of the date and time of the announced observation at least two full school days in advance.
- D) Additional unannounced observations must take place each month in December, January, March, and April.
- E) The Directed Growth Plan will be written according to the requirements outlined in article 18 around provision of a written plan that will include specific assistance to the Educator and specific areas of improvement to be completed before the end of the Plan.

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F) See Appendix B for dates and timelines of observations.

12) Evaluation Cycle: Observation of Practice and Examination of Artifacts – Educators with PTS on an Improvement Plan

- A. The Educator must be observed according to the Improvement Plan, which must include both unannounced and announced observations.
- B. The first unannounced observation will occur by September 30.
- C. Two additional unannounced observations will take place in October, two in November, and one in December.
- D. One announced observation will take place by the Formative Assessment review. The announced observation will take the place of one of the unannounced observations for the month in which it occurs. The evaluator will inform the educator of the date and time of the announced observation at least two full school days in advance.
- E. Additional unannounced observations will occur at least once a month from January on until the end of the Improvement Plan, if the Plan extends beyond the December vacation.
- F. The Improvement Plan will include the requirements of article 19 below around provision of a written plan that will include specific assistance to the Educator and specific areas of improvement to be completed before the end of the Plan.
- G. The minimum time period of the first Improvement Plan will be from the beginning of the school year until the December vacation.
- H. A successive improvement plan will have a 30 school day minimum time plan (Improvement Plan – Directed Growth Plan – Improvement Plan).
- I. See Appendix B for dates and timelines of observations.

13) Observations

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

A) Unannounced Observations

- i) Unannounced observations may be in the form of partial or full-period classroom visitations, but not less than 10 minutes. These observations must result in targeted and constructive feedback. An Evaluator will signal to the Educator that an observation is underway by taking notes and spending a minimum of ten minutes in the room.
- ii) Instructional Rounds, Walkthroughs, and Learning Walks are non-evaluative, collaborative observation protocols designed to assess overall school culture. This does not preclude an Evaluator from providing feedback after such visit, however this feedback will not be part of the formal evaluation process.

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- iii) If a principal or department head is accompanied by his/her own Evaluator during an observation, the primary purpose of that second Evaluator's presence is to evaluate the principal or department head, not the Educator. At the request of the Educator, the Primary and Contributing Evaluator may conduct a joint observation.
- iv) **Evaluation calibration observations will be allowed for the purpose of improving Evaluator practice under the following conditions:**
 - (a) First year teachers would be exempt
 - (b) Maximum two of these visits per Educator per year unless teacher volunteers for more
 - (c) Evaluators will indicate to the educator that this is an evaluation calibration visit by showing an index card
 - (d) Time duration - 15 minutes maximum
 - (e) Maximum of two Evaluators at a time
 - (f) Follow-up email thanking the Educator for the visit
- v) Department meetings, parent meetings, IEP meetings, PLC meetings, grade level meetings, etc... may also be used as observations. In this case, Evaluators will alert the Educator to this fact at the beginning of the meeting by stating, "I am going to act as an observer during this meeting." The Evaluator will then refrain from participating in the meeting in order to be an objective observer.
- vi) The Educator will be provided with at least brief written feedback from the Evaluator within 5 school days of the observation and before the follow up meeting. The written feedback shall include any topics the Evaluator will be raising in the subsequent feedback conversation. At the request of the Educator, the post-observation conversation can happen prior to written feedback being received.
- vii) Each Evaluator will articulate in writing how they will offer times that they are available for follow-up conversations with Educators. This plan will be given to all Educators they will be evaluating at the beginning of the year. Following the receipt of draft written feedback on an observation, Educators will contact the Evaluator for a 15 – 20 minute time slot to discuss the observation. Evaluators will ensure that there are sufficient time slots available before, during, and after school for these follow up conversations. Educators and Evaluators will work together to set up a mutually convenient time to meet.
- viii) Educators with professional status on two year self-directed growth plans may mutually agree with their evaluators to hold one post observation meeting by means of electronic communication, such as Skype, Facetime or by phone. E-mail is not an option. Other post observation meetings will be face to face.
- ix) This timeframe may be extended due to unavailability on the part of either the Evaluator or the Educator during the five days after the observation. All attempts will be made to schedule the post-observation conversation in a timely manner.
- x) The Evaluator shall provide the Educator with final written feedback within 5 school days of the post-observation conversation.
- xi) Any observation, series of observations, or collection of evidence resulting in one or

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more standards judged to be unsatisfactory or needs improvement for the first time must be followed by at least one observation of at least 30 minutes, or a meeting to review additional evidence within 30 school days.

- xii) For any standard where the Educator's practice was found to be unsatisfactory or needs improvement, the feedback must:
 - (1) Describe the basis for the Evaluator's judgment.
 - (2) Describe actions the Educator should take to improve his/her performance.
 - (3) Identify support and/or resources the Educator may use in his/her improvement.
 - (4) State the expectation for what the Educator must do to achieve proficiency in this area.

B. Announced Observations

- i) All non-PTS Educators, Educators teaching under a new license for the first year only, and PTS Educators on Directed Growth or Improvement Plans shall have at least one Announced Observation of a full class period or lesson (or its equivalent for non-teaching Educators).
 - (a) The Evaluator shall select the date and time of the lesson or activity to be observed, which must be at least two full school days in advance of the observation, and discuss with the Educator any specific goal(s) for the observation.
 - (b) Within 5 school days of the scheduled observation the Evaluator and Educator shall meet for a pre-observation conference
 - (1) At the request of the Evaluator, the Educator shall provide a draft of the lesson, student conference, IEP plan or activity prior to the observation.
 - (2) The Educator will be notified as soon as possible if the Evaluator will not be able to attend the scheduled observation. The observation will be rescheduled with the Educator as soon as reasonably practical.
 - (c) The Educator will be provided with at least brief written feedback from the Evaluator within 5 school days of the observation. The written feedback shall include any topics the Evaluator will be raising in the subsequent feedback conversation. At the request of the Educator, the post-observation conversation can happen prior to written feedback being received.
 - (d) Within 5 school days of the observation, the Evaluator and Educator shall meet for a post-observation conversation. This timeframe may be extended due to unavailability on the part of either the Evaluator or the Educator during the 5

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days after the observation. All attempts will be made to schedule the post-observation in a timely manner.

