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About the Collaborative for Educational Services (CES)

At the Collaborative for Educational Services, we believe that everyone is a learner, and that with the right support every learner can find success. We are committed to reaching and educating all young people and helping them find their pathway to success. We are also experienced in working with educators to help students learn and succeed.

For over 35 years, CES has been working with schools, families, young people and communities in the Pioneer Valley and throughout the Commonwealth to create and improve educational opportunities both in and out of the classroom. We partner with school districts and schools to help them assess their instructional programs and create new ways to improve instruction, student learning and achievement. We train teachers who are seeking licensure in order to gain entry into the teaching field as well as teachers and administrators who want to increase their skills and opportunities by gaining an additional license. We have expertise in assisting schools and educators in providing high quality education for students from diverse backgrounds and who are English language learners. We also are known for effective education services for students with special needs. We work with communities to build their capacity to support learners of all ages through early childhood education and care, after school programs, and academic and vocational opportunities for adolescents and young adults.

Mission

Our mission is to develop and foster educational excellence and opportunity for all learners through collaboration and leadership.

Core Statement

We are a community of innovative and effective professionals dedicated to improving education. We know that everyone is a learner from the day they are born, and we know how to create classrooms and other environments in which every learner can flourish. We know how to reach, inspire, support, and educate children, youth and adults, and we help others to do the same.

We value...

Quality and excellence
Innovation, creativity and vision
Inclusiveness, equity and diversity
Collaboration with others

Everyone is a learner
INTRODUCTION

On June 28, 2011 the Massachusetts Board of Elementary and Secondary Education adopted new regulations to guide the evaluation of all educators serving in positions requiring a license—teachers, principals, superintendents, and other administrators. The regulations are designed first and foremost to promote leaders’ and teachers’ growth and development. They place student learning at the center of the process using multiple measures of student learning.

As a result of implementing these regulations, each educator will take a leading role in shaping her/his professional growth and development. Among the practices outlined in the new Massachusetts Model that the Collaborative has already adopted are:

- Every educator is required to assess her/his own performance and propose challenging goals for improving her/his own practice and impact.
- Every educator is provided a rubric that offers a detailed picture of practice at four levels of performance. These system-wide rubrics set the stage for both deep reflection and the rich dialogue about practice that our profession seeks.
- Every educator will consider her/his students’ needs and propose one or more challenging goals for improving student learning.
- Every educator will compile and present evidence and conclusions about her/his performance and progress toward goals, ensuring that the educator voice is critical to the process.

These and other features of the new educator evaluation system hold great promise for improving educator practice, school climate and student learning. To turn this promise into reality, all educators—and the teams they work with—will be supported in a variety of ways to be successful.

The Collaborative for Educational Services Approach

The Collaborative for Educational Services Teacher Evaluation System is closely aligned with Massachusetts regulations 603 CMR 35.00 and the Massachusetts Model System for Educator Evaluation. Similar to the Massachusetts Model, our evolving system seeks to establish and define clear expectations for educator performance, promote growth and development, strengthen collaboration, and create mutual accountability for the purpose of improved student outcomes.

At the Collaborative for Educational Services, we understand that effective teachers and educational leaders are the keys to advancing student learning. In fact, no other school-based factor has as great an influence on student achievement as an effective teacher\(^1\). As such, the Collaborative is deeply

committed to providing our teachers and educational leaders with clear expectations regarding effective teaching and educational leadership, as well as the professional development and supervisory support needed to insure professional growth and achievement of these expectations.

A hallmark of this commitment is the use of a robust supervisory and evaluation system that promotes excellence in teaching and educational leadership, and demonstrates our shared belief that all students can learn.

The teacher evaluation system that follows reflects our belief that supervision, professional development, and evaluation are ongoing and linked, and should encourage a climate of continuous learning. It is designed to provide the flexibility necessary to adapt to the needs and learning styles of individuals, while also promoting a shared responsibility for educator growth grounded in trust, mutual respect, transparency, and shared purpose. It draws on research for educator evaluation, and conforms to the laws, regulations, and policies to which we adhere. And finally, it values the investment each of us maintains towards realizing the goal of high expectations for learning for all of our students.

