



**An Agreement Between the
Wachusett Regional School Committee
and the
Wachusett Regional Education Association
on
Educator Evaluation**

February 2018

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Educator Evaluation

1. Purpose of WRSD/WREA 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, growth, and achievement by providing Educators with feedback for improvement, enhanced opportunities for professional growth, and clear structures for accountability, 603 CMR 35.01(2)(a);
 - 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).
- C) Wachusett Regional School District Educators are desirous of improving their teaching skills and are constantly striving to grow professionally. The focus, therefore, should be for continuous growth where the educator, as an active participant, works with the supervisor in a non- threatening setting to plan organizational and individual goals. The process is intended to lead to professional growth and recognition of achievement. The ultimate purpose of this evaluation process is to improve and maintain a high level of professional service for the students of the Wachusett Regional School District.
- D) It is mutually agreed that the overall purpose of the Educator Evaluation System is not to be used as a punitive or disciplinary measure.

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:** WREA 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:** WREA educators who teach preK-12 whole classes, and teachers of special subjects 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, growth, and achievement, judgments based on observations, communications, and artifacts of professional practice, including unannounced observations that result in targeted and constructive feedback; and additional evidence relevant to one or more Standards of Effective Teaching Practice (603 CMR 35.03).

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- E) **Common Assessments:** Identical or comparable assessments of student learning, growth and achievement related to the Massachusetts Curriculum Frameworks or other relevant frameworks, which are used by educators in the same role across the district. These assessments may include, but shall not be limited to: portfolios, approved commercial assessments and district-developed pre and post unit and course assessments, and capstone projects.
- F) **DESE:** The Massachusetts Department of Elementary and Secondary Education.
- G) **Educator(s):** Inclusive term that applies to all WREA members.
- 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, growth and achievement. 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)
 - 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 have an overall rating of "needs improvement."
 - iv) **Improvement Plan** shall mean a plan developed by the Evaluator of at least 90 school days and no more than one school year for Educators with PTS whose overall rating is "unsatisfactory." In those cases where an educator is rated unsatisfactory near the close of a school year, the plan may include activities during the summer preceding the next school year.
- I) **Evaluation:** The ongoing process of defining goals and identifying, gathering, and using information as part of a process to improve professional performance (the "formative evaluation" and "formative assessment") and to assess total job effectiveness and make personnel decisions (the "summative evaluation").
- J) **Evaluator:** Any person designated by a superintendent who has primary or supervisory responsibility for observation and evaluation. The superintendent is responsible for ensuring that all Evaluators have training in the principles of supervision and evaluation. Each Educator will have one primary Evaluator at any one time responsible for determining performance ratings.
- i) **Primary Evaluator:** shall be the person who determines the Educator's performance ratings and evaluation as well as the person responsible for developing and overseeing the Educator Plan.
 - ii) **Teaching Staff Assigned to More Than One Building:** Each Educator who is assigned to more than one building will be evaluated by the primary evaluator where the individual is assigned majority 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 there is no predominant assignment, the superintendent will determine who the primary evaluator will be.

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- iii) **Notification:** Within 5 days after the first day of school primary evaluators will be assigned to all WREA members. Within 10 days after first day of school, educators must provide a written reason to the principal if they do not want a particular evaluator.
- iv) **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.
- K) **Experienced Educator:** An educator with Professional Teacher Status (PTS).
- L) **Family:** Includes students' parents, legal guardians, foster parents, or primary caregivers.
- M) **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.
- N) **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.
- O) **Goal:** A specific, actionable step that includes qualitative and/or quantitative measures of an Educator's progress, as set forth in an Educator's plan. A goal may pertain to any or all of the following: Educator practice in relation to Performance Standards, Educator practice in relation to indicators, or specified improvement in student learning, growth and achievement.
- P) **Measurable:** Qualitative or quantitative information that can be classified or estimated in relation to a scale, rubric, or standards.
- Q) **Observation:** A data gathering process that includes notes and judgments made during one or more classroom or worksite visits of any duration by the Primary Evaluator and may include examination of artifacts of practice including student work. Classroom or worksite observations conducted pursuant to this article must result in written feedback to the Educator. Normal supervisory responsibilities of department, building and district administrators will also cause Evaluators to drop in on classes and other activities in the worksite at various times as deemed necessary by the Evaluator. 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.
- R) **Parties:** The parties to this agreement are the WRSD school committee or designees and the WREA for purposes of collective bargaining.
- S) **Performance Rating:** Describes the Educator's performance on each performance standard and overall. There shall be four performance ratings:
 - i) **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.

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- ii) Proficient: the Educator's performance fully and consistently meets the requirements of a standard or overall. Proficient practice is understood to be fully satisfactory.
 - iii) 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.
 - iv) 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.
- T) **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.
- U) **Professional Teacher Status:** PTS is the status granted to an Educator pursuant to M.G.L. c. 71, § 41.
- V) **Rating of Overall Educator Performance:** The Educator's overall performance rating is based on the Evaluator's professional judgment and examination of evidence of the Educator's performance against the four Performance Standards and the Educator's 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) Meets or makes progress toward Professional Practice Goal(s)
 - vi) Meets or makes progress toward Student Learning Goal(s)
- W) **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
 - iii) Elements: Defines the individual components under each indicator
 - iv) Descriptors: Describes practice at four levels of performance for each element
- X) **Summative Evaluation:** An evaluation used at the end of an Educator's plan cycle to arrive at a rating on each standard, an overall rating, and as a basis to make personnel decisions. The summative evaluation includes the Evaluator's judgments based on artifacts of professional practice and observations of the Educator's performance against Performance Standards and the Educator's attainment of goals set forth in the Educator's Plan.

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- Y) **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.
- Z) **Teacher:** An educator employed in a position requiring a certificate or license as described in 603 CMR 7.04(3)(a, b, and d). Teachers may include, for example, classroom teachers, librarians, guidance counselors, or school nurses.

3. Evidence Used in Evaluation

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

- A) Common assessments, which may 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) 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.
 - iii) For Educators whose primary role is not as a classroom teacher, the appropriate measures of the Educator's contribution to student learning, growth, and achievement set by the district. The measures set by the district should be based on the Educator's role and responsibility.
- B) Judgments based on observations and artifacts of practice including:
 - i) Unannounced observations of practice, that results in written feedback
 - ii) Announced observations for non-PTS Educators in their first year of practice in a school, Educators on Improvement Plans, and as determined by the Evaluator.
 - iii) Examination of Educator work products (artifacts) that result in written feedback to the educator.
 - iv) Examination of student work samples.
- C) Evidence relevant to:
 - i) Designated performance standards identified in individual rubrics
 - 1) Curriculum and Planning
 - 2) Teaching all Students
 - 3) Family and Community, and,
 - 4) Professional Culture
 - ii) Evidence of progress towards professional practice goal(s);
 - iii) Evidence of progress toward student learning outcomes goal(s).
 - iv) Student and Staff Feedback – see numbers 23-24, below; and
 - v) Other relevant evidence from any source that the Evaluator shares with the Educator.

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4. Rubric

The WRSD/WREA collectively bargained rubrics for Educators and Specialized Instructional Support Personnel are scoring tools used for the Educator's self-assessment, the formative assessment, the formative evaluation and the summative evaluation.

5. Evaluation Cycle: Annual Orientation

- A) At the start of each school year, the superintendent, principal or designee shall meet with Educators and Evaluators to:
 - i) Provide an overview of the evaluation process, including goal setting, educator plans, and timelines for all components of the evaluation cycle.
 - ii) Provide all Educators with directions for accessing the forms used by the district.

6. Evaluation Cycle: Self-Assessment

- A) Completing the Self-Assessment
 - i) The evaluation cycle begins with the Educator completing and submitting to the Primary Evaluator a self-assessment by October 1st or within four weeks of the start of their employment at the school.
 - ii) The self-assessment includes:
 - (a) An analysis of evidence of student learning, growth and achievement for students under the Educator's responsibility.
 - (b) An assessment of practice against each of the four Performance Standards of effective practice using the district's rubric.
 - (c) Proposed goals to pursue:
 - (1st) At least one goal directly related to improving the Educator's own professional practice.
 - (2nd) At least one goal directed 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.
 - ii) For Educators on a Developing Educator Plan in their first year of practice, the Evaluator or his/her designee will meet with each Educator by October 1 (or within four weeks of the Educator's first day of employment if the Educator begins employment after September 15) to assist the Educator in completing the self-assessment and drafting the professional practice and student learning goals.
 - iii) Unless the Evaluator indicates that an Educator in his/her second or third years of practice should continue to address induction and mentoring goals pursuant to

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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, the student learning goals and professional practice goals may be team or individual goals. In addition, these Educators may include goals that address enhancing skills that enable the Educator to share proficient practices with colleagues or develop leadership skills. The Educators will determine their goals with input from the Evaluator. The goals for the Self-Directed Growth Plan are developed by the Educator with input from the Evaluator (per 603 CMR 35.06(3)(c))
- v) For Educators with PTS on Directed Growth or Improvement Plans the student learning goals or professional practice goal(s) must address specific standards and indicators identified for improvement. In addition, the goals may address shared grade level or subject area team goals. The Evaluators will determine the goals for these two types of plans.