- (e) Each Evaluator will articulate in writing how they will offer times that they are available for follow-up conversations with Educators. This plan will be given to all Educators they will be evaluating at the beginning of the year. Following the receipt of draft written feedback on an observation, Educators will contact the Evaluator for a 15 – 20 minute time slot to discuss the observation. Evaluators will ensure that there are sufficient time slots available before, during, and after school for these follow up conversations. Educators and Evaluators will work together to set up a mutually convenient time to meet.
- (f) The Evaluator shall provide the Educator with final written feedback within 5 school days of the post-observation conversation.
- (g) For any standard where the Educator's practice was found to be unsatisfactory or needs improvement, the feedback must:
 - (1) Describe the basis for the Evaluator's judgment.
 - (2) Describe actions the Educator should take to improve his/her performance.
 - (3) Identify support and/or resources the Educator may use in his/her improvement.
 - (4) State the expectation for what the Educator must do to achieve proficiency in this area.

14) **Evaluation Cycle: Formative Assessment**

- A) A specific purpose for evaluation is to promote student learning and growth by providing Educators with feedback for improvement. Evaluators are expected to make frequent unannounced visits to classrooms. Evaluators are expected to give targeted and constructive feedback to Educators based on their observations of practice, examination of artifacts, and analysis of multiple measures of student learning and growth in relation to the Standards and Indicators of Effective Teaching Practice.
- B) Formative Assessment may be ongoing throughout the evaluation cycle but typically takes places mid-cycle when a Formative Assessment report is completed. For an Educator on a two-year Self-Directed Growth Plan, the mid-cycle Formative Assessment report is replaced by the Formative Evaluation report at the end of year one. See section 13, below.
- C) The Formative Assessment report provides written feedback to the Educator about his/her progress towards attaining the goals set forth in the Educator Plan and performance on the Standards and Indicators of Effective Teaching Practice.
- D) No less than two weeks before the due date for the Formative Assessment report (see timelines in Appendix B) the Educator shall provide to the Evaluator evidence on the standards and their

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goals.

- E) The Evaluator and the Educator will meet to discuss the Formative Assessment Report. See timelines in Appendix B. A draft of the Formative Assessment Report shall be provided to the Educator through the password protected Baseline Edge program at least 24 hours prior to the Formative Assessment conversation.
- F) Following the Formative Assessment conversation, the Evaluator shall complete the final Formative Assessment report and provide a copy to the Educator. All Formative Assessment reports must be signed by the Evaluator and Educator in Baseline Edge.
- G) The Educator may reply in writing to the Formative Assessment report within 5 school days of receiving the report using an Educator Response form.
- H) The Educator shall sign the Formative Assessment report within 5 school days of receiving the report. The signature indicates that the Educator received the Formative Assessment report. The signature does not indicate agreement or disagreement with its contents.
- I) As a result of the Formative Assessment Report, the Evaluator may change the activities in the Educator Plan.
- J) If at the Formative Assessment report time, the Evaluator discerns that there have been significant changes in the performance of the Educator since the last summative rating the Educator received, the Evaluator will indicate that failure to improve in the indicated areas **may** result in the recommendation for a change in rating and plan type at the Summative or Formative Evaluation period. This statement will be included in the final Formative Assessment report.
- K) For any standard where the Educator's practice was found to be unsatisfactory or needs improvement, the feedback must:
 - (1) Describe the basis for the Evaluator's judgment.
 - (2) Describe actions the Educator should take to improve his/her performance.
 - (3) Identify support and/or resources the Educator may use in his/her improvement.
 - (4) State the expectation for what the Educator must do to achieve proficiency in this area.

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

- A) Educators on two year Self-Directed Growth Educator Plans receive a Formative Evaluation report near the end of the first year of the two year cycle. The Educator's performance rating for that year shall be assumed to be the same as the previous summative rating unless evidence demonstrates a significant change in performance in which case the rating on the performance standards may change, and the Evaluator may place the Educator on a Directed Growth Plan

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for the following year.

- B) The Formative Evaluation report provides written feedback and ratings to the Educator about his/her progress towards attaining the goals set forth in the Educator Plan, performance on each performance standard and performance overall.
- C) No less than two weeks before the due date for the Formative Evaluation report (see timelines in Appendix B), the Educator shall provide to the Evaluator evidence on the standards and goals.
- D) The Evaluator shall complete the draft Formative Evaluation report and provide a copy to the Educator through the password protected Baseline Edge software program at least two school days prior to the conversation.
- E) Following the Formative Evaluation conversation, the Evaluator shall complete the final Formative Evaluation report and provide a copy to the Educator. All Formative Evaluation reports must be signed by the Evaluator and Educator in Baseline Edge.
- F) The Educator may reply in writing to the Formative Evaluation report within 5 school days of receiving the report using an Educator Response form.
- G) The Educator shall sign the Formative Evaluation report within 5 school days of receiving the report. The signature indicates that the Educator received the Formative Evaluation report. The signature does not indicate agreement or disagreement with its contents.
- H) As a result of the Formative Evaluation report, the Evaluator may change the activities in the Educator Plan.
- I) If the rating in the Formative Evaluation report differs from the last summative rating the Educator received, the Evaluator may place the Educator on a Directed Growth Plan during the next school year.
- J) If the Evaluator is assigning ratings that differ from prior Summative Evaluations, a paper copy of the signed final Formative Evaluation report and any Educator response to the report shall be filed in the Educator's personnel file at the end of the year. The Educator and Evaluator will initial their digital signature on the hard copy. In addition, the Principal will sign and date the document before it is placed in the personnel file.
- K) For any standard where the Educator's practice was found to be unsatisfactory or needs improvement, the feedback must:
 - (1) Describe the basis for the Evaluator's judgment.
 - (2) Describe actions the Educator should take to improve his/her performance.
 - (3) Identify support and/or resources the Educator may use in his/her improvement.
 - (4) State the expectation for what the Educator must do to achieve proficiency in this area.

