

Evaluation Procedure Unit A

A. Professional Status – Teachers for Whom There Are No Serious Concerns (Category A)

1. Professional status teachers for whom there are no serious concerns shall be evaluated through the following process at least every two years.
2. The evaluation process is constructed upon the following performance standards:
 - a. Plans Curriculum and Instruction
 - b. Delivers Effective Instruction
 - c. Manages Classroom Climate and Operation
 - d. Promotes Equity
 - e. Meets Professional Responsibilities
3. A planning meeting will be held between the immediate supervisor and supervisee before the evaluation takes place. At said meeting, they will discuss the above performance standards, mutually agreed upon *goals*, and any possible concerns. The supervisee will then propose strategies that address the performance standards, mutually agreed upon *goals*, and any possible concerns. The results of this discussion will be the basis of the evaluation plan. Teachers for whom there are no serious concerns can plan the course of their own evaluations. Teachers may include, but are not limited to, any of the activities below as evidence of their progress toward *meeting* the performance standards. The selection of any of the following activities is at the discretion of the supervisee.
 - a. artifacts
 - b. classroom observation (see definitions)
 - c. committee work
 - d. courses, workshops, seminars and conferences
 - e. mentor relationships
 - f. parent feedback/student feedback where appropriate
 - g. peer observation and/or collaboration
 - h. photo essays
 - i. portfolios (teacher and/or student work samples)
 - j. readings and discussions
 - k. recently-created curriculum materials
 - l. samples of student work
 - m. self-reflection logs or journals
 - n. shared goals with colleagues (within and across schools)
 - o. study group participation
 - p. trade book selections for programs
 - q. videos
4. The evaluation plan, the support that will be provided by the supervisor, and a clear statement of how attainment will be measured, will be discussed by the supervisor and supervisee; and put in writing by both parties at the meeting. This document will be signed and dated by both the supervisor and supervisee after each party has had two (2) days to review the plan. A copy will be given to the supervisee.

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5. A review of progress will be completed by the Supervisee and submitted to the supervisor, no later than April 15th. The supervisor will develop a statement in writing to the extent to which the agreed-to evaluation plan was achieved, including comments about performance standards. Reports may include, but are not limited to, formal observations. This statement may complete the evaluation cycle.

Either the supervisee or the supervisor may ask for a meeting to review the documentation prior to a decision by the supervisor as to whether it completes the evaluation cycle.

6. If concerns are noted in the review statement, a final evaluation, which must be completed no later than June 1st shall be written by the supervisor and will review performance, indicating areas that have been achieved, and any defined goals will be addressed during the next evaluation period.

Improvement Plan Development Stage

- 7a. If serious concerns based upon the five (5) performance standards arise during an evaluation year such concerns will be documented, then thoroughly and mutually explored by the supervisor and supervisee in accordance with the contract. The supervisor and supervisee will then develop an Improvement Plan, to be implemented in a timely manner (15 school days). The supervisee may have a Nashoba Regional Education Association (NREA) representative at any meeting specifically related to the Improvement Plan. Under this circumstance, the supervisor may have another supervisor present at the meeting. The Improvement Plan, the support that will be provided by the supervisor in attaining the goals of the Improvement Plan, and a clear statement of how attainment will be measured, once agreed upon, will be put in writing. This document will be signed and dated by both the supervisor and supervisee after each party has had five (5) school days to review the plan. A copy of the signed Improvement Plan will be given to the supervisee. The supervisor and the supervisee will meet formally every thirty (30) school days to review progress on the Improvement Plan.
- 7b. If serious concerns develop during a non-evaluation year, they will be properly documented in accordance with the contract and shared with the teacher. If the concerns continue within thirty (30) school days after notification, the supervisor will develop an Improvement Plan in accordance with Section 7. The Improvement Plan will be reviewed every thirty (30) days until June for possible continuation or modification, or the supervisor and supervisee will prepare for the next year's evaluation. The resulting plan developed in June may remain in effect the following year.
- 8a. If by June 1, of the following school year, demonstrated improvement has not been attained as described in the Improvement Plan, the Supervisee may be moved to Category B from Category A. Either party prior to placement in Category B can initiate a second opinion by another mutually selected supervisor/administrator. If mutual agreement is not reached concerning a selection of a supervisor/administrator, then a second opinion

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will not be sought. A teacher may be placed in Category B after having followed the process in Section 7.

8b. If the Improvement Plan is successfully completed the following school year, the teacher will remain a professional status teacher for whom there are no serious concerns (Category A) with no Improvement Plan.