7. Evaluation Cycle: Goal Setting and Development of the Educator Plan

- A) Every Educator has an Educator Plan that includes, but is not limited to, one goal related to the 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 the similar roles and/or responsibilities based on the Educator Plan. See Sections 15-19 for more on Educator Plans.
- B) To determine the goals to be included in the Educator Plan, the Evaluator reviews the goals the Educator has proposed in the Self-Assessment, using evidence of Educator performance and impact on student learning, growth and achievement based on the Educator's self-assessment and other sources that the Evaluator shares with the Educator.
- C) 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 with PTS and ratings of needs improvement or unsatisfactory to develop professional practice goal(s) that must address specific standards and indicators identified for improvement in the previous summative evaluation. In addition, the goals may address shared grade level or subject matter goals.
- D) The Evaluator completes 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 indicates that the Educator received the plan in a timely

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fashion. The signature does not indicate agreement or disagreement with its contents. The Evaluator retains final authority over the goals of the Educator's Plan. (per 603 CMR 35.06(3)(c))

8. **Evaluation Cycle: Observation of Practice and Examination of Artifacts – Educators without PTS**
 - A) In the first year of practice or first year assigned to a school:
 - i) The Educator shall have at least one announced observation during the school year using the protocol described in section 10B, below.
 - ii) The Educator shall have at least four unannounced observations during the school year.
 - B) In their second and third years of practice or second and third years as a non-PTS Educator in the school:
 - i) The Educator shall have at least three unannounced observations during the school year.
9. **Evaluation Cycle: Observation of Practice and Examination of Artifacts – Educators with PTS**
 - A) The Educator whose overall rating is proficient or exemplary must have at least three unannounced observations during the evaluation cycle.
 - B) The Educator whose overall rating is needs improvement must be observed according to the Directed Growth Plan during the period of Plan which must include at least five unannounced observations.
 - C) The Educator whose overall rating is unsatisfactory must be observed according to the Improvement Plan which must include both unannounced and announced observations. The number and frequency of the observations shall be determined by the Evaluator, but in no case shall there be fewer than one announced and four unannounced observations.
10. **Observations**

The Evaluator's first observation of the Educator should take place by November 15. Observations required by the Educator Plan should be completed by May 15th. The Evaluator may conduct additional observations after this date.

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, Instructional Rounds, Walkthroughs, Learning Walks, or any other means deemed useful by the Evaluator, principal, superintendent or other administrator.
 - ii) The Educator will be provided with at least brief written feedback from the Evaluator within 3-5 school days of the observation. The written feedback shall

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be delivered via the District's current electronic evaluation tool.

- iii) Any observation or series of observations resulting in one or more standards judged to be unsatisfactory or needs improvement for the first time must be followed by at least one observation of at least 30 minutes in duration within 30 school days.
- B) Announced Observations
- i) All non-PTS Educators in their first year in the school, PTS Educators on Improvement Plans and shall have at least one Announced Observation.
 - (a) The Evaluator shall select the date and time of the lesson or activity to be observed and discuss with the Educator any specific goal(s) for the observation.
 - (b) Within 5 school days of the scheduled observation, upon request of either the Evaluator or Educator, the Evaluator and Educator shall meet for a pre-observation conference. In lieu of a meeting, the Educator may inform the Evaluator in writing of the nature of the lesson, the student population served, and any other information that will assist the Evaluator to assess performance
 - (1st) The Educator shall provide the Evaluator a draft of the lesson, student conference, IEP plan or activity. If the actual plan is different, the Educator will provide the Evaluator with a copy prior to the observation.
 - (2nd) 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) Within 5 school days of the observation, the Evaluator and Educator shall meet for a post-observation conference. This timeframe may be extended due to unavailability on the part of either the Evaluator or the Educator, but shall be rescheduled within 24 hours if possible.
 - (d) The Evaluator shall provide the Educator with written feedback within 5 school days of the post-observation conference. The written feedback shall be delivered via the District's current electronic evaluation tool. For any standard where the Educator's practice was found to be unsatisfactory or needs improvement, the feedback must:
 - (1st) Describe the basis for the Evaluator's judgment.
 - (2nd) Describe actions the Educator should take to improve his/her performance.
 - (3rd) Identify support and/or resources the Educator may use in his/her improvement.
 - (4th) State that the Educator is responsible for addressing the need for improvement.

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11. Evaluation Cycle: Formative Assessment

- A) A specific purpose for evaluation is to promote student learning, growth and achievement by providing Educators with feedback for improvement. Evaluators are expected to make frequent unannounced visits to classrooms. Evaluators are expected to give targeted constructive feedback to Educators based on their observations of practice, examination of artifacts, and analysis in relation to the Standards and Indicators of Effective Teaching Practice.
- B) Formative Assessment may be ongoing throughout the evaluation cycle but typically takes place mid-cycle when a Formative Assessment report is completed. For an Educator on a two-year Self-Directed Growth Plan, the mid-cycle Formative Assessment report is replaced by the Formative Evaluation report at the end of year one. See section 12, below.
- C) The Formative Assessment 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 Performance Standards and overall, or both
- D) No less than two weeks before the due date for the Formative Assessment report, which due date shall be established by the Evaluator with written notice to the Educator, the Educator shall provide to the Evaluator evidence of family outreach and engagement, fulfillment of professional responsibility and growth, and progress on attaining professional practice and student learning goals. The educator may provide to the evaluator additional evidence of the educator's performances against the four Performance Standards.
- E) Upon the request of either the Evaluator or the Educator, the Evaluator and the Educator will meet either before or after completion of the Formative Assessment Report.
- F) The Evaluator shall complete the Formative Assessment report and provide a copy to the Educator via the District's current electronic evaluation tool. All Formative Assessment reports must be signed by the Evaluator and delivered via the District's current electronic evaluation tool.
- G) The Educator may reply in writing to the Formative Assessment report within 5 school days of receiving the report.
- 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 in a timely fashion. 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 the rating in the Formative Assessment report differs from the last summative rating the Educator received, the Evaluator may place the Educator on a different Educator Plan, appropriate to the new rating.

12. Evaluation Cycle: Formative Evaluation for Two Year Self-Directed Plans

- A) Educators on two year Self-Directed Growth Educator Plans receive a Formative Evaluation report on the progress of their goals at the end of the first year of the two-year

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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 Evaluator may place the Educator on a different Educator plan. If this change in plan were to occur, it may be referred to the Appeals Board.

- 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.
- C) No less than two weeks before the due date for the Formative Evaluation report, which due date shall be established by the Evaluator with written notice provided to the Educator, the Educator shall provide to the Evaluator evidence of family outreach and engagement, fulfillment of professional responsibility and growth, and progress on attaining professional practice and student learning goals. The educator may also provide to the evaluator additional evidence of the educator's performance against the four Performance Standards.
- D) The Evaluator shall complete the Formative Evaluation report and provide a copy to the Educator via the District's current electronic evaluation tool. All Formative Evaluation reports must be signed by the Evaluator and delivered via the District's current electronic evaluation tool.
- E) Upon the request of either the Evaluator or the Educator, the Evaluator and the Educator will meet either before or after completion of the Formative Evaluation Report.
- F) The Educator may reply in writing to the Formative Evaluation report within 5 school days of receiving the report.
- 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 in a timely fashion. 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 different Educator Plan, appropriate to the new rating.

13. Evaluation Cycle: Summative Evaluation

- A) The evaluation cycle concludes with a summative evaluation report. For Educators on a one or two year Educator Plan, the summative report must be written and provided to the educator by May 15th.
- B) The Evaluator determines a rating on each standard and an overall rating based on the Evaluator's professional judgment based on an examination of evidence against the Performance Standards and evidence of the attainment of the Educator Plan goals.
- C) The overall summative rating that the Educator receives will be determined based on the following:
 - i) To be rated Exemplary overall, an educator must:

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- (a) earn a cumulative rating of Exemplary on the Curriculum, Planning, and Assessment standard, and
 - (b) earn a cumulative rating of Exemplary on the Teaching All Students standard, and
 - (c) earn a cumulative rating of Proficient or Exemplary on the Family and Community Engagement standard, and
 - (d) earn a cumulative rating of Proficient or Exemplary on the Professional Culture standard.
- ii) To be rated Proficient overall, an educator must:
- (a) earn a cumulative rating of Proficient or Exemplary on the Curriculum, Planning, and Assessment standard, and
 - (b) earn a cumulative rating of Proficient or Exemplary on the Teaching All Students standard, and
- iii) To be rated Needs Improvement overall, an educator must:
- (a) earn either a cumulative rating of Needs Improvement on the Curriculum, Planning, and Assessment standard, or
 - (b) earn a cumulative rating of Needs Improvement on the Teaching All Students standard, and
- iv) To be rated Unsatisfactory overall, an educator must:
- (a) earn either a cumulative rating of Unsatisfactory on the Curriculum, Planning, and Assessment standard, or
 - (b) earn a cumulative rating of Unsatisfactory on the Teaching All Students standard.
- v) Ratings Chart:

	Exemplary	Proficient	Needs Improvement	Unsatisfactory
Standard I: Curriculum, Planning and Instruction (8 elements)	<ul style="list-style-type: none"> • 3 or more Exemplary ratings • No Needs Improvement or Unsatisfactory ratings 	<ul style="list-style-type: none"> • 4 or more Proficient or Exemplary ratings • No Unsatisfactory ratings 	<ul style="list-style-type: none"> • 4 or more Needs Improvement ratings • No more than 1 Unsatisfactory rating 	<ul style="list-style-type: none"> • 2 or more Unsatisfactory ratings
Standard II: Teaching All Students (8 elements)	<ul style="list-style-type: none"> • 3 or more Exemplary ratings • No Needs Improvement or Unsatisfactory ratings 	<ul style="list-style-type: none"> • 4 or more Proficient or Exemplary ratings • No Unsatisfactory ratings 	<ul style="list-style-type: none"> • 4 or more Needs Improvement ratings • No more than 1 Unsatisfactory rating 	<ul style="list-style-type: none"> • 2 or more Unsatisfactory ratings