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16) Evaluation Cycle: Summative Evaluation

- A) The evaluation cycle concludes with a summative evaluation report. For Educators on a one or two year Educator Plan, evaluators must complete and sign off on the summative evaluation report at least two school days prior to the summative evaluation meeting.
- 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 progress towards the attainment of the Educator Plan goals.
- C) For an Educator whose overall performance rating is exemplary or proficient and whose expected impact 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 serves as the Primary Evaluator, the superintendent's decision on the rating shall not be subject to review.
- D) The summative evaluation rating must be based on evidence from multiple categories of evidence. MCAS growth scores shall not be the sole basis for a summative evaluation rating.
- E) To be rated proficient overall, a PTS Educator shall, at a minimum, have been rated proficient on the Curriculum, Planning and Assessment and the Teaching All Students Standards of Effective Teaching Practice.
- F) The Educator will provide to the Evaluator evidence on standards and goals no less than two weeks before the due date for the Summative Evaluation report. (See Appendix B)
- G) The Summative Evaluation report should recognize areas of strength as well as identify recommendations for professional growth.
- H) The Evaluator shall deliver a signed copy of the Summative Evaluation through Baseline Edge no later than **two school days** prior to the Summative Evaluation conversation.
- I) The Evaluator shall meet with non-PTS Educators, and PTS Educators rated needs improvement or unsatisfactory to discuss the summative evaluation by **June 1**.
- J) The Evaluator will meet with the Educator rated proficient or exemplary to discuss the summative evaluation by **June 10**.
- K) 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. This undertaking is optional.
- L) The Educator shall sign the final Summative Evaluation report within five days after receiving it. The signature indicates that the Educator received the Summative Evaluation. The signature does not indicate agreement or disagreement with its contents.
- M) The Educator shall have the right to respond in writing to the Summative Evaluation, which shall become part of the final Summative Evaluation report.
- N) A paper copy of the signed final Summative Evaluation report and any Educator response to the

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report shall be filed in the Educator's personnel file at the end of the year. The Educator and Evaluator will initial their digital signature on the hard copy. In addition, the Principal will sign and date the document before it is placed in the personnel file.

- O) For any standard where the Educator's practice was found to be unsatisfactory or needs improvement, the feedback must:
 - (1) Describe the basis for the Evaluator's judgment.
 - (2) Describe actions the Educator should take to improve his/her performance.
 - (3) Identify support and/or resources the Educator may use in his/her improvement.
 - (4) State the expectation for what the Educator must do to achieve proficiency in this area.

17) **Educator Plans – General**

- A) Educator Plans shall be designed to provide Educators with feedback for improvement, professional growth, and leadership; and to ensure Educator effectiveness and overall system accountability. The Plan must be aligned to the standards and indicators and be consistent with department and school goals.
- B) The Educator Plan shall include, but is not limited to:
 - i) At least one goal related to improvement of practice tied to one or more Performance Standards;
 - ii) At least one goal for the improvement of student learning for the students under the Educator's responsibility;
 - iii) An outline of actions the Educator must take to attain the goals and benchmarks to assess progress. Actions must include specified professional development and learning activities that the Educator will participate in as a means of obtaining the goals, as well as other support that may be suggested by the Evaluator or provided by the school or district. Examples may include but are not limited to coursework, self-study, action research, curriculum development, study groups with peers, and implementing new programs.
- C) It is the Educator's responsibility to work toward attaining the goals in the Plan and to participate in any trainings and professional development provided through the state, district, or other providers in accordance with the Educator Plan.

18) **Educator Plans: Developing Educator Plan**

- A) The Developing Educator Plan is for all Educators without PTS, and Educators with PTS in new

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assignments teaching under a different license for the first year only.

- B) The Educator shall be evaluated at least annually.

19) 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 and growth is moderate or high. A Formative Evaluation report is completed at the end of year 1 and a Summative Evaluation report at the end of year 2.

20) Educator Plans: Directed Growth Plan

- A) A Directed Growth Plan is for those Educators with PTS whose overall rating is needs improvement.
- B) The goals in the Plan must address areas identified as needing improvement as determined by the Evaluator.
- C) The Directed Growth Plan process shall include:
 - i) Within ten school days of notification to the Educator that the Educator is being placed on a Directed Growth Plan, the Primary Evaluator and Building Principal shall schedule a meeting with the Educator to discuss the Directed Growth Plan. The Evaluator(s) and Educator will mutually develop a specific plan of assistance to address the areas of need specified in writing by the Evaluator(s).
 - ii) The Educator may request that a representative of the Employee Organization/Association attend the meeting(s).
 - iii) The Association will be informed that an Educator has been placed on a Directed Growth Plan, but no further details will be provided without the consent of the Educator.
- D) The Directed Growth Plan shall:
 - i) Define the improvement goals directly related to the performance standard(s) and/or student learning outcomes that must be improved;
 - ii) Describe the activities and work products the Educator must complete as a means of improving performance;
 - iii) Describe the assistance that the district will make available to the Educator;
 - iv) Articulate the measurable outcomes that will be accepted as evidence of improvement;
 - v) Detail the timeline for completion of each component of the Plan, including at a minimum a mid-cycle formative assessment report of the relevant standard(s) and

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indicator(s);

- vi) Identify the individuals assigned to assist the Educator which must include minimally the Supervising Evaluator; and,
 - vii) Include the signatures of the Educator and Supervising Evaluator. The Educator's signature indicates that the Educator received the Improvement Plan. The signature does not indicate agreement or disagreement with its contents.
 - viii) A paper copy of the plan shall be placed in the Educator's personnel file.
- 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 two school days before the summative evaluation meeting.
- 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.