**purposes of evaluation**

In summary, our evaluation system is designed to:

**promote growth and development:**

Educators will have regular and timely feedback and opportunities for development that support continuous growth and improvement;

**acknowledge excellence:**

Educators will be recognized for excellence;

**clarify expectations:**

Educators will have a clear, explicit set of expectations and implications for performance;

**be differentiated:**

Educators will have support and supervision suited to their strengths and needs;

**place student learning at the center:**

Student learning is central to the evaluation and development of our workforce—and is the core work of our schools; and

**promote professionalism:**

Exemplary educators regularly reflect on their effectiveness, maintain evidence of their successes, and welcome frequent and constructive feedback about how to be more effective in their craft.
THE CES TEACHER EVALUATION SYSTEM

Performance
In accordance with Article 15 of the agreement between the Collaborative for Educational Services and SEIU Local 509, teachers will be evaluated using multiple sources of data. Generally speaking, the process will include employee development through collaborative goal setting, formal and informal performance observations, and performance feedback, resulting in a summative evaluation.

Each educator will be assigned one Primary Evaluator. Other administrators, supervisors and colleagues may also provide input to your Primary Evaluator based on their observations or other data. Your Primary Evaluator will consider multiple types of evidence before assigning a summative rating, including, but not limited to, observations by teaching coordinators, regional or central leadership, progress on standards and indicators, progress on Educator Goals, and other types and sources of data.

Should an educator receive a summative rating of unsatisfactory and the educator disagrees with this rating, the educator may request a meeting with the Primary Evaluator’s supervisor to discuss the disagreement. The Primary Evaluator may attend this meeting at the supervisor’s discretion.

During the 2019-2020 academic year, the CES Teacher Evaluation System and our corresponding professional development will aim to support teachers to successfully fulfill the expectations for performance in the Standards and Indicators of Effective Teaching:

- Standard 1: Curriculum, Planning, and Assessment
- Standard 2: Teaching All Students
- Standard 3: Family and Community Engagement; and
- Standard 4: Professional Culture

The selected standards and indicators of effectiveness are aligned to the regulations set forth by the Department of Elementary and Secondary Education for teacher evaluation.

Teachers will be evaluated throughout the year and will receive qualitative performance feedback and summative or formative evaluation ratings of:

- 4 = exemplary; 3 = proficient; 2 = needs improvement; or 1 = unsatisfactory

These ratings coupled with additional supporting evidence will inform the employee’s educator plan assignment and employment options for the teacher going forward.
## Educator Standards and Indicators

### 2019-2020 Standards and Indicators for CES Teachers

<table>
<thead>
<tr>
<th>STANDARD I</th>
<th>STANDARD II</th>
<th>STANDARD III</th>
<th>STANDARD IV</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum, Planning, and Assessment</strong></td>
<td><strong>Teaching All Students</strong></td>
<td><strong>Family and Community Engagement</strong></td>
<td><strong>Professional Culture</strong></td>
</tr>
<tr>
<td>A. Curriculum and Planning Indicator</td>
<td>A. Instruction Indicator</td>
<td>A. Engagement Indicator</td>
<td>A. Reflection Indicator</td>
</tr>
<tr>
<td>1. Subject Matter Knowledge</td>
<td>1. Quality of Effort and Work</td>
<td>1. Parent/Family Engagement</td>
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<tr>
<td>2. Child and Adolescent Development</td>
<td>2. Student Engagement</td>
<td>1. Reflective Practice</td>
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<tr>
<td>4. Well-Structured Lesson</td>
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<tr>
<td><strong>B. Assessment Indicator</strong></td>
<td>B. Learning Environment Indicator</td>
<td>B. Collaboration Indicator</td>
<td>B. Professional Growth Indicator</td>
</tr>
<tr>
<td>2. Adjustments to Practice</td>
<td>2. Collaborative Learning Environment</td>
<td></td>
<td>1. Professional Learning and Growth</td>
</tr>
<tr>
<td><strong>C. Analysis Indicator</strong></td>
<td>C. Cultural Proficiency Indicator</td>
<td>C. Communication Indicator</td>
<td>C. Collaboration Indicator</td>
</tr>
<tr>
<td>3. Sharing Conclusions With Students</td>
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<tr>
<td><strong>D. Expectations Indicator</strong></td>
<td></td>
<td></td>
<td>D. Decision-Making Indicator</td>
</tr>
<tr>
<td>1. Clear Expectations</td>
<td></td>
<td></td>
<td>1. Decision-making</td>
</tr>
<tr>
<td>2. High Expectations</td>
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<tr>
<td>3. Access to Knowledge</td>
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<tr>
<td><strong>E. Shared Responsibility Indicator</strong></td>
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<tr>
<td>1. Shared Responsibility</td>
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<tr>
<td><strong>F. Professional Responsibilities Indicator</strong></td>
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<tr>
<td>1. Judgment</td>
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<td></td>
</tr>
<tr>
<td>2. Reliability and Responsibility</td>
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</table>