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Standard III: Family and Community Engagement (3 elements)	<ul style="list-style-type: none"> • 1 or more Exemplary rating • No Needs Improvement or Unsatisfactory ratings 	<ul style="list-style-type: none"> • 4 or more Proficient or Exemplary rating • No Unsatisfactory ratings 	<ul style="list-style-type: none"> • 2 or more Needs Improvement ratings • No more than 1 Unsatisfactory rating 	<ul style="list-style-type: none"> • 2 or more Unsatisfactory ratings
Standard IV: Professional Culture (5 elements)	<ul style="list-style-type: none"> • 2 or more Exemplary ratings • No Needs Improvement or Unsatisfactory ratings 	<ul style="list-style-type: none"> • 2 or more Proficient or Exemplary ratings • No Unsatisfactory ratings 	<ul style="list-style-type: none"> • 2 or more Needs Improvement ratings • No more than 1 Unsatisfactory rating 	<ul style="list-style-type: none"> • 2 or more Unsatisfactory ratings

- 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, the Educator shall, at a minimum, have been rated proficient on the Curriculum, Planning and Assessment and the Teaching All Students Standards of Effective Teaching Practice.
- F) No less than four weeks before the due date for the Summative Evaluation report, which due date shall be established by the Evaluator with written notice provided to the Educator, the Educator will provide to the Evaluator evidence of family outreach and engagement, fulfillment of professional responsibility and growth, and progress on attaining professional practice and student learning goals. The educator may also provide to the evaluator additional evidence of the educator's performance against the four Performance Standards.
- 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 report to the Educator via the District's electronic evaluation tool no later than May 15th.
- I) The Evaluator shall meet with the Educator rated needs improvement or unsatisfactory to discuss the summative evaluation. The meeting shall occur by June 1st.
- J) The Evaluator may meet with the Educator rated proficient or exemplary to discuss the summative evaluation, if either the Educator or the Evaluator requests such a meeting. The meeting shall occur by June 10th.
- 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.
- L) The Educator shall sign the final Summative Evaluation report by June 15th. The signature indicates that the Educator received the Summative Evaluation report in a timely fashion. The signature does not indicate agreement or disagreement with its contents.

Educator Evaluation

- M) The Educator shall have the right to respond in writing via the District's electronic evaluation tool to the summative evaluation which shall become part of the final Summative Evaluation report.
- N) In the event that the district changes electronic evaluation systems, all educator evaluation documents shall be archived for future reference.

14. Evaluation Cycle Appeal

- A) Professional status educators who are rated as Needs Improvement or Unsatisfactory overall for the school year may appeal their rating to the Wachusett Regional School District Educator Appeals Board.
- B) This anonymous seven-member board will be comprised of three teachers (one elementary, one middle, and one high school), three administrators (one elementary, one middle, and one high school) and the Superintendent/designee. A school psychologist, guidance counselor, or therapeutic specialist may also be substituted for one of the teacher members should the appealing educator fall into one of those categories. The Superintendent shall be responsible for appointing administrators, and the President of the WREA shall appoint the educators. No administrator who is an evaluator of an educator seeking an appeal shall be on the board nor shall any educator who is seeking an appeal be appointed to the board.
- C) Following the completion of the summative evaluation, those educators who desire an appeal must email the WREA President and their building principal within three school days. All relevant documentation, including evaluation rubrics, comments, emails, etc., must be provided by the educator to the WREA executive board and the evaluator must submit their evidence to the building principal. Only evidence submitted to their evaluator for their formative and summative evaluations may be re-submitted for the appeal process. All evidence must be submitted within five business days after applying for an appeal. The WREA Executive Board and the building principal will eliminate any identifiers from within the documentation that would prevent the educator from remaining anonymous to the appeals board. Likewise, the members of the appeals board shall remain anonymous to anyone outside the board, the building principal and the WREA Executive Board.
- D) The appeal board shall meet no later than July 31st to render a decision on the appeal. Neither the educator nor the evaluator is permitted to attend this meeting. Each board member shall be afforded only one vote for each indicator, with the Superintendent/designee voting only in case of a tie.
- E) The educator and evaluator shall be made aware of the decision of the appeals board within five business days by the appeal board with only the overall decision of the committee made known.

15. 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 district and school goals.

Educator Evaluation

- 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 the learning, growth and achievement of 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 attain 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.

16. Educator Plans: Developing Educator Plan

- A) The Developing Educator Plan is for all Educators without professional teacher status (PTS) or, at the discretion of the Evaluator, Educators with PTS in a new assignment that appreciably changes the grade level taught or the content area.
- B) The Educator shall be evaluated at least annually.

17. 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. A formative evaluation report is completed at the end of year 1 and a summative evaluation report at the end of year 2.
- B) A One-year Self-Directed Growth Plan is for those Educators with PTS who have an discrepancies in practice and student performance as based on common assessments. In this case, the Evaluator and Educator shall analyze the discrepancy between the summative evaluation rating and the student performance on common assessments to seek to determine the cause(s) of the discrepancy.

18. 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 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 June 10th.
- D) 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.

Educator Evaluation

- E) 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.

19. Educator Plans: Improvement Plan

- A) An Improvement Plan is for those Educators with PTS whose overall rating is unsatisfactory.
- B) The parties agree that in order to provide students with the best instruction, it may be necessary from time to time to place an Educator whose practice has been rated as unsatisfactory on an Improvement Plan of no fewer than 90 school days and no more than one school year. In the case of an Educator receiving a rating of unsatisfactory near the close of one school year, the Improvement Plan may include activities that occur during the summer before the next school year begins.
- C) The Evaluator must complete a summative evaluation for the Educator at the end of the period determined by the Evaluator for the Plan.
- D) An Educator on an Improvement Plan shall be assigned a Primary Evaluator. The Primary Evaluator is 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 Evaluator shall schedule a meeting with the Educator to discuss the Improvement Plan. The Evaluator will develop the Improvement Plan, which will include the provision of specific assistance to the Educator.
 - ii) The Educator may request that a representative of the Wachusett Regional Education Association (WREA) attend the meeting(s).
 - iii) If the Educator consents, the WREA will be informed that an Educator has been placed on an Improvement Plan.
- 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;

Educator Evaluation

- 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 Primary Evaluator; and,
 - vii) Include the signatures of the Educator and Primary Evaluator.
- H) A copy of the signed Plan shall be provided to the Educator. The Educator's signature indicates that the Educator received the Improvement Plan in a timely fashion. The signature does not indicate agreement or disagreement with its contents.
- I) 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) In those cases where the Educator was placed on an Improvement Plan as a result of his/her summative rating at the end of his/her Directed Growth Plan, if the Evaluator determines that the Educator is making substantial progress toward proficiency, the Evaluator shall place the Educator on a Directed Growth Plan.
 - (c) In those cases where the Educator was placed on an Improvement Plan as a result of his/her Summative rating at the end of his/her Directed Growth Plan, if the Evaluator determines that the Educator is not making substantial progress toward proficiency, the Evaluator shall recommend to the superintendent that the Educator be dismissed.
 - (d) If the Evaluator determines that the Educator's practice remains at the level of unsatisfactory, the Evaluator shall recommend to the superintendent that the Educator be dismissed.

20. Evaluation Timelines

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 self-assessment and proposed goals via Goal Setting Form	October 1
Evaluator meets with Educators in teams or individually to establish Educator Plans via Educator Plan Form (Educator Plan may be established at Summative Evaluation Report meeting in prior school year)	October 15

Educator Evaluation

Evaluator completes Educator Plans	November 1
Evaluator should complete first observation of each Educator	November 15
Educator submits evidence on parent outreach, professional growth, progress on goals (and other standards, if desired) *or four weeks before Formative Assessment Report date established by Evaluator	January 5*
Evaluator completes mid-cycle Formative Assessment Report for any Educator on a one-year Educator Plan	February 1
Evaluator holds Formative Assessment Meetings if requested by either Evaluator or Educator	February 15
Educator submits evidence on parent outreach, professional growth, progress on goals (and other standards, if desired) *or 4 weeks prior to Summative Evaluation Report date established by evaluator	April 20*
Evaluator completes Summative Evaluation Report	May 15
Evaluator meets with Educators whose overall Summative Evaluation ratings are Needs Improvement or Unsatisfactory	June 1
Evaluator meets with Educators whose ratings are proficient or exemplary at request of Evaluator or Educator	June 10
Educator signs Summative Evaluation Report and adds response, if any within 5 school days of receipt	June 15

A) Educators with PTS on Two Year Plans

Activity:	Completed By:
Evaluator completes unannounced observation(s)	Any time during the two year evaluation cycle
Evaluator completes Formative Evaluation Report	June 1 of Year 1
Evaluator conducts Formative Evaluation Meeting, if any	June 1 of Year 1
Evaluator completes Summative Evaluation Report	May 15 of Year 2
Evaluator conducts Summative Evaluation Meeting, if any	June 10 of Year 2
Evaluator and Educator sign Summative Evaluation Report	June 15 of Year 2

Educator Evaluation

B) Educators on Plans of Less than One Year

- i) The timeline for educators on Plans of less than one year will be established in the Educator Plan.

21. 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.