B. Professional Status - Teachers for Whom there are Continued Serious Concerns – Category B

1. Once a teacher is placed on Category B the supervisor and supervisee will develop reasonable written goals within fifteen (15) school days. The goals, the support that will be given to attain the goals, and a clear statement of how the goals will be attained will be put in writing and signed by both parties within five (5) school days. Goals are to be specifically tied to those previously documented concerns. The teacher is still responsible for maintaining competence in all other performance standards. Reasonable timelines must be included when issuing specific goals.
 - a. It is expected that teachers in this category will be supervised more frequently. Three observations will occur (see definitions).
 - b. Either three observations will occur (see definitions), or supervisee will demonstrate attainment at three separate occasions.
 - c. Within ten (10) school days of an observation, the supervisor's written report will be delivered to the supervisee.
 - d. Conferences shall be held within five (5) school days of the receipt of each written report.
 - e. The supervisor is expected to document significant actions or evidence that verify his/her concern(s) or reduce(s) such concern(s). The supervisee can provide documentation that indicates that the supervisor's suggestions for improvements are being implemented. Upon receipt, these documents have to be signed and dated by both the supervisor and supervisee. A signature does not imply agreement, but only recognition of the fact that the supervisee or supervisor has read the document. Reactions from either the supervisee or supervisor should also be put in writing, signed, and dated by both parties.
2. The final evaluation is to be written by June 1. The final report for teachers in this category will provide documented evidence that there is sufficient reason for:
 - a. Return to Category A when particular actions have been carried out by the supervisee that reduce or eliminate the degree of concern, or indicate sufficient improvement; or,
 - b. Initiate dismissal proceedings
3.
 - a. The supervisor is not precluded from returning a Professional Status Teacher for Whom There are Continued Serious Concerns (Category B) to Professional Status Teacher for Whom There are No Serious Concerns (Category A) at any time, also,
 - b. The supervisor is not precluded from returning a teacher to Category B in subsequent years if there are again serious concerns about his/her performance.

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C. Teachers without Professional Status

1. Teachers without Professional Status are evaluated through the following process every year. With teachers in this category, it is expected that there will be more extensive discussion of the expectations and goals of the school district, of the school and of the supervisor.
2. The evaluation process is based upon the five performance standards.
 - a. Plans Curriculum and Instruction
 - b. Delivers Effective Instruction
 - c. Manages Classroom Climate and Operation
 - d. Promotes Equity
 - e. Meets Professional Responsibilities
3. A planning meeting between the immediate supervisor and supervisee will be held before the first observation takes place.
4. Classroom observation (see definitions) is a requirement. It is expected that teachers in this category will be supervised more frequently with an emphasis on suggested improvements where appropriate. Formal observations, that is those to be written up will be scheduled and must be equivalent of a class period (minimum of 30 minutes /maximum of 40 minutes). Two formal observations are required (October/November and February/March), and a written observation report will be shared with the teacher within fifteen (15) school days. Pre- and post- conferences will occur for each observation.
5. Mutually agreed upon goals may be developed and the supervisee and supervisor will propose strategies that will address the above performance standards. Teachers may include, but are not limited to, any of the activities below as evidence of their progress toward the performance standards:
 - a. artifacts
 - b. additional classroom observation (see definitions)
 - c. committee work
 - d. courses, workshops, seminars and conferences
 - e. mentor relationships
 - f. parent feedback/student feedback where appropriate
 - g. peer observation and/or collaboration
 - h. photo essays
 - i. portfolios (teacher and/or student work samples)
 - j. readings and discussions
 - k. recently-created curriculum materials
 - l. samples of student work
 - m. self-reflection logs or journals
 - n. shared goals with colleagues (within and across schools)
 - o. study group participation
 - p. trade book selections for programs
 - q. videos

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6. The supervisor will react to the supervisee's proposals and can suggest other evaluation tools or modifications to the supervisee's proposal. The supervisor may require that the evaluation plan address specific performance standards.
7. The plan (see #3 above) may be reviewed for possible modifications throughout the year should either the supervisor or supervisee so request. The plan, the support that will be provided, and a clear statement of how attainment will be measured will be discussed by the supervisor and supervisee and put in writing at the meeting. This document will be signed and dated by both parties after each party has had two (2) days to review the plan. A copy will be given to the supervisee.
8. A review meeting will be held in May to go over the progress toward professional improvement and to develop a statement in writing of the extent to which the agreed upon evaluation plan was achieved. This evaluation plan will also include comments about performance standards. Reports will include, but are not limited to, formal observations. This meeting can also serve as a preliminary discussion that will lead to the development of an evaluation plan for the following year.
9. The final evaluation, which must be completed by no later than June 1, will review performance, indicating areas that have been achieved. Any areas of concern will be addressed during the following evaluation year or a determination of non-rehire is made.

Note: This instrument will be implemented in the 2008-2009 school year.

Definitions

Classroom Observations

Formal observations, that is, those to be written up, will be scheduled and must last at least the equivalent of class period (approximately a minimum of thirty (30) minutes). The time frame will be determined prior to the observation. The written observation report will be shared with the teacher within fifteen (15) school days. Observations will be conducted openly with full knowledge of the teacher. The observation will occur at appropriate times within the school year and will not occur on days preceding or following holidays, school vacation days, or any day following a teacher absence. Pre and post conferences are optional, but may be requested by either the supervisee or supervisor.