* In DYS and SEIS settings, a caring adult could be a family member, a caregiver, program staff, a clinician, a caseworker, a DCF worker, an advocate, or others who are stakeholders in the success of a student.

Opportunities to interact with other caring adults may exist in programs; at performances; at parents’ night or open house; graduation celebrations; College and Career Fairs; and in district or regional offices.
## Standards and Indicators of Effective Teaching 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 and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes, in accord with the principles of UbD and UDL.

<table>
<thead>
<tr>
<th>I-A. Elements</th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I-A-1. Subject Matter Knowledge</strong></td>
<td>Demonstrates limited knowledge of the subject matter and/or its pedagogy; relies heavily on textbooks or resources for development of the factual content. Rarely engages students in learning experiences focused on complex knowledge or skills in the subject.</td>
<td>Demonstrates factual knowledge of subject matter and the pedagogy it requires by sometimes engaging students in learning experiences around complex knowledge and skills in the subject.</td>
<td>Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and skills in the subject.</td>
<td>Demonstrates expertise in subject matter and the pedagogy it requires by engaging all students in learning experiences that enable them to synthesize complex knowledge and skills in the subject. Is able to model this element.</td>
</tr>
<tr>
<td><strong>I-A-2. Child and Adolescent Development</strong></td>
<td>Demonstrates little or no knowledge of developmental levels of students this age or differences in how students learn. Typically develops one learning experience for all students that does not enable most students to meet the intended outcomes.</td>
<td>Demonstrates knowledge of developmental levels of students this age but does not identify developmental levels and ways of learning among the students in the class and/or develops learning experiences that enable some, but not all, students to move toward meeting intended outcomes.</td>
<td>Demonstrates knowledge of the developmental levels of students in the classroom and the different ways these students learn by providing differentiated learning experiences that enable all students to progress toward meeting intended outcomes.</td>
<td>Demonstrates expert knowledge of the developmental levels of the teacher’s own students and students in this grade or subject more generally and uses this knowledge to differentiate and expand learning experiences that enable all students to make significant progress toward meeting stated outcomes. Is able to model this element.</td>
</tr>
</tbody>
</table>
## Standards and Indicators of Effective Teaching Practice: Teacher Rubric