22. Guidance for Evidence Related to Educator Impact on Student Learning

A) Basis of the Educator Impact on Student Learning

- i) The following student performance measures shall be the basis for determining an educator's impact on student learning, growth, and achievement.
 - (a) Statewide growth measure(s),
 - (1st) Where available, statewide growth measures must be selected each year as one of the measures used to determine the educator's impact on student learning.
 - (2nd) Statewide growth measures include the MCAS Student Growth Percentile, or its equivalent, and ACCESS for ELLs gain score.
 - (b) Common assessments of student learning, growth, and achievement
 - (c) 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.
 - (d) Measures of student progress on learning goals set between the educator and evaluator for the school year.

B) Identifying and Selecting Common assessments of student learning, growth, and achievement

- i) The Educator and the Primary Evaluator shall identify and select the common assessments of student learning, growth, and achievement.

C) Determining an Educator's Impact on Student Learning

- i) The evaluator will meet with the educator as part of the evaluation cycle to discuss the educator's students' growth scores on each common assessment of student learning, growth, and achievement for that school year.
- ii) Evaluators will provide feedback to the educator on the impact of student rating under Standard I or II of the educator evaluation rubric.

Educator Evaluation

- D) DESE will provide guidance for the new student learning indicators to provide meaningful feedback to educators about their impact on student learning and how the new indicators may inform a teacher's rating on Standard I and II. Upon receiving this guidance, the parties agree to bargain with respect to this matter.

23. Using Student Feedback in Educator Evaluation

In accordance with 603 CMR 35.07(1)(d)(2), the parties agree that student feedback results shall be used as one piece of evidence relevant to one or more Performance Standards in the evaluation of each educator (see Section 3.C). The educator designed instrument(s) used to collect student feedback shall include safeguards necessary to protect student confidentiality.

24. Using Staff Feedback in Administrator Evaluation

In accordance with 603 CMR 35.07(1)(d)(3), the parties agree that staff feedback shall be used as evidence relevant to one or more Performance Standards in the evaluation of each administrator. The instruments used to collect staff feedback shall include safeguards necessary to protect staff confidentiality.

25. General Provisions

- A) Only Educators who are licensed may serve as primary evaluators of Educators.
- B) 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) The superintendent shall insure that Evaluators have training in supervision and evaluation, including the regulations and standards and indicators of effective teaching practice promulgated by DESE (35.03), and the evaluation Standards and Procedures established in this Agreement.
- D) Should there be a serious disagreement between the Educator and the Evaluator regarding an overall summative performance rating of unsatisfactory, the Educator may meet with the Evaluator's supervisor to discuss the disagreement. Should the Educator request such a meeting, the Evaluator's supervisor must meet with the Educator. The Evaluator may attend any such meeting at the discretion of the superintendent.
- E) The parties agree to establish a joint labor-management evaluation team, which shall review the evaluation processes and procedures annually through the first three years of implementation and recommend adjustments to the parties.
- F) Violations of this article are subject to the grievance and arbitration procedures.



WRSD Educator Evaluation

Appendix A. Teacher Rubric

June 2017

**Based on the Model the Model System developed by the
Massachusetts Department of Elementary and Secondary Education**
75 Pleasant Street, Malden, MA02148-4906
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370
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Guide to the Rubric

Rubrics – defined in the regulations as “scoring tool[s] that describe characteristics of practice or artifacts at different levels of performance” ([603 CMR 35.02](#)) – are a critical component of the Massachusetts educator evaluation framework and are required for every educator. Rubrics are designed to help educators and evaluators (1) develop a consistent, shared understanding of what proficient performance looks like in practice, (2) develop a common terminology and structure to organize evidence, and (3) make informed professional judgments about formative and summative performance ratings on each Standard and overall. This appendix contains the WRSD/WREA agreed upon Teacher Rubric.

Structure of the Teacher Rubric

- **Standards:** Standards are the broad categories of knowledge, skills, and performance of effective practice detailed in the regulations. There are four Standards for teachers: *Curriculum, Planning, and Assessment*; *Teaching All Students*; *Family and Community Engagement*; and *Professional Culture*.
- **Indicators:** Indicators, also detailed in the regulations, describe specific knowledge, skills, and performance for each Standard. For example, there are three Indicators in Standard I of the teacher rubric: *Curriculum and Planning*; *Assessment*; and *Analysis*.
- **Elements:** The elements are more specific descriptions of actions and behaviors related to each Indicator. The elements further break down the Indicators into more specific aspects of educator practice and provide an opportunity for evaluators to offer detailed feedback that serves as a roadmap for improvement.
- **Descriptors:** Performance descriptors are observable and measurable statements of educator actions and behaviors aligned to each element and serve as the basis for identifying the level of performance in one of four categories: *Unsatisfactory*, *Needs Improvement*, *Proficient*, or *Exemplary*.

Teacher Rubric At-A-Glance

Standard I: Curriculum, Planning, and Assessment	Standard II: Teaching All Students	Standard III: Family and Community Engagement	Standard IV: Professional Culture
<p>A. Curriculum and Planning Indicator</p> <ol style="list-style-type: none"> 1. Subject Matter Knowledge 2. Child and Adolescent Development 3. Standards-Based Unit Design 4. Well-Structured Lessons 	<p>A. Instruction Indicator</p> <ol style="list-style-type: none"> 1. High Expectations 2. Student Engagement 3. Instructional Differentiation 	<p>A. Collaboration Indicator</p> <ol style="list-style-type: none"> 1. Learning Expectations 	<p>A. Reflection Indicator</p> <ol style="list-style-type: none"> 1. Reflective Practice 2. Goal Setting
<p>B. Assessment Indicator</p> <ol style="list-style-type: none"> 1. Variety of Assessment Methods 2. Adjustments to Practice 	<p>B. Learning Environment Indicator</p> <ol style="list-style-type: none"> 1. Safe Learning Environment 2. Collaborative Learning Environment 	<p>B. Communication Indicator</p> <ol style="list-style-type: none"> 1. Two-Way Communication 2. Culturally Proficient Communication 	<p>B. Professional Growth Indicator</p> <ol style="list-style-type: none"> 1. Professional Learning and Growth
<p>C. Analysis Indicator</p> <ol style="list-style-type: none"> 1. Analysis and Conclusions 2. Providing Student Feedback 	<p>C. Cultural Proficiency Indicator</p> <ol style="list-style-type: none"> 1. Respects Differences 		<p>C. Collaboration Indicator</p> <ol style="list-style-type: none"> 1. Professional Collaboration
	<p>D. Expectations Indicator</p> <ol style="list-style-type: none"> 1. Clear Expectations 2. Access to Knowledge 		<p>D. Professional Responsibilities Indicator</p> <ol style="list-style-type: none"> 1. Professional Responsibilities

Standards and Indicators of Effective Practice: Teacher Rubric

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

Indicator I-A. Curriculum and Planning: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective standards-based units of instruction consisting of well-structured lessons with measurable outcomes.				
I-A. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
I-A-1. Subject Matter Knowledge	Demonstrates expertise in subject matter and the pedagogy that enables students to synthesize complex knowledge and skills in the subject, and is able to model this element.	Demonstrates sound knowledge and understanding of the subject matter and the pedagogy that enables students to acquire complex knowledge and skills in the subject.	Demonstrates some factual knowledge of the subject matter and the pedagogy that does not always enable students to acquire the knowledge and skills in the subject.	Demonstrates limited knowledge of the subject matter and/or its pedagogy so that it rarely enables students to acquire the knowledge or skills in the subject.
I-A-2. Child and Adolescent Development	Demonstrates expert knowledge of the developmental levels of students in this grade and/or subject and uses this knowledge to differentiate and expand learning experiences that enable all students to make significant progress toward meeting intended outcomes. Is able to model this element.	Demonstrates knowledge of the developmental levels of students in the classroom and the different ways these students learn by providing differentiated learning experiences that enable students to progress toward meeting intended outcomes.	Demonstrates knowledge of developmental levels of students but does not identify developmental levels and ways of learning among the students and/or develops learning experiences that enable some students to move toward meeting intended outcomes.	Demonstrates little or no knowledge of developmental levels of students or differences in how students learn. Typically develops one learning experience for all students that does not enable most students to meet the intended outcomes.
I-A-3. Standards-Based Unit Design	Designs units of instruction with measurable outcomes and tasks that require higher order thinking skills that enable students to learn and apply the knowledge and skills defined in state standards/local curricula, and is able to model this element.	Designs units of instruction with measurable outcomes and tasks requiring higher order thinking skills that enable students to learn and apply the knowledge and skills defined in state standards/local curricula.	Designs units of instruction that address some knowledge and skills defined in state standards/local curricula, but some student outcomes are poorly defined and/or tasks rarely require higher order thinking skills.	Plans individual lessons rather than units of instruction, or designs units of instruction that are not aligned with state standards/ local curricula, lack measurable outcomes, and/or include tasks that mostly rely on lower level thinking skills.
I-A-4. Well-Structured Lessons	Creates well-structured lessons with measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to most student's needs, and is able to model this element.	Creates well-structured lessons with measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.	Creates lessons with some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	Creates lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class.