21) **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 to place an Educator whose practice has been rated as unsatisfactory on an Improvement Plan. An Improvement Plan will begin in September and will have a minimum duration through December vacation, and last no more than one school year.
- C) The Evaluator must complete a Summative Evaluation for the Educator at the end of the period determined by the Improvement Plan.
- D) An Educator on an Improvement Plan shall be assigned an Evaluator, who will be responsible for providing the Educator with guidance and assistance in accessing the resources and professional development outlined in the Improvement Plan.
- E) The Improvement Plan shall define the problem(s) of practice identified through the observations and evaluation and detail the improvement goals to be met, the activities the Educator must take to improve and the assistance to be provided to the Educator by the district.
- F) The Improvement Plan process shall include:
 - i) Within ten school days of notification to the Educator that the Educator is being placed on an Improvement Plan, the Primary Evaluator and Building Principal shall schedule a meeting with the Educator to discuss the Improvement Plan. The Evaluator(s) and

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- Educator will mutually develop a specific plan of assistance to address the areas of need specified in writing by the Evaluator.
- ii) The Educator may request that a representative of the Employee Association attend the meeting(s).
 - iii) The Employee Association will be informed that an Educator has been placed on an Improvement Plan, but no further details will be provided without the consent of the Educator.
- G) The Improvement Plan shall:
- i) Define the improvement goals directly related to the performance standard(s) and/or student learning outcomes that must be improved;
 - ii) Describe the activities and work products the Educator must complete as a means of improving performance;
 - iii) Describe the assistance that the district will make available to the Educator;
 - iv) Articulate the measurable outcomes that will be accepted as evidence of improvement;
 - v) Detail the timeline for completion of each component of the Plan, including at a minimum a mid-cycle formative assessment report of the relevant standard(s) and indicator(s);
 - vi) Identify the individuals assigned to assist the Educator which must include minimally the Supervising Evaluator; and,
 - vii) Include the signatures of the Educator and Supervising Evaluator. The Educator's signature indicates that the Educator received the Improvement Plan. The signature does not indicate agreement or disagreement with its contents.
 - viii) A paper copy of the Improvement Plan shall be placed in the Educator's personnel file.
- H) Decision on the Educator's status at the conclusion of the Improvement Plan.
- i) All determinations below must be made no later than June 1. One of three decisions must be made at the conclusion of the Improvement Plan:
 - (a) If the Evaluator determines that the Educator has improved his/her practice to the level of proficiency, the Educator will be placed on a Self-Directed Growth Plan.
 - (b) If the Evaluator determines that the Educator is making substantial progress toward proficiency, the Evaluator shall place the Educator on a Directed Growth Plan.
 - (c) 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.

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22) Career Advancement

- A) In order to attain Professional Teacher Status, the Educator should achieve ratings of proficient or exemplary on each Performance Standard and overall. A principal considering making an employment decision that would lead to PTS for any Educator who has not been rated proficient or exemplary on each performance standard and overall on the most recent evaluation shall confer with the Superintendent by May 1. The principal's decision is subject to review and approval by the Superintendent.
- B) In order to qualify to apply for a teacher leader position, the Educator must have had a Summative Evaluation performance rating of proficient or exemplary for at least the previous two years.

23) Using Student Feedback in Educator Evaluation

The Educator shall establish an age-appropriate method for seeking student feedback prior to the end of the current educator plan. Educators will determine the appropriate group or sub-groups of students to survey. The Educator will inform students that identifying themselves on the feedback mechanism is optional. The feedback will be used solely by the Educator to inform his/her self-assessment and goal setting for the subsequent educator plan.

24) Using Staff Feedback in Administrator Evaluation

Educators are ensured the opportunity to provide feedback to Administrators in a manner that assures the confidentiality of identity of the Educator. The feedback will be used solely by the Evaluator to inform his/her self-assessment and goal setting for the subsequent educator plan.

25) General Provisions

- A) **Licensed Educators:** Only Educators who are licensed with appropriate supervisory licenses, and who are employed by the district as administrators, and whose positions are included in the Evaluator list in Appendix A, may serve as Evaluators of Educators. No additions or substitutions can be made to this list without notice to and agreement of the Association.
- B) **Confidentiality:** Evaluators shall not make negative comments about the Educator's performance, or comments of a negative evaluative nature, in the presence of students, parents or other staff, except in the unusual circumstance where the Evaluator concludes that s/he must immediately and directly intervene. Nothing in this paragraph is intended to limit an administrator's ability to investigate a complaint, or secure assistance to support an Educator.
- C) **Training on Evaluation System:** The Superintendent shall ensure that Evaluators have training in supervision and evaluation, including the regulations and standards and indicators of effective teaching practice promulgated by ESE (35.03), and all the information as included in the six training modules as specified by the Department of Education. In addition, the

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Superintendent will ensure that all Evaluators have specific training around discourse necessary to support a coaching model. A folder documenting trainings held, including agendas and attendance records, will be kept in the Superintendent's office.

- D) **Dispute Process:** Should there be a serious disagreement between the Educator and the Evaluator regarding an overall summative performance rating of unsatisfactory or needs improvement, the Educator may meet with the Evaluator's supervisor to discuss the disagreement. Should the Educator request such a meeting, the Evaluator's supervisor must meet with the Educator. The Evaluator may attend any such meeting at the discretion of the Superintendent. At the Educator's request, a member of the Association may also attend the meeting.
- E) **Joint Labor-Management Evaluation Task Force:** The parties agree to establish a joint labor-management Evaluation Task Force, which shall review the evaluation processes and procedures annually and recommend adjustments to the parties that will be subsequently bargained.
- F) **Deadline for Changes to Evaluation System:** Any changes to the evaluation system that are bargained shall be made in time for ratification by the 3rd Thursday in May.
- G) **Template for Directed Growth and Improvement Plan:** The Association and the Administration will collaborate on a template to be used for the creation of Directed Growth and Improvement Plans.
- H) **Mid-Year Plan Changes:** There will be no mid-year plan changes.
- I) **Educator Time for Evaluation System:** The following meeting dates will be dedicated to meeting the requirements of the new Evaluation System:
 - a. September Early Release: Work on Goals and Educator Plan Development
 - b. One district meeting in January and one district meeting in April will be designated as PLC time for the purpose of collaboration and Evidence Collection. These meetings will be scheduled before the January and April due dates for Evidence Collection. The dates of these meetings will be communicated on the meeting calendar by the end of September.
- J) **E-mail Reminders:** The Superintendent or his/her designee will provide email reminders regarding the following dates and deadlines for the evaluation system at least two weeks prior to the date:
 - a. By September 15: October 1 – Draft Goals Due
 - b. By October 15: November 1 – Final Goals Approved
 - c. By January 7: January 21 – Evidence due for non-PTS teachers or teachers on Directed Growth or Improvement Plans
 - d. By April 15: April 30 evidence due for all teachers.
- K) Violations of this article are subject to the grievance and arbitration procedures.