### Standard I: Curriculum, Planning, and Assessment cont.

<table>
<thead>
<tr>
<th>I-A. Elements</th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>I-A-3. Rigorous Standards-Based Unit Design</td>
<td>Plans individual lessons rather than units of instruction, or designs units of instruction that are not aligned with state standards/ and CES Curriculum, e.g. DYS Instructional Guides, lack measurable outcomes, and/or include tasks that mostly rely on lower level thinking skills.</td>
<td>Designs units of instruction that address some knowledge and skills defined in state standards and CES Curriculum, e.g. DYS Instructional Guides, but some student outcomes are poorly defined and/or tasks rarely require higher-order thinking skills.</td>
<td>Designs units of instruction with measurable outcomes and challenging tasks requiring higher-order thinking skills that enable all students to learn the knowledge and skills defined in state standards/CES Curriculum, e.g. DYS Instructional Guides or DMH Curriculum Maps, in line with the principles of UbD and UDL.</td>
<td>Designs integrated units of instruction with measurable, accessible outcomes and challenging tasks requiring higher-order thinking skills that enable students to learn and apply the knowledge and skills defined in state standards/ CES Curriculum, e.g. DYS Instructional Guides, in line with the principles of UbD and UDL. Is able to model this element.</td>
</tr>
<tr>
<td>I-A-4. Well-Structured Lessons</td>
<td>Develops lessons with ineffective student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class.</td>
<td>Develops lessons with only some elements of effective student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.</td>
<td>Develops well-structured lessons with challenging, measurable objectives and effective student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.</td>
<td>Develops well-structured and highly engaging lessons with challenging, measurable objectives and effective student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student’s needs. Is able to model this element.</td>
</tr>
</tbody>
</table>
## Standards and Indicators of Effective Teaching Practice: Teacher Rubric

**Standard I: Curriculum, Planning, and Assessment cont.**

### 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.

<table>
<thead>
<tr>
<th>I-B. Elements</th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>I-B-1. Variety of Assessment Methods</td>
<td>Administers only the assessments required and/or measures only point-in-time student achievement.</td>
<td>May administer some informal and/or formal assessments to measure student learning but rarely measures student progress toward achieving state/CES standards.</td>
<td>Designs and administers a variety of informal and formal methods and assessments, to measure each student's learning, growth, and progress toward achieving state/CES standards.</td>
<td>Uses an integrated, comprehensive system of informal and formal assessments to measure student learning, growth, and progress toward achieving state/CES standards. Is able to model this element.</td>
</tr>
<tr>
<td>I-B-2. Adjustment to Practice</td>
<td>Makes few adjustments to practice based on formal and informal assessments.</td>
<td>May organize and analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings.</td>
<td>Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement effective differentiated interventions and enhancements for students.</td>
<td>Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice and identify and/or implement effective differentiated interventions and enhancements for individuals and groups of students and appropriate modifications of lessons and units. Is able to model this element.</td>
</tr>
</tbody>
</table>
## Standards and Indicators of Effective Teaching Practice: Teacher Rubric

### Standard I: Curriculum, Planning, and Assessment cont.

<table>
<thead>
<tr>
<th>INDICATOR I-C.</th>
<th>Analysis: Analyzes data from assessments, draws conclusions, and shares them appropriately.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I-C. Elements</strong></td>
<td><strong>Unsatisfactory</strong></td>
</tr>
<tr>
<td><strong>I-C-1. Analysis and Conclusions</strong></td>
<td>Does not draw conclusions from student data beyond completing minimal requirements such as grading for transcripts, and/or academic growth reports or in learning team meetings.</td>
</tr>
<tr>
<td><strong>I-C-2. Sharing Conclusions With Colleagues</strong></td>
<td>Rarely shares with colleagues conclusions about student progress and/or rarely seeks feedback.</td>
</tr>
<tr>
<td><strong>I-C-3. Sharing Conclusions With Students</strong></td>
<td>Provides little or no feedback on student performance except through grades or report of task completion, or provides inappropriate feedback that does not support students to improve their performance.</td>
</tr>
</tbody>
</table>
### Standards and Indicators of Effective Teaching Practice: Teacher Rubric

#### Standard II: Teaching All Students.

The teacher fosters positive relationships to promote 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.