Standards and Indicators of Effective Practice: Teacher Rubric

Indicator I-B. Assessment: Uses a variety of informal and formal methods of assessments to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction.				
I-B. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
I-B-1. Variety of Assessment Methods	Designs and administers a wide variety of effective informal and formal assessments, including common interim assessments, to measure student's learning, growth, and progress toward achieving state/local standards, and is able to model this element.	Designs and administers a variety of informal and formal assessments to measure student's learning, growth, and progress toward achieving state/local standards.	Designs and administers some informal and/or formal assessments to measure student learning but rarely measures student progress toward achieving state/local standards.	Designs and administers only the assessments required by the school and/or the measures do not show progress toward achieving state/local standards.
I-B-2. Adjustments to Practice	Organizes and analyzes results from a variety of formative and summative methods to determine student understanding, identifies appropriate intervention strategies for students, and adjusts instructional practices accordingly. The educator is able to model this element.	Organizes and analyzes results from a variety of assessment methods to determine student understanding, identifies appropriate intervention strategies for students, and adjusts instructional practices accordingly.	Inconsistently organizes and analyzes some assessment methods, but only occasionally adjusts practices or modifies future instruction based on the findings.	Rarely organizes and analyzes assessment methods, and seldom makes adjustments to practice based on formal and informal assessment methods.

Indicator I-C. Analysis: Analyzes data from assessments, draws conclusions, and shares them appropriately				
I-C. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
I-C-1. Analysis and Conclusions	Analyzes a wide variety of assessment data both individually and with colleagues, to draw conclusions and use these findings to improve student learning. The educator is able to model this element.	Analyzes a variety of assessment data both individually and with colleagues to draw conclusions and use these findings to improve student learning.	Inconsistently analyzes assessment data and sometimes draws conclusions, and may not use these findings to improve student learning.	Does not analyze assessment data and therefore does not draw conclusions to improve student learning.
I-C-2. Providing Student Feedback	Based on assessment results, provides descriptive feedback to students on an ongoing basis that communicates performance, progress, and provides strategies for improvement. The educator is able to model this element.	Based on assessment results, provides descriptive feedback to students and/or families that communicates performance, progress, and strategies for improvement.	Provides some feedback about performance, but rarely shares progress, and/or strategies for improvement.	Provides little or no feedback on student performance, progress, and/or strategies for improvement and/or does not inform students of ways to improve.

Standards and Indicators of Effective Practice: Teacher Rubric

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

Indicator II-A. Instruction: Uses instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.				
II-A. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
II-A-1. High Expectations	Consistently defines and models high expectations for the quality of work and effort and effectively supports students to set high expectations to persevere and produce high-quality work. Effectively provides exemplars, rubrics, and guided practice. The educator is able to model this element.	Consistently defines and models high expectations for the quality of work and effort and effectively supports students to set high expectations to persevere and produce high-quality work. Often provides exemplars, rubrics, and guided practice.	May state high expectations for quality and effort, but provides few exemplars and rubrics, limited guided practice, and/or few other supports to help students know what is expected of them; may establish inappropriately low expectations for quality and effort.	Establishes no or low expectations around quality of work and effort and/or offers few supports for students to produce quality work or effort.
II-A-2. Student Engagement	Consistently uses instructional practices that typically motivate and engage most students during the lesson, independent work and homework. The educator is able to model this element.	Consistently uses instructional practices that are likely to motivate and engage most students during the lesson.	Uses instructional practices that motivate and engage some students but leave others uninvolved and/or passive participants.	Uses instructional practices that leave most students uninvolved and/or passive participants.
II-A-3. Instructional Differentiation	Effectively uses innovative and varied practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness to make knowledge accessible to all students. The educator is able to model this element.	Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness to make knowledge accessible to all students.	Uses a limited range of practices to accommodate differences that fails to address an adequate range of student differences.	Uses limited and/or inappropriate practices to accommodate student differences.

Standards and Indicators of Effective Practice: Teacher Rubric

Indicator II-B. Learning Environment: Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.				
II-B. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
II-B-1. Safe Learning Environment	Uses procedures, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in encouraging behaviors that enhance learning. The educator is able to model this element.	Uses procedures, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.	Creates and maintains a safe physical environment, but inconsistently maintains procedures, routines, and responses needed to prevent and/or stop behaviors that interfere with students' learning.	Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective procedures, routines, and/or responses to reinforce positive behavior and/or respond to behaviors that interfere with students' learning.
II-B-2. Collaborative Learning Environment	Effectively establishes and maintains a learning environment that reinforces collaborative, interpersonal, group, and communication skills so that students access their peers as resources. The educator is able to model this practice.	Establishes and maintains a learning environment that reinforces collaborative, interpersonal, group, and communication skills so that students access their peers as resources.	Attempts to establish a learning environment with some interpersonal, group, and communication skills that provides some opportunities for students to work in groups.	Makes little effort to establish a learning environment with interpersonal, group, and communication skills or facilitate student work in groups, or such attempts are ineffective.

Indicator II-C. Cultural Proficiency: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.				
II-C. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
II-C-1. Respects Differences	Effectively uses strategies and practices that create and maintain an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected. The educator anticipates conflict and enables students to do the same. The educator is able to model this element.	Consistently uses strategies and practices that create and maintain an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected. The educator responds appropriately to conflict.	Establishes an environment in which students generally demonstrate respect for individual differences and responds appropriately to some conflicts or misunderstandings but ignores and/or minimizes others.	Establishes an environment in which students demonstrate limited respect for individual differences. Minimizes or ignores conflicts and/or responds in inappropriate ways.

Standards and Indicators of Effective Practice: Teacher Rubric

Indicator II-D. Expectations: Plans and implements lessons that set clear and high expectations and also make knowledge accessible for all students.				
II-D. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
II-D-1. Clear Expectations	Clearly communicates and consistently enforces specific standards for student work, effort, and behavior so that most students are able to describe them and take ownership of meeting them. The educator is able to model this element.	Clearly communicates and consistently enforces specific standards for student work, effort, and behavior.	Inconsistently or ineffectively communicates clear standards for student work, effort, and behavior.	Does not make specific academic and behavior expectations clear to students.
II-D-2. Access to Knowledge	Individually and collaboratively, effectively adapts instruction, materials, and assessments to make materials accessible to all students. The educator is able to model this element.	Effectively adapts instruction, materials, and assessments to make materials accessible to all students.	Inconsistently adapts instruction, materials, and assessments to make materials accessible to all students.	Rarely and/or ineffectively adapts instruction, materials, and assessments to make material accessible to all students.

Standards and Indicators of Effective Practice: Teacher Rubric

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

Indicator III-A. Collaboration: Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.				
III-A. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
III-A-1. Learning Expectations	Successfully prompts parents and/or students to use one or more strategies suggested to support learning at school and home and monitors effectiveness. The educator is able to model this element.	Consistently provides parents and/or students with clear, user-friendly expectations for student learning and behavior. Regularly updates parents and/or students on curriculum throughout the year, and suggests strategies for supporting learning at school and home.	Inconsistently provides parents and/or students with clear, user-friendly expectations for student learning and behavior, and occasionally suggests how parents and/or students can support children at home or at school.	Little or no attempt to provide parents and/or students with behavior expectations, and rarely, if ever, communicates ways to support children at home or at school.

Indicator III-B. Communication: Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.				
III-B. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
III-B-1. Two-Way Communication	Regularly uses a two-way system that supports proactive, and personalized communication with parents and/or students about student performance and learning. The educator is able to model this element.	Regularly uses two-way communication with parents and/or students about student performance and learning and responds promptly and carefully to communications from parents and/or students.	Relies primarily on one-way communication and inconsistently responds promptly to communications from parents and/or students.	Rarely communicates with parents and/or students, and/or fails to respond promptly and carefully to communications from parents and/or students.
III-B-2. Culturally Proficient Communication	Always communicates respectfully with families and demonstrates understanding and sensitivity to different families' home language, culture, and values. The educator is able to model this element.	Always communicates respectfully with families and demonstrates understanding and sensitivity to different families' home language, culture, and values.	May communicate respectfully and make efforts to take into account different families' home language, culture, and values, but inconsistently demonstrates understanding and sensitivity to the differences.	Makes few attempts to respond to different family cultural norms and/or responds inappropriately or disrespectfully.

Standards and Indicators of Effective Practice: Teacher Rubric

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

Indicator IV-A. Reflection: Demonstrates the capacity to reflect on and improve the educator’s own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.				
IV-A. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
IV-A-1. Reflective Practice	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; and uses and shares with colleagues, insights gained to improve practice and student learning. The educator is able to model this element.	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.	May reflect on the effectiveness of lessons/ units and interactions with students but not with colleagues and/or rarely uses insights to improve practice.	Demonstrates limited reflection on practice and/or use of insights gained to improve practice.
IV-A-2. Goal Setting	Individually and with colleagues builds capacity to propose and monitor challenging, measurable professional practice and student learning goals based on thorough self-assessment and/or analysis of student learning data. The educator is able to model this element.	Proposes appropriate, measurable professional practice and student learning goals that are based on thorough self-assessment and/or analysis of student learning data.	Proposes professional practice and student learning goals that are sometimes vague or easy to achieve and/or bases goals on a limited self-assessment and/or analysis of student learning data.	Proposes professional practice and student learning goals that are vague or easy to reach with little or no regard for self-assessment and/or analysis of student learning data.

Standards and Indicators of Effective Practice: Teacher Rubric

Indicator IV-B. Professional Growth: Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles.

IV-B. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
IV-B-1. Professional Learning and Growth	Effectively seeks out and applies professional development and learning opportunities that improve practice and build expertise of self and other educators in instruction and leadership.	Consistently seeks out and applies professional development and learning opportunities, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise.	Participates in professional development activities, but inconsistently or ineffectively applies new learning to improve practice.	Participates in few, if any, professional development and learning opportunities to improve practice and/or inappropriately applies new learning to practice.

Indicator IV-C. Collaboration: Collaborates effectively with colleagues on a wide range of tasks.

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

Indicator IV-D. Professional Responsibilities: Is ethical and reliable, and meets routine responsibilities consistently.