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APPENDIX A – APS EVALUATION CHARTS

ARLINGTON HIGH SCHOOL

STAFF POSITION	PRIMARY EVALUATOR	CONTRIBUTING EVALUATOR(S)
Alternative Programs - Workplace	Principal/Assistant Principal/Dean	Principal/Assistant Principal/Dean
Alternative Programs - Mill Brook	Special Education Coordinator	Principal/Assistant Principal/Dean
Instructional Technology	Director of Digital Learning	Principal/Assistant Principal/Dean
English	English Curriculum Director	Principal/Assistant Principal/Dean
English Language Learners (ELL)	ELL Curriculum Director	Principal/Assistant Principal/Dean
Family & Consumer Science	Principal/Assistant Principal/Dean	Principal/Assistant Principal/Dean
School Counseling Department	Director of Guidance and Social Emotional Learning	Principal/Assistant Principal/Dean
History & Social Sciences	History & Social Sciences Curriculum Director	Principal/Assistant Principal/Dean
Librarian/Media Specialist	Principal/Assistant Principal/Dean	Principal/Assistant Principal/Dean
Mathematics	Mathematics Curriculum Director	Principal/Assistant Principal/Dean
Nurse	Director of Nursing	Principal/Assistant Principal/Dean
PE, Health & Wellness	Director of Health, Wellness & Counseling	Principal/Assistant Principal/Dean
Performing Arts	Performing Arts Curriculum Director	Principal/Assistant Principal/Dean
Reading Specialist	English Curriculum Director	Special Education Coordinator/Principal/Assistant Principal/Dean
Science & Technology/Engineering	Science & Technology/Engineering Curriculum Director	Principal/Assistant Principal/Dean

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Title I Reading Teacher (GL)	Ass't. Superintendent	GL Administrator
Visual Arts	Visual Arts Curriculum Director	Principal/Assistant Principal/Dean
World Languages	World Languages Curriculum Director	Principal/Assistant Principal/Dean
AHS Special Education:		
Learning Specialist	Special Education Coordinator	Principal/Assistant Principal/Dean
Psychologist	Special Education Coordinator or Director	Principal/Assistant Principal/Dean
SLC Classroom Teacher	Special Education Coordinator	Principal/Assistant Principal/Dean
SLC Social Worker	Special Education Coordinator or Director	Principal/Assistant Principal/Dean
SLP	Special Education Coordinator or Director	Principal/Assistant Principal/Dean
Team Chair	Special Education Coordinator or Director	Principal/Assistant Principal/Dean

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OTTOSON MIDDLE SCHOOL

STAFF POSITION	PRIMARY EVALUATOR	CONTRIBUTING EVALUATOR(s)
A.C.E.	Principal/Assistant Principal	Principal/Assistant Principal
Alternative Programs (STARS)	Principal/Assistant Principal	Special Education Coordinator
Computers & Technology/Digital Learning	Director of Digital Learning	Principal/Assistant Principal
English	English Curriculum Director	Principal/Assistant Principal
English Language Learners (ELL)	ELL Curriculum Director	Principal/Assistant Principal
Family & Consumer Science	Principal/Assistant Principal	Principal/Assistant Principal
School Counselors	Director of Guidance and Social Emotional Learning	Principal/Assistant Principal
History & Social Sciences	History & Social Sciences Curriculum Director	Principal/Assistant Principal
Mathematics (including DML)	Mathematics Curriculum Director	Principal/Assistant Principal
Nurse	Director of Nursing	Principal/Assistant Principal
PE, Health & Wellness	Principal/Assistant Principal	Principal/Assistant Principal
Performing Arts	Performing Arts Curriculum Director	Principal/Assistant Principal
Reading Specialist	English Curriculum Director	Principal/Assistant Principal
Science & Technology/Engineering	Science & Technology/Engineering Curriculum Director	Principal/Assistant Principal
Visual Arts	Visual Arts Curriculum Director	Principal/Assistant Principal
World Languages	World Languages Curriculum Director	Principal/Assistant Principal
Special Education:		
Learning Specialist	Special Education Coordinator	Principal/Assistant Principal
OT	Special Education Coordinator or Director	Principal/Assistant Principal
Psychologist	Special Education Coordinator or Director	Principal/Assistant Principal
SLC Classroom Teacher	Special Education Coordinator	Principal/Assistant Principal
SLC Social Worker	Special Education Coordinator or	Principal/Assistant Principal

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	Director	
SLP	Special Education Coordinator or Director	Principal/Assistant Principal
Team Chairs	Special Education Coordinator or Director	Principal/Assistant Principal

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GIBBS SIXTH GRADE SCHOOL

STAFF POSITION	PRIMARY EVALUATOR	CONTRIBUTING EVALUATOR(s)
Computers & Technology/Digital Learning	Director of Digital Learning	Principal/Assistant Principal
English	English Curriculum Director	Principal/Assistant Principal
English Language Learners (ELL)	ELL Curriculum Director	Principal/Assistant Principal
Family & Consumer Science	Principal/Assistant Principal	Principal/Assistant Principal
School Counselors	Director of Guidance and Social Emotional Learning	Principal/Assistant Principal
History & Social Sciences	History & Social Sciences Curriculum Director	Principal/Assistant Principal
Mathematics (Including DML)	Mathematics Curriculum Director	Principal/Assistant Principal
Nurse	Director of Nursing	Principal/Assistant Principal
PE, Health & Wellness	Principal/Assistant Principal	Principal/Assistant Principal
Performing Arts	Performing Arts Curriculum Director	Principal/Assistant Principal
Reading Specialist	English Curriculum Director	Principal/Assistant Principal
Science & Technology/Engineering	Science & Technology/Engineering Curriculum Director	Principal/Assistant Principal
Visual Arts	Visual Arts Curriculum Director	Principal/Assistant Principal
World Languages	World Languages Curriculum Director	Principal/Assistant Principal
Special Education:		
Learning Specialist	Special Education Coordinator	Principal/Assistant Principal
OT	Special Education Coordinator	Principal/Assistant Principal
Psychologist	Special Education Coordinator or Director	Principal/Assistant Principal
SLC Classroom Teacher	Special Education Coordinator	Principal/Assistant Principal
SLC Social Worker	Special Education Coordinator or Director	Principal/Assistant Principal
SLP	Special Education Coordinator or	Principal/Assistant Principal