<table>
<thead>
<tr>
<th>INDICATOR II-A.</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I-A. Elements</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>II-A-1. Quality of Effort and Work</td>
<td>Establishes no or low expectations around quality of work and effort and/or offers few supports for students to produce quality work or effort.</td>
</tr>
<tr>
<td>II-A-2. Student Engagement</td>
<td>Uses instructional practices that leave most students uninvolved and/or passive participants.</td>
</tr>
<tr>
<td>II-A-3. Meeting Diverse Needs and Strengths</td>
<td>Uses limited and/or ineffective practices to accommodate differences.</td>
</tr>
</tbody>
</table>
## Standards and Indicators of Effective Teaching Practice: Teacher Rubric

### Standard II: Teaching All Students cont.

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>Learning Environment: Creates and maintains a safe and collaborative learning environment, consistent with Positive Youth Development that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>II-B. Elements</td>
<td>Un satisfactory</td>
</tr>
<tr>
<td>II-B-1. Safe Learning Environment</td>
<td>Maintains a physical environment that is unsafe or does not support student learning. Uses ineffective or inappropriate rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students’ learning.</td>
</tr>
<tr>
<td>II-B-2. Collaborative Learning Environment</td>
<td>Makes little effort to teach interpersonal, group, and communication skills or facilitate student work in groups, or such attempts are ineffective.</td>
</tr>
<tr>
<td>II-B-3. Student Motivation</td>
<td>Directs all learning experiences, providing few, if any, opportunities for students to take academic risks or challenge themselves to learn.</td>
</tr>
</tbody>
</table>
**Standards and Indicators of Effective Teaching Practice: Teacher Rubric**

*Standard II: Teaching All Students cont.*

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>Cultural Proficiency: Actively creates and maintains an environment in which students’ diverse backgrounds, identities, strengths, and challenges are respected.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>II-C.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>II-C-1.</strong></td>
<td><strong>Respects Differences</strong></td>
</tr>
<tr>
<td>II-C. Elements</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td><strong>II-C-1.</strong></td>
<td>Establishes an environment in which students demonstrate limited respect for individual differences.</td>
</tr>
<tr>
<td><strong>II-C-2.</strong></td>
<td><strong>Maintains Respectful Environment</strong></td>
</tr>
<tr>
<td>II-C. Elements</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td><strong>II-C-2.</strong></td>
<td>Minimizes or ignores conflicts and/or responds in inappropriate or ineffective ways.</td>
</tr>
</tbody>
</table>
## Standards and Indicators of Effective Teaching Practice: Teacher Rubric

### Standard II: Teaching All Students cont.

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>Expectations: Plans and implements lessons that set clear and high expectations and also make knowledge accessible for all students, e.g. reviewing the KUDs, employing principles of UDL, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>II-D.</td>
<td></td>
</tr>
<tr>
<td>II-D-1. Clear Expectations</td>
<td><strong>Unsatisfactory</strong> Does not make specific academic and behavior expectations clear to students beyond posting the KUDs. <strong>Needs Improvement</strong> May announce and post classroom academic and behavior rules and consequences, but inconsistently or ineffectively enforces them. <strong>Proficient</strong> Clearly communicates and consistently enforces specific standards for student work, effort, and behavior. Most students are able to describe the lesson objective. <strong>Exemplary</strong> Clearly communicates and consistently enforces specific standards for student work, effort, and behavior so that most students are able to describe them and take ownership of meeting them. Is able to model this element.</td>
</tr>
<tr>
<td>II-D-2. High Expectations grounded in a growth mindset</td>
<td><strong>Unsatisfactory</strong> Gives up on some students or communicates that some cannot master challenging material. <strong>Needs Improvement</strong> May tell students that the subject or assignment is challenging and that they need to work hard but does little to counteract student misconceptions about innate ability. <strong>Proficient</strong> Effectively models and reinforces ways that students can master challenging material through effective effort, including learning strategies. Models a growth mindset. <strong>Exemplary</strong> Effectively models and reinforces ways that students can consistently master challenging material through effective effort, including learning strategies. Models a growth mindset. Successfully challenges students’ misconceptions about innate ability. Is able to model this element.</td>
</tr>
<tr>
<td>II-D-3. Access to Knowledge</td>
<td><strong>Unsatisfactory</strong> Rarely adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities. <strong>Needs Improvement</strong> Occasionally adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities. <strong>Proficient</strong> Consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English Language Learners and students with disabilities. <strong>Exemplary</strong> Individually and with colleagues, consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities. Is able to model this element.</td>
</tr>
</tbody>
</table>
**Standards and Indicators of Effective Teaching Practice: Teacher Rubric**

**Standard III: Family and Community Engagement.** The teacher promotes the learning and growth of all students through effective and appropriate partnerships with caring adults.