IV-D. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
IV-D-1. Professional Responsibilities	Consistently fulfills professional responsibilities to high standards, and demonstrates sound judgment and acts appropriately to protect student confidentiality, rights, and safety. The educator is able to model this element.	Consistently fulfills professional responsibilities, and demonstrates sound judgment and acts appropriately to protect student confidentiality, rights, and safety.	Inconsistently fulfills professional responsibilities, and sometimes demonstrates questionable judgment and/or inadvertently shares confidential information.	Frequently does not fulfill professional responsibilities, and demonstrates poor judgment and/or discloses confidential student information inappropriately.



WRSD Educator Evaluation

Appendix B. Specialized Instructional Support Personnel Rubric

June 2017

**Based on the Model the Model System developed by the
Massachusetts Department of Elementary and Secondary Education**
75 Pleasant Street, Malden, MA02148-4906
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370
www.doe.mass.edu

Guide to the Rubric

Rubrics – defined in the regulations as “scoring tool[s] that describe characteristics of practice or artifacts at different levels of performance” ([603 CMR 35.02](#)) – are a critical component of the Massachusetts educator evaluation framework and are required for every educator. Rubrics are designed to help educators and evaluators (1) develop a consistent, shared understanding of what proficient performance looks like in practice, (2) develop a common terminology and structure to organize evidence, and (3) make informed professional judgments about formative and summative performance ratings on each Standard and overall. This appendix contains the WRSD/WREA agreed upon Teacher Rubric.

Structure of the Specialized Instructional Support Personnel Rubric

- **Standards:** Standards are the broad categories of knowledge, skills, and performance of effective practice detailed in the regulations. There are four Standards for teachers: *Curriculum, Planning, and Assessment*; *Teaching All Students*; *Family and Community Engagement*; and *Professional Culture*.
- **Indicators:** Indicators, also detailed in the regulations, describe specific knowledge, skills, and performance for each Standard. For example, there are three Indicators in Standard I of the teacher rubric: *Curriculum and Planning*; *Assessment*; and *Analysis*.
- **Elements:** The elements are more specific descriptions of actions and behaviors related to each Indicator. The elements further break down the Indicators into more specific aspects of educator practice and provide an opportunity for evaluators to offer detailed feedback that serves as a roadmap for improvement.
- **Descriptors:** Performance descriptors are observable and measurable statements of educator actions and behaviors aligned to each element and serve as the basis for identifying the level of performance in one of four categories: *Unsatisfactory*, *Needs Improvement*, *Proficient*, or *Exemplary*.

Specialized Instructional Support Personnel (SISP) Rubric At-A-Glance

Standard I: Curriculum, Planning, and Assessment	Standard II: Teaching All Students	Standard III: Family and Community Engagement	Standard IV: Professional Culture
<p>A. Curriculum and Planning Indicator</p> <ol style="list-style-type: none"> 1. Professional Knowledge 2. Child and Adolescent Development 3. Plan Development 4. Well-Structured Lessons <p>B. Assessment Indicator</p> <ol style="list-style-type: none"> 1. Variety of Assessment Methods 2. Adjustments to Practice <p>C. Analysis Indicator</p> <ol style="list-style-type: none"> 1. Analysis and Conclusions 2. Sharing Conclusions With Colleagues 3. Sharing Conclusions With Students and Families 	<p>A. Instruction Indicator</p> <ol style="list-style-type: none"> 1. High Expectations 2. Student Engagement 3. Instructional Differentiation <p>B. Learning Environment Indicator</p> <ol style="list-style-type: none"> 1. Safe Learning Environment 2. Collaborative Learning Environment <p>C. Cultural Proficiency Indicator</p> <ol style="list-style-type: none"> 1. Respects Differences <p>D. Expectations Indicator</p> <ol style="list-style-type: none"> 1. Clear Expectations 2. Access to Knowledge 	<p>A. Collaboration Indicator</p> <ol style="list-style-type: none"> 1. Learning Expectations <p>B. Communication Indicator</p> <ol style="list-style-type: none"> 1. Two-Way Communication 2. Culturally Proficient Communication 	<p>A. Reflection Indicator</p> <ol style="list-style-type: none"> 1. Reflective Practice 2. Goal Setting <p>B. Professional Growth Indicator</p> <ol style="list-style-type: none"> 1. Professional Learning and Growth <p>C. Collaboration Indicator</p> <ol style="list-style-type: none"> 1. Professional Collaboration <p>D. Professional Responsibilities Indicator</p> <ol style="list-style-type: none"> 1. Professional Responsibilities

Standards and Indicators of Effective Practice: SISP Rubric

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

Indicator I-A. Has strong knowledge specific to subject matter and/or professional responsibility, has a good grasp of child development and how students learn, and designs effective and rigorous plans for support consisting of well-structured lessons with measurable outcomes.				
I-A. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
I-A-1. Professional Knowledge	Demonstrates expertise of professional content and its delivery by consistently engaging students in academic, behavioral, and social/emotional learning experiences, through the use of educational and/or clinical practices, that enable students to synthesize knowledge and skills and is able to model this element.	Demonstrates sound knowledge and understanding of professional content by consistently engaging students in academic, behavioral, and social/emotional learning experiences through the use of educational and/or clinical practices that enable students to acquire knowledge and skills.	Demonstrates some factual knowledge of the professional content and delivery and sometimes applies it to engage students in academic, behavioral, and social/emotional learning experiences through the use of educational and/or clinical practices.	Demonstrates limited professional knowledge; relies heavily on outdated practices as opposed to current practices supported by research. Rarely engages students in academic, behavioral, and social/emotional learning experiences through the use of educational and/or clinical practices.
I-A-2. Child and Adolescent Development	Demonstrates expert knowledge of the developmental levels of students in this grade and/or subject and uses this knowledge to differentiate and expand learning experiences that enable all students to make significant progress toward meeting intended outcomes. Is able to model this element.	Demonstrates knowledge of the developmental levels of students in the classroom and the different ways these students learn by providing differentiated learning experiences that enable students to progress toward meeting intended outcomes.	Demonstrates knowledge of developmental levels of students, but does not identify developmental levels and ways of learning among the students and/or develops learning experiences that enable some students to move toward meeting intended outcomes.	Demonstrates little or no knowledge of developmental levels of students or differences in how students learn. Typically develops one learning experience for all students that does not enable most students to meet the intended outcomes.

Standards and Indicators of Effective Practice: SISP Rubric

I-A-3. Plan Development	Develops or contributes to the timely development of comprehensive, well-structured plans with measurable outcomes that respond to relevant individual student needs, are coordinated with other plans relevant to those students, and include supports that enable students to meet all goals or objectives of the plan and is able to model this element.	Develops or contributes to the timely development of well-structured plans with measurable outcomes that respond to relevant individual student needs, and include supports that enable students to meet the goals or objectives of the plan.	Develops or contributes to the timely development of plans that respond to some relevant individual student needs, and/or plans that lack sufficient measurable outcomes or supports that enable students to meet all goals and objectives of the plan.	Develops or contributes to the development of plans that are not timely and/or not tailored to the needs of individual students; or, plans do not include appropriate supports or measurable outcomes that would enable students to meet the goals and objectives of the plan.
I-A-4. Well-Structured Lessons	Creates well-structured lessons with measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to most student's needs, and is able to model this element.	Creates well-structured lessons with measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.	Creates lessons with some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	Creates lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class.

Indicator I-B. Assessment: Uses a variety of informal and formal methods of assessments to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction.

I-B. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
I-B-1. Variety of Assessment Methods	Designs and administers a wide variety of effective informal and formal assessments, including common interim assessments, to measure student's learning, growth, and progress toward achieving state/local standards, and is able to model this element.	Designs and administers a variety of informal and formal assessments to measure student's learning, growth, and progress toward achieving state/local standards.	Designs and administers some informal and/or formal assessments to measure student learning but rarely measures student progress toward achieving state/local standards.	Designs and administers only the assessments required by the school and/or the measures do not show progress toward achieving state/local standards.
I-B-2. Adjustments to Practice	Organizes and analyzes results from a variety of formative and summative methods to determine student understanding, identifies appropriate intervention strategies for students, and adjusts instructional practices accordingly. The educator is able to model this element.	Organizes and analyzes results from a variety of assessment methods to determine student understanding, identifies appropriate intervention strategies for students, and adjusts instructional practice accordingly.	Inconsistently organizes and analyzes some assessment methods, but only occasionally adjusts practice or modifies future instruction based on the findings.	Rarely organizes and analyzes assessment methods, and seldom makes adjustments to practice based on formal and informal assessment methods.

Standards and Indicators of Effective Practice: SISP Rubric

Indicator I-C. Analysis: Analyzes data from assessments, draws conclusions, and shares them appropriately.				
I-C. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
I-C-1. Analysis and Conclusions	Analyzes a wide variety of assessment data both individually and with colleagues, to draw conclusions and use these findings to improve student learning. The educator is able to model this element.	Analyzes a variety of assessment data both individually and with colleagues to draw conclusions and use these findings to improve student learning.	Inconsistently analyzes assessment data and sometimes draws conclusions, and may not use these findings to improve student learning.	Does not analyze assessment data and therefore does not draw conclusions to improve student learning.
I-C-2. Sharing Conclusions With Colleagues	Establishes and implements a schedule and plan for regularly sharing with all appropriate colleagues (e.g., classroom teachers, administrators, and professional support personnel) conclusions and insights about student progress. Seeks and applies feedback from them about practices that will support improved student learning and/or development. Is able to model this element.	Regularly shares with appropriate colleagues (e.g., classroom teachers, administrators, and professional support personnel) conclusions about student progress and seeks feedback from them about practices that will support improved student learning and/or development.	Only occasionally shares with colleagues conclusions about student progress and/or seeks feedback from them about practices that will support improved student learning and/or development.	Rarely shares with colleagues conclusions about student progress and/or rarely seeks feedback from them about practices that will support improved student learning and/or development.
I-C-3. Sharing Conclusions With Students and Families	Establishes early, constructive feedback based on data with students and families that creates a dialogue about student growth, progress, and improvement. Is able to model this element.	Based on data, provides descriptive feedback and engages students and families in constructive conversation that focuses on student growth and improvement.	Provides some feedback about student growth or progress beyond required reports but rarely shares strategies for students to grow and improve.	Provides little or no feedback on student growth or progress except through minimally required reporting or provides inappropriate feedback that does not support students to grow and improve.