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	Director	
Team Chairs	Special Education Coordinator or Director	Principal/Assistant Principal

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ELEMENTARY SCHOOLS		
STAFF POSITION	PRIMARY EVALUATOR	CONTRIBUTING EVALUATOR(s)
Elementary Classroom Teachers	Principal/Assistant Principal	Principal/Assistant Principal
ELL	ELL Curriculum Director	Principal/Assistant Principal
Math Coaches	Math Curriculum Director	Principal/Assistant Principal
Nurse	Director of Nursing	Principal/Assistant Principal
PE, Health & Wellness	Principal/Assistant Principal	Principal/Assistant Principal
Performing Arts	Performing Arts Curriculum Director	Principal/Assistant Principal
Literacy Coaches	English Curriculum Director	
Reading Specialist/	Principal/Assistant Principal	Principal/Assistant Principal
Visual Arts	Visual Arts Curriculum Director	Principal/Assistant Principal
Special Education:		
Building Based Social Worker	Special Education Coordinator	Principal/Assistant Principal
Classroom Teacher	Special Education Coordinator	Principal/Assistant Principal
Learning Specialist	Principal/Assistant Principal	Special Education Coordinator
OT	Special Education Coordinator	Building Principal
Psychologist	Special Education Coordinator	Principal/Assistant Principal
SLC Social Worker	Special Education Coordinator or Director	Building Principal
SLP	Special Education Coordinator	Building Principal

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Team Chairs	Special Education Director or Coordinator	Building Principal
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* For elementary classroom teachers, a curriculum director or Special Education Coordinator may conduct one or more observation if requested by the evaluator or educator. If the curriculum director or coordinator plans to observe a teacher, the teacher will receive advance notice in a reasonable time frame.

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MENOTOMY PRESCHOOL

STAFF POSITION	PRIMARY EVALUATOR	CONTRIBUTING EVALUATOR(s)
Regular Education Preschool Teacher	Early Childhood Coordinator or Special Education Director	
Special Education:		
Classroom Teacher	Early Childhood Coordinator	
OT	Early Childhood Coordinator	
Psychologist	Early Childhood Coordinator	
PT	Early Childhood Coordinator	
SLP	Early Childhood Coordinator or Special Education Coordinator	Special Education Coordinator or Early Childhood Coordinator
Social Worker	Early Childhood Coordinator	

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DISTRICT SPECIAL EDUCATION

STAFF POSITION	PRIMARY EVALUATOR	CONTRIBUTING EVALUATOR(s)
OT	Special Education Director/Coordinator	Special Education Director/Coordinator
Psychologist	Special Education Director/Coordinator	Special Education Director/Coordinator
PT	Special Education Director/Coordinator	Special Education Director/Coordinator
SLP	Special Education Director/Coordinator	Special Education Director/Coordinator
BCBA	Special Education Director/Coordinator	Special Education Director/Coordinator
Teacher of the Visually Impaired	Special Education Director/Coordinator	Special Education Director/Coordinator
Assistive Technology Specialist/Augmentative and Alternative Communication Specialist	Special Education Director/Coordinator	Special Education Director/Coordinator

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APPENDIX B - TIMELINES

Timeline for a TWO YEAR SELF-DIRECTED GROWTH PLAN

For Educators with PTS with a rating of Proficient or Exemplary

Activity:	Completed By:
Superintendent, principal or designee meets with Evaluators and Educators to explain evaluation process	September 15
Evaluator meets with first-year Educators to assist in self-assessment and goal setting process Educator submits proposed goals	October 1
Evaluator meets with Educators in teams or individually to discuss Educator Plans	October 15
Evaluator approves Educator Plans	November 1
Evaluator completes Unannounced Observation of each Educator	December 31
Evaluator completes 2nd Unannounced Observation	April 30
Educator submits evidence on standards and goals	April 30
Evaluator completes Formative Evaluation Report (Year 1) Evaluator completes Summative Evaluation Report (Year 2)	At least two school days prior to evaluation meeting
Evaluator conducts Formative Evaluation Conversation (Year 1) Evaluator conducts Summative Evaluation Conversation (Year 2) A) If recommendation is to move Educator to Directed Growth Plan B) If staying on Self-Directed Growth Plan	June 1 June 10
Educator signs Formative/Summative Evaluation Report and adds response, if any within 5 school days of receipt	June 15
Note: Evaluator and Educator sign Directed Growth Plan for subsequent year, if Educator is moving to Directed Growth Plan	End of School Year

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Timeline for DEVELOPING EDUCATOR PLAN

Educators with PTS teaching under a new license in the first year only will follow the schedule of observations for non-PTS teachers

Activity:	Completed By:
Superintendent, principal or designee meets with Evaluators and Educators to explain evaluation process	<u>September 15</u>
Evaluator meets with first-year Educators to assist in self-assessment and goal setting process Educator submits proposed goals	October 1
1) Evaluator meets with Educators in teams or individually to discuss Plans 2) Evaluator completes 1 st Unannounced Observation for non-PTS teachers in their first year in the district only.	October 1
Evaluator approves Educator Plans	November 1
Evaluator completes Announced Observation of each Educator	November 1
Evaluator completes 2 nd Unannounced Observation for teachers in their first year or 1 st Unannounced Observation for teachers in years 2 and 3	December 31
Educator submits evidence on standards and goals	January 21
Evaluator completes mid-cycle Formative Assessment Reports	February 7
Evaluator holds Formative Assessment Conversation with Educator	February 28
Evaluator completes 3 rd Unannounced Observation for teachers in their 1 st year or 2 nd Unannounced Observation for teachers in years 2 and 3. Note: Educator will be given a written notice at this meeting if teacher performance indicates POSSIBLE non-renewal. This is not a non-renewal letter, rather it indicates that teacher performance is not where it should be.	March 31
Evaluator completes 4 th Unannounced Observation for educators in their first year, or third Unannounced Observation for teachers in years 2 and 3.	April 30
Educator submits evidence on standards and goals	April 30
Evaluator completes Summative Evaluation Report	At least two school days prior to