<table>
<thead>
<tr>
<th>INDICATOR III-A.</th>
<th>Engagement: Welcomes and encourages every caring adult to become active participants in the classroom and school community.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>III-A. Elements</strong></td>
<td><strong>Unsatisfactory</strong></td>
</tr>
<tr>
<td>III-A-1. Parent/ Family Engagement</td>
<td>Does not seek to invite caring adults in the classroom and school to support student learning.</td>
</tr>
<tr>
<td></td>
<td>Does not attend mandatory events such as parent night or open house.</td>
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</table>

<table>
<thead>
<tr>
<th>INDICATOR III-B.</th>
<th>Learning Expectations: Collaborates with caring adults to create and implement strategies for supporting student learning and development.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>III-B. Elements</strong></td>
<td><strong>Unsatisfactory</strong></td>
</tr>
<tr>
<td>III-B-1. Learning Expectations</td>
<td>Does not inform caring adults about learning or behavior expectations.</td>
</tr>
</tbody>
</table>
Standards and Indicators of Effective Teaching Practice: Teacher Rubric


<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>Communication: Engages in regular, two-way, and culturally proficient communication with caring adults about student learning and performance.</th>
</tr>
</thead>
<tbody>
<tr>
<td>III-C.</td>
<td></td>
</tr>
<tr>
<td>III-C.1.</td>
<td></td>
</tr>
<tr>
<td>Two-Way,</td>
<td>Uses deficit-based or insensitive language to discuss student success or challenges with other caring adults.</td>
</tr>
<tr>
<td>Culturally</td>
<td>Doesn’t discuss student success and challenges with other caring adults.</td>
</tr>
<tr>
<td>Proficient</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>Does not use asset-based or sensitive language to discuss student success or challenges with other caring adults.</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>Does not initiate discussions about students with other caring adults.</td>
</tr>
<tr>
<td>Proficient</td>
<td>Participates in regular two-way conversations with caring adults to support student success in the classroom and school community.</td>
</tr>
<tr>
<td>Exemplary</td>
<td>Initiates authentic conversation with caring adults to support student success in the classroom and school community.</td>
</tr>
<tr>
<td></td>
<td>Models asset-based and culturally responsive discussions about student success and challenges with caring adults.</td>
</tr>
<tr>
<td></td>
<td>Is able to model this element.</td>
</tr>
</tbody>
</table>
## Standards and Indicators of Effective Teaching 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.

<table>
<thead>
<tr>
<th>INDICATOR IV-A</th>
<th>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.</th>
<th>IV-A-1. Reflective Practice</th>
<th>IV-A-2. Goal Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV-A. Elements</td>
<td></td>
<td>Unsatisfactory</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>IV-A-1.</td>
<td>Demonstrates limited reflection on practice and/or use of insights gained to improve practice.</td>
<td>May reflect on the effectiveness of lessons/ units and interactions with students but not with colleagues and/or rarely uses insights to improve practice.</td>
<td>Proposes goals that are sometimes vague or easy to achieve and/or bases goals on a limited self-assessment and analysis of student learning data.</td>
</tr>
<tr>
<td>IV-A-2.</td>
<td>Generally, participates passively in the goal-setting process and/or proposes goals that are vague or easy to reach.</td>
<td>Proposes goals that are sometimes vague or easy to achieve and/or bases goals on a limited self-assessment and analysis of student learning data.</td>
<td>Proposes challenging, measurable professional practice, team, and student learning goals to supervisors that are based on thorough self-assessment and analysis of student learning data.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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.</td>
<td>Individually and with colleagues and supervisors builds capacity to propose and monitor challenging, measurable goals based on thorough self-assessment and analysis of student learning data.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Is able to model this element.</td>
<td>Is able to model this element.</td>
</tr>
</tbody>
</table>