Standards and Indicators of Effective Practice: SISP Rubric

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

Indicator II-A. Instruction: Uses instructional and clinical practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.				
II-A. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
II-A-1. High Expectations	Consistently defines and models high expectations for the quality of work and effort and effectively supports students to set high expectations to persevere and produce high-quality work. Effectively provides exemplars, rubrics, and guided practice. The educator is able to model this element.	Consistently defines and models high expectations for the quality of work and effort and effectively supports students to set high expectations to persevere and produce high-quality work. Often provides exemplars, rubrics, and guided practice.	May state high expectations for quality and effort, but provides few exemplars and rubrics, limited guided practice, and/or few other supports to help students know what is expected of them; may establish inappropriately low expectations for quality and effort.	Establishes no or low expectations around quality of work and effort and/or offers few supports for students to produce quality work or effort.
II-A-2. Student Engagement	Consistently uses instructional practices that typically motivate and engage most students during the lesson, independent work and homework. The educator is able to model this element.	Consistently uses instructional practices that are likely to motivate and engage most students during the lesson.	Uses instructional practices that motivate and engage some students but leave others uninvolved and/or passive participants.	Uses instructional practices that leave most students uninvolved and/or passive participants.
II-A-3. Instructional Differentiation	Effectively uses innovative and varied practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness to make knowledge accessible to all students. The educator is able to model this element.	Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness to make knowledge accessible to all students.	Uses a limited range of practices to accommodate differences that fails to address an adequate range of student differences.	Uses limited and/or inappropriate practices to accommodate student differences.

Standards and Indicators of Effective Practice: SISP Rubric

Indicator II-B. Learning Environment: Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to take academic risks, challenge themselves, and claim ownership of their learning.				
II-B. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
II-B-1. Safe Learning Environment	Uses procedures, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in encouraging behaviors that enhance learning. The educator is able to model this element.	Uses procedures, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.	Creates and maintains a safe physical environment, but inconsistently maintains procedures, routines, and responses needed to prevent and/or stop behaviors that interfere with students' learning.	Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective procedures, routines, and/or responses to reinforce positive behavior and/or respond to behaviors that interfere with students' learning.
II-B-2. Collaborative Learning Environment	Effectively establishes and maintains a learning environment that reinforces collaborative, interpersonal, group, and communication skills so that students access their peers as resources. The educator is able to model this practice.	Establishes and maintains a learning environment that reinforces collaborative, interpersonal, group, and communication skills so that students access their peers as resources.	Attempts to establish a learning environment with some interpersonal, group, and communication skills that provides some opportunities for students to work in groups.	Makes little effort to establish a learning environment with interpersonal, group, and communication skills or facilitate student work in groups, or such attempts are ineffective.

Indicator II-C. Cultural Proficiency: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.				
II-C. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
II-C-1. Respects Differences	Effectively uses strategies and practices that create and maintain an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected. The educator anticipates conflict and enables students to do the same. The educator is able to model this element.	Consistently uses strategies and practices that create and maintain an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected. The educator responds appropriately to conflict.	Establishes an environment in which students generally demonstrate respect for individual differences and responds appropriately to some conflicts or misunderstandings but ignores and/or minimizes others.	Establishes an environment in which students demonstrate limited respect for individual differences. Minimizes or ignores conflicts and/or responds in inappropriate ways.

Standards and Indicators of Effective Practice: SISP Rubric

Indicator II-D. Expectations: Plans and implements lessons and/or supports that set clear and high expectations and also make knowledge, information, and/or supports accessible for all students.				
II-D. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
II-D-1. Clear Expectations	Clearly communicates and consistently enforces specific standards for student work, effort, and behavior so that most students are able to describe them and take ownership of meeting them. The educator is able to model this element.	Clearly communicates and consistently enforces specific standards for student work, effort, and behavior.	Inconsistently or ineffectively communicates clear standards for student work, effort, and behavior.	Does not make specific academic and behavior expectations clear to students.
II-D-2. Access to Knowledge	Individually and collaboratively, effectively adapts instruction, materials, and assessments to make materials accessible to all students. The educator is able to model this element.	Effectively adapts instruction, materials, and assessments to make materials accessible to all students.	Inconsistently adapts instruction, materials, and assessments to make materials accessible to all students.	Rarely and/or ineffectively adapts instruction, materials, and assessments to make material accessible to all students.

Standards and Indicators of Effective Practice: SISP Rubric

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

Indicator III-A. Collaboration: Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.				
III-A. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
III-A-1. Learning Expectations	Successfully prompts parents and/or students to use one or more strategies suggested to support learning at school and home and monitors effectiveness. The educator is able to model this element.	Consistently provides parents and/or students with clear, user-friendly expectations for student learning and behavior. Regularly updates parents and/or students on curriculum throughout the year, and suggests strategies for supporting learning at school and home.	Inconsistently provides parents and/or students with clear, user-friendly expectations for student learning and behavior, and occasionally suggests how parents and/or students can support children at home or at school.	Little or no attempt to provide parents and/or students with behavior expectations, and rarely, if ever, communicates ways to support children at home or at school.

Indicator III-B. Communication: Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.				
III-B. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
III-B-1. Two-Way Communication	Regularly uses a two-way system that supports proactive, and personalized communication with parents and/or students about student performance and learning. The educator is able to model this element.	Regularly uses two-way communication with parents and/or students about student performance and learning and responds promptly and carefully to communications from parents and/or students.	Relies primarily on one-way communication and inconsistently responds promptly to communications from parents and/or students.	Rarely communicates with parents and/or students, and/or fails to respond promptly and carefully to communications from parents and/or students.
III-B-2. Culturally Proficient Communication	Always communicates respectfully with families and demonstrates understanding and sensitivity to different families' home language, culture, and values. The educator is able to model this element.	Always communicates respectfully with families and demonstrates understanding and sensitivity to different families' home language, culture, and values.	May communicate respectfully and make efforts to take into account different families' home language, culture, and values, but inconsistently demonstrates understanding and sensitivity to the differences.	Makes few attempts to respond to different family cultural norms and/or responds inappropriately or disrespectfully.

Standards and Indicators of Effective Practice: SISP Rubric

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

Indicator IV-A. Reflection: Demonstrates the capacity to reflect on and improve the educator’s own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.				
IV-A. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
IV-A-1. Reflective Practice	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; and uses and shares with colleagues, insights gained to improve practice and student learning. The educator is able to model this element.	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.	May reflect on the effectiveness of lessons/ units and interactions with students but not with colleagues and/or rarely uses insights to improve practice.	Demonstrates limited reflection on practice and/or use of insights gained to improve practice.
IV-A-2. Goal Setting	Individually and with colleagues builds capacity to propose and monitor challenging, measurable professional practice and student learning goals based on thorough self-assessment and/or analysis of student learning data. The educator is able to model this element.	Proposes appropriate, measurable professional practice and student learning goals that are based on thorough self-assessment and/or analysis of student learning data.	Proposes professional practice and student learning goals that are sometimes vague or easy to achieve and/or bases goals on a limited self-assessment and/or analysis of student learning data.	Proposes professional practice and student learning goals that are vague or easy to reach with little or no regard for self-assessment and/or analysis of student learning data.

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

Standards and Indicators of Effective Practice: SISP Rubric

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

Indicator IV-D. Professional Responsibilities: Is ethical and reliable, and meets routine responsibilities consistently.				
IV-D. Elements	Exemplary	Proficient	Needs Improvement	Unsatisfactory
IV-D-1. Professional Responsibilities	Consistently fulfills professional responsibilities to high standards, and demonstrates sound judgment and acts appropriately to protect student confidentiality, rights, and safety. The educator is able to model this element.	Consistently fulfills professional responsibilities, and demonstrates sound judgment and acts appropriately to protect student confidentiality, rights, and safety.	Inconsistently fulfills professional responsibilities, and sometimes demonstrates questionable judgment and/or inadvertently shares confidential information.	Frequently does not fulfill professional responsibilities, and demonstrates poor judgment and/or discloses confidential student information inappropriately.



WRSD Educator Evaluation

Appendix C. Evaluation Forms

June 2017

**Based on the Model the Model System developed by the
Massachusetts Department of Elementary and Secondary Education**
75 Pleasant Street, Malden, MA02148-4906
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370
www.doe.mass.edu

Goal Setting Form

Educator—Name/Title: _____

Primary Evaluator—Name/Title: _____

School(s): _____

Check all that apply¹: Proposed Goals Final Goals Date: _____

A minimum of one student learning goal and one professional practice goal are required. **Team goals must be considered** per [603 CMR 35.06\(3\)\(b\)](#). Attach pages as needed for additional goals or revisions made to proposed goals during the development of the Educator Plan.