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	summative evaluation meeting
Evaluator conducts Summative Evaluation Conversation If decision is made to move an Educator from a Developing Educator Plan to a Directed Growth Plan, the decision must be communicated by June 1 (PTS only)	June 1
Educator signs Summative Evaluation Report and adds response, if any, within 5 school days of receipt	June 15
Evaluator and Educator sign Directed Growth Plan for subsequent year if Educator is moving to a Directed Growth Plan (PTS only)	End of School Year

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Timeline for DIRECTED GROWTH PLAN	Completed By:
Activity:	
Superintendent, principal or designee meets with Evaluators and Educators to explain evaluation process	<u>September 15</u>
Evaluator meets with first-year Educators to assist in self-assessment and goal setting process Educator submits proposed goals	October 1
1) Evaluator meets with Educators in teams or individually to discuss Plans 2) Evaluator completes 1 st Unannounced Observation	October 15 Between beginning of school year and October 15
Evaluator approves Educator Plans	November 1
Evaluator completes Announced Observation of each Educator	Between October 15 and November 15
Evaluator completes 2 nd Unannounced Observation	Between November 15 and December 22
Educator submits evidence on standards and goals	January 21
Evaluator completes 3 rd Unannounced Observation	January 31
Evaluator completes mid-cycle Formative Assessment Reports	February 7
Evaluator holds Formative Assessment Conversation with Educator	February 28
Evaluator completes 4th Unannounced Observation Note: Educator will be given a written notice at this meeting if teacher performance indicates POSSIBLE movement to an improvement plan. This is not a definitive conclusion that the teacher will move to an improvement plan, rather it indicates that teacher performance is not where it should be.	March 31
Evaluator completes 5th Unannounced Observation	April 30
Educator submits evidence on standards and goals	April 30
Evaluator completes Summative Evaluation Report	At least two school days prior to summative evaluation

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	meeting
Evaluator conducts Summative Evaluation Conversation If decision is made to move an Educator from a Directed Growth to an Improvement Plan, decision must be communicated by June 1 (PTS only)	June 1
Educator signs Summative Evaluation Report and adds response, if any, within 5 school days of receipt	June 15
Evaluator and Educator sign Improvement Plan for subsequent year if Educator is moving to an Improvement Plan (PTS only)	End of School Year

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Timeline for IMPROVEMENT PLAN

Timelines will be specifically indicated in the Improvement Plan (individualized for each case)

Activity:	Completed By:
Superintendent, principal or designee meets with Evaluators and Educators to explain evaluation process Note: Teacher Assistance Plan is in place from previous June	<u>September 15</u>
Evaluator completes 1 st Unannounced Observation	September 30
Evaluator completes 2 Unannounced Observations in October and November, one in December, and at least one a month after that for the duration of the plan	Monthly
Evaluator completes one Announced Observation by Formative Assessment Conversation (this will take the place of one of the Unannounced Observations for the month in which it occurs)	Mid-Cycle
Educator submits evidence on standards and goals	<u>2 weeks prior to Formative Assessment</u>
Evaluator completes mid-cycle Formative Assessment Reports	<u>Mid-Cycle</u>
Evaluator holds Formative Assessment Conversation with Educator	<u>Mid-Cycle</u>
Educator submits evidence on standards and goals	<u>2 weeks prior to Summative Evaluation</u>
Evaluator completes Summative Evaluation Report	End of Plan
Evaluator conducts Summative Evaluation Conversation	End of Plan
Educator signs Summative Evaluation Report and adds response, if any within 5 school days of receipt	End of Plan or June 1

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APPENDIX C - RUBRICS

The following rubrics have been agreed to for use in the relevant job categories:

- 1) Classroom Teachers: DESE Model Rubrics
 - a. http://www.doe.mass.edu/eval/model/PartIII_AppxC.pdf
- 2) Social Workers and Guidance Counselors
 - a. DESE Specialized Instructional Support Personnel Rubrics
http://www.doe.mass.edu/eval/model/PartIII_AppxD.pdf
 - b. Supplemented by the DESE Evaluation Tool: Role Specific Indicators to Supplement the Model Rubrics -
http://masca.org/index.php?option=com_content&view=article&id=363:role-specific-indicators (With a specific focus on supplemental standards ID and IIE)
- 3) Nurses
 - a. DESE Specialized Instructional Support Personnel Rubrics
http://www.doe.mass.edu/eval/model/PartIII_AppxD.pdf
 - b. Supplemented by the Implementation Support for School Nurses -
<http://www.msno.org/wp-content/uploads/2013/03/ESE-School-Nurse-Adaptation.pdf> (With a specific focus on supplemental standards ID and IIE)
- 4) OT, PT, SLP

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APPENDIX D - MEDIA RELEASE FORM

Name _____ Date _____

School _____ Department _____

Arlington Public Schools Agreement on Evidence Collection for the Arlington Effective Educator Development System – Section 3, B, v:

Audiotapes, videotapes, and photographs may be used as evidence by mutual consent of the Educator and Evaluator. Documentation of agreement will be in writing using the form as designed by the Evaluation Task Force and renewed each year. Educators may submit any of the above named types of evidence at their own discretion at any time.

Please indicate your agreement to have any of the following methods of evidence collection used by your Evaluators by checking the box and signing your initials near the checkmark. The absence of a checkmark indicates that the Educator is not comfortable with an Evaluator undertaking this type of evidence collection at this time.

Student Work

- Photographs of student work
- Audiotapes of student discussions
- Videotapes of students at work

Educator

- Photographs of Educator teaching and/or room displays
- Audiotapes of Educator instructing and/or leading a discussion
- Videotapes of Educator at work

Signed: _____

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APPENDIX E

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Quick Overview 2018-2019

If any of the dates below fall on a weekend, the due date will be the next school day.

Observations - PTS Teachers:

- Two unannounced 10-minute observations minimum
 - by December 31
 - by April 30

Non-PTS Teachers in Years 2 and 3 and PTS teachers teaching under a new license for the first time:

- **Three** unannounced 10-minute observations minimum in
 - Between November 1 and December 31
 - by March 31
 - by April 30

Non-PTS Teachers in their First Year of Teaching in Arlington and Teachers on Directed Growth Plans

- **Four** unannounced 10-minute observations minimum
 - Between the start of school and October 1
 - Between November 1 and December 31
 - by March 31
 - by April 30
- **One** announced observation of a full class period or lesson (or its equivalent for non-teaching educators)
 - Between October 1 and November 1
- **Important to note:** “Any observation, series of observations, or collection of evidence 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 at least 30 minutes, or a meeting to review additional evidence, within 30 school days.”

Follow-up meetings:

- **Evaluator** will articulate in writing how they will offer times that they are available for follow-up conversations with Educators. This plan will be given to all Educators they will be evaluating at the beginning of the year.
- **Evaluator** provides written initial feedback within five days of observation and before the follow-up meeting

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- **Educator** must sign-up for 15-20 minute meeting with Evaluator within five days of observation
- **With mutual agreement, a PTS Teacher on a two-year self-directed growth plan and the evaluator may decide to hold one meeting per year via electronic communication (Not e-mail)**
- **Evaluator** must provide final feedback within five days of meeting
- Conference date must be included on Baseline Edge observation form

Evidence - Requirements for teachers on 1 Year Plans (Non-PTS, Directed Growth):

All formative evidence must be submitted by the *educator* by **January 21 - this is at least one piece of evidence for any standard or goal**. You should submit what you want your evaluator to take into consideration when writing the formative evaluation. All final evidence must be submitted by the *educator* by **April 30**.

- The following evidence is required:
 - **Three** pieces of evidence supporting professional practice goal
 - **Three** pieces of evidence supporting student learning goal
 - **Three** pieces of evidence supporting standard I
 - **Three** pieces of evidence supporting standard II
 - **Three** pieces of evidence support standard III
 - **Three** pieces of evidence supporting standard IV

At least one piece of evidence must support indicator IB, IIA, IIIC and IVA – other pieces can support any indicator in the standard.

Evidence may count towards more than one standard, if appropriate.

Evidence requirements for PTS teachers on 2 Year Self-Directed Growth Plans:

Year 1:

Evidence must be submitted by the *educator* by **April 30**

- **One piece** of evidence supporting professional practice goal
- **One piece** of evidence supporting student learning goal
- **One piece** of evidence supporting standard I
- **One piece** of evidence supporting standard II
- **One piece** of evidence support standard III
- **One piece** of evidence supporting standard IV

Evidence may count towards more than one standard, if appropriate.

Year 2:

All evidence must be submitted by the *educator* by **April 30**

- **Three** pieces of evidence supporting professional practice goal
- **Three** pieces of evidence supporting student learning goal
- **Three** pieces of evidence supporting standard I
- **Three** pieces of evidence supporting standard II
- **Three** pieces of evidence support standard III

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- **Three** pieces of evidence supporting standard IV

At least one piece of evidence must support indicator IB, IIA, IIIC and IVA – other pieces can support any indicator in the standard

Evidence may count towards more than one standard, if appropriate.

Evidence from year one can be included towards your total.

Formative/Summative Evaluation:

Non-PTS Teachers/Directed Growth Plans

- **Evaluator** completes Formative Assessment Report by **February 7**
- **Evaluator and Educator** have Formative meeting by **February 28**
- **Educator** will be given written notice at the meeting following the **March 31** observation if teacher performance indicates POSSIBLE non-renewal. This is not a non-renewal letter, rather it indicates that teacher performance is not where it should be. Similarly, written notice will be given for a teacher on a Directed Growth plan if teacher performance indicates POSSIBLE movement to an Improvement Plan for the following year.
- **Evaluator** completes Summative Evaluation Report by at least two days prior to the summative meeting
- **Evaluator and Educator** have Summative meeting by **June 1**
- **Educator** must sign final report by **June 15**
- **Educator and Evaluator** must initial digital signature on hard copy
- **Principal** must sign and date evaluation reports before they go in the personnel file
- All signed Evaluation reports will be sent to the Human Resources office for processing

PTS Teachers on 2 Year Self-Directed Growth Plan:

- **Evaluator** completes Evaluation Report by at least two school days prior to the evaluation meeting.
- **Evaluator and Educator** have final meeting...
 - by **June 1** (if educator is moving to Directed Growth Plan)
 - by **June 10** (if educator is staying on Self-Directed Growth Plan)
- **Educator** must sign Evaluation Report within five days of receipt
- Hard copy of all Summative Evaluations will go in the Educator's personnel file
- **Educator and Evaluator** must initial digital signature on hard copy (only if ratings are changing from prior ratings for Formative Evaluation)
- **Principal** must sign and date evaluation reports before they go in the personnel file
- All signed Evaluation reports will be sent to the Human Resources office for processing

NOTE ON LATE HIRES:

The Human Resource office will ensure that educators hired after the new teacher orientation dates understand where to access information on the evaluation system, and what their specific timelines and number of observations will be. The observations will be proportional to the amount of time they will be teaching in the school year. Proposed adjusted timelines and observation schedule will be **in writing** and communicated to the teacher, the Superintendent or

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his/her designee and the President of the Arlington Education Association.

Note on Teachers on Leave at the End of the Year.

Teachers who are on leave at the end of the school year will have observations in proportion to the amount of time they are teaching in the school year. Teachers will receive a final rating in a summative or formative evaluation.

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APPENDIX F

IO Education/BASELINE EDGE FORMS