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CES | TES · Teacher Evaluation System · 2019-2020
## Standards and Indicators of Effective Teaching Practice: Teacher Rubric

### Standard IV: Professional Culture cont.

<table>
<thead>
<tr>
<th>INDICATOR IV-B.</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV-B. Elements</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>IV-B-1. Professional Learning and Growth</td>
<td>Uses few, if any, skills learned in professional development and learning opportunities to improve practice and/or applies little new learning to practice.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INDICATOR IV-C.</th>
<th>Collaboration: Collaborates effectively with colleagues on a wide range of tasks, including co-planning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV-C. Elements</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>IV-C-1. Professional Collaboration</td>
<td>Rarely and/or ineffectively collaborates with colleagues; conversations often lack focus on improving student learning. Does not meet expectations for co-planning.</td>
</tr>
</tbody>
</table>
Standards and Indicators of Effective Teaching Practice: Teacher Rubric

Standard IV: Professional Culture cont.

<table>
<thead>
<tr>
<th>INDICATOR IV-D.</th>
<th>Decision-Making: Is involved in school-wide decision making, and takes an active role in school improvement planning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV-D. Elements</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>IV-D-1. Decision Making</td>
<td>Participates in planning and decision making at the program only when asked and rarely contributes relevant ideas or expertise.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INDICATOR IV-E.</th>
<th>Shared Responsibility: Shares responsibility for the performance of all students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV-E. Elements</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>IV-E-1. Shared Responsibility</td>
<td>Rarely reinforces program-wide behavior and learning expectations for all students including those identified with IEPs, ELLs, or behavior challenges and/or makes a limited contribution to their learning by rarely sharing responsibility for meeting their needs.</td>
</tr>
</tbody>
</table>
### Standards and Indicators of Effective Teaching Practice: Teacher Rubric

**Standard IV: Professional Culture cont.**

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>Professional Responsibilities: Is ethical and reliable, adheres to all program and agency policies, procedures, and guidelines, and meets routine responsibilities consistently.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I-F. Elements</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>I-F-1. Judgment</td>
<td>Demonstrates poor judgment and/or discloses confidential student information inappropriately. Does not seek support from supervisor.</td>
</tr>
<tr>
<td>I-F-2. Reliability &amp; Responsibility</td>
<td>Frequently misses or is late to assignments, makes errors in records, and/or misses paperwork deadlines; frequently late or absent. Is frequently cited for not adhering to program and/or agency policies, procedures, and guidelines.</td>
</tr>
</tbody>
</table>
Our Differentiated Approach

All teachers are placed on one of four Educator Plans. These plans serve as a guide for both the evaluator and the teacher as to the differentiated nature of evaluative activities and supervisory direction. In some instances, teachers may be moved from a Developing, Directed, or Self-Directed Growth Plan to an Improvement Plan during the year based on their Primary Evaluator’s professional judgment that performance improvements are required and additional support and monitoring is necessary.

Assignment to one of the four educator plans is outlined below:

1. **Self-Directed Growth Plan**: A plan of one or two school years for experienced educators who are rated Proficient or Exemplary in each Standard and indicator, developed by the educator, with input from the Evaluator. Evaluators may assign a Self-Directed Growth Plan to an educator who received Needs Improvement on one or two individual indicators at his/her discretion.

2. **Directed Growth Plan**: A plan of one school year or less for educators who are rated Needs Improvement in any standard or indicator, or overall, as determined by the evaluator, developed by the educator and the evaluator.

3. **New/Developing Educator Plan**: A plan developed by the educator and the evaluator for one school year or less; for educators new to CES or working a new assignment, at the discretion of the Evaluator. Educators will remain on a New/Developing Educator plan for their first three years at CES.

4. **Improvement Plan**: A plan of at least 30 days and no more than one school year, for educators who are rated Unsatisfactory or Needs Improvement in any Standard or indicator, or overall, as determined by the Evaluator, developed by the Evaluator with goals specific to improving the educator’s Unsatisfactory performance. An Evaluator may place an educator on an Improvement Plan at any