Student Learning Goal <i>Check whether goal is individual or team; write team name if applicable.</i>	Professional Practice Goal <i>Check whether goal is individual or team; write team name if applicable.</i>
<input type="checkbox"/> Individual <input type="checkbox"/> Team:	<input type="checkbox"/> Individual <input type="checkbox"/> Team:

S.M.A.R.T.: **S**=Specific and Strategic; **M**=Measurable; **A**=Action Oriented; **R**=Rigorous, Realistic, and Results-Focused; **T**=Timed and Tracked

¹ If proposed goals change during Plan Development, edits may be recorded directly on original sheet or revised goal may be recorded on a new sheet. If proposed goals are approved as written, a separate sheet is not required.

Educator Plan Form

Educator—Name/Title: _____

Primary Evaluator—Name/Title: _____

School(s): _____

Educator Plan: Self-Directed Growth Plan Directed Growth Plan
 Developing Educator Plan Improvement Plan*

Plan Duration: Two-Year One-Year Less than a year _____

Start Date: _____ End Date: _____

Student Learning Goal <i>Check whether goal is individual or team; write team name if applicable.</i>	
<input type="checkbox"/> Individual <input type="checkbox"/> Team:	

Student Learning Goal(s): Planned Activities <i>Describe actions the educator will take to attain the student learning goal(s). Activities may apply to individual and/or team. Attach additional pages as needed.</i>		
Action	Supports/Resources from School/District ¹	Timeline or Frequency

*Additional detail may be attached if needed.

Educator Plan Form

Educator—Name/Title: _____

Professional Practice Goal <i>Check whether goal is individual or team; write team name if applicable.</i>
<input type="checkbox"/> Individual <input type="checkbox"/> Team:

Professional Practice Goal(s): Planned Activities <i>Describe actions the educator will take to attain the professional practice goal(s). Activities may apply to individual and/or team. Attach additional pages as needed.</i>		
Action	Supports/Resources from School/District ²	Timeline or Frequency

This Educator Plan is “designed to provide educators with feedback for improvement, professional growth, and leadership,” is “aligned to statewide Standards and Indicators in 603 CMR 35.00 and local Performance Standards,” and “is consistent with district and school goals.” (see [603 CMR 35.06 \(3\)\(d\)](#) and [603 CMR 35.06\(3\)\(f\)](#).)

Signature of Evaluator _____ Date: _____

Signature of Educator* _____ Date: _____

* As the evaluator retains final authority over goals to be included in an educator’s plan (see [603 CMR 35.06\(3\)\(c\)](#)), the signature of the educator indicates that he or she has received the Goal Setting Form with the “Final Goal” box checked, indicating the evaluator’s approval of the goals. The educator’s signature does not necessarily denote agreement with the goals. Regardless of agreement with the final goals, signature indicates recognition that “It is the educator’s responsibility to attain 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.” (see [603 CMR 35.06\(4\)](#))

² Must identify means for educator to receive feedback for improvement per [603 CMR 35.06\(3\)\(d\)](#).

Formative Assessment Report Form for Teachers

Educator Name: _____

Primary Evaluator—Name/Title: _____

School(s): _____

Assessing³:

Progress toward attaining goals Performance on Standards Both

<p style="text-align: center;">Progress Toward Student Learning Goal(s) <i>Describe current level of progress and feedback for improvement. Attach additional pages as needed.</i></p>
<p style="text-align: center;">Progress Toward Professional Practice Goal(s) <i>Describe current level of progress. Attach additional pages as needed.</i></p>

³ As per [603 CMR 35.02](#) and [603 CMR 35.06\(5\)](#), formative assessment shall mean the process used to assess progress toward attaining goals set forth in Educator Plans, performance on Performance Standards, or both.

Formative Assessment Report Form for Teachers

Educator Name: _____

Performance on Each Standard <i>Describe performance and feedback for improvement. Attach additional pages as needed.</i>
I: Curriculum, Planning, & Assessment
II: Teaching All Students
III: Family & Community Engagement
IV: Professional Culture

Please note: Any educator has the opportunity to respond in writing to a formative assessment as per [603 CMR 35.06\(5\)\(c\)](#) by using the Educator Response Form.

Signature of Evaluator _____ Date Completed: _____

Signature of Educator* _____ Date Received: _____

* Signature of the educator indicates acknowledgement of this report; it does not necessarily denote agreement with the contents of the report.

Formative Evaluation Report Form for Teachers

Educator Name: _____

Primary Evaluator—Name/Title: _____

School(s): _____

Assessing⁴:

Progress toward attaining goals Performance on Standards Both

Progress Toward Student Learning Goal(s) <i>Attach additional pages as needed.</i>	
<input type="checkbox"/> Did not meet <input type="checkbox"/> Some progress <input type="checkbox"/> Significant Progress <input type="checkbox"/> Met <input type="checkbox"/> Exceeded	
<u>Rationale, evidence, and feedback for improvement:</u> 	
Progress Toward Professional Practice Goal(s) <i>Attach additional pages as needed.</i>	
<input type="checkbox"/> Did not meet <input type="checkbox"/> Some progress <input type="checkbox"/> Significant Progress <input type="checkbox"/> Met <input type="checkbox"/> Exceeded	
<u>Rationale, evidence, and feedback for improvement:</u> 	

Note: this form is for educators on two-year Self-Directed Growth Plans at the end of Year One of the cycle

⁴ As per [603 CMR 35.02](#) and [603 CMR 35.06\(5\)](#), formative evaluation shall mean the process used to assess progress towards attaining goals set forth in Educator Plans, performance on performance standards, or both.

Formative Evaluation Report Form for Teachers

Educator Name: _____

- Evaluator is assigning same ratings as prior Summative Evaluation; no comments needed
- Evaluator is assigning ratings that differ from prior Summative Evaluation; comments are required

Rating on Each Standard	
I: Curriculum, Planning, & Assessment	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary
<u>Rationale, evidence, and feedback for improvement:</u> 	
II: Teaching All Students	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary
<u>Rationale, evidence, and feedback for improvement:</u> 	
III: Family & Community Engagement	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary
<u>Rationale, evidence, and feedback for improvement:</u> 	
IV: Professional Culture	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary
<u>Rationale, evidence, and feedback for improvement:</u> 	

Formative Evaluation Report Form for Teachers

Educator Name: _____

- Evaluator is assigning same ratings as prior Summative Evaluation; no comments needed
- Evaluator is assigning ratings that differ from prior Summative Evaluation; comments required

Overall Performance Rating			
<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
<u>Rationale, evidence, and feedback for improvement:</u>			
Plan Moving Forward			
<input type="checkbox"/> Self-Directed Growth Plan	<input type="checkbox"/> Directed Growth Plan	<input type="checkbox"/> Improvement Plan	<input type="checkbox"/> Developing Educator Plan

Please note: Any educator has the opportunity to respond in writing to a formative evaluation as per [603 CMR 35.06\(5\)\(c\)](#) by using the Educator Response Form.

Signature of Evaluator _____ Date Completed: _____

Signature of Educator* _____ Date Received: _____

* Signature of the educator indicates acknowledgement of this report; it does not necessarily denote agreement with the contents of the report.

Summative Evaluation Report Form for Teachers

Educator Name: _____

Primary Evaluator Name & Title: _____

School(s): _____

Current Plan: Self-Directed Growth Plan Directed Growth Plan
 Developing Educator Plan Improvement Plan

Progress Toward Student Learning Goal(s)
Attach additional pages as needed.

Did not meet Some progress Significant Progress Met Exceeded

Rationale, evidence, and feedback for improvement:

Progress Toward Professional Practice Goal(s)
Attach additional pages as needed.

Did not meet Some progress Significant Progress Met Exceeded

Rationale, evidence, and feedback for improvement:

Summative Evaluation Report Form for Teachers

Educator Name: _____

Rating on Each Standard	
I: Curriculum, Planning, & Assessment	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary
<u>Rationale, evidence, and feedback for improvement:</u> 	
II: Teaching All Students	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary
<u>Rationale, evidence, and feedback for improvement:</u> 	
III: Family & Community Engagement	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary
<u>Rationale, evidence, and feedback for improvement:</u> 	
IV: Professional Culture	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary
<u>Rationale, evidence, and feedback for improvement:</u> 	

Summative Evaluation Report Form for Teachers

Educator Name: _____

Overall Performance Rating			
<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
<u>Rationale, evidence, and feedback for improvement:</u>			
Plan Moving Forward			
<input type="checkbox"/> Self-Directed Growth Plan	<input type="checkbox"/> Directed Growth Plan	<input type="checkbox"/> Improvement Plan	<input type="checkbox"/> Developing Educator Plan

Please note: Any educator has the opportunity to respond in writing to a summative evaluation as per [603 CMR 35.06\(6\)](#) by using the Educator Response Form.

Signature of Evaluator _____ Date Completed: _____

Signature of Educator* _____ Date Received: _____

* Signature of the educator indicates acknowledgement of this report; it does not necessarily denote agreement with the contents of the report.

Educator Response Form

Educator—Name/Title: _____

Primary Evaluator—Name/Title: _____

School(s): _____

Response to: (check all that apply)

- Educator Plan, including goals and activities
- Evaluator collection and/or analysis of evidence
- Formative Assessment or Evaluation Report
- Summative Evaluation Report
- Other: _____

Educator Response <i>Attach additional pages as needed.</i>	

Signature of Educator _____ Date: _____

Signature of Evaluator _____ Date _____

Attachment(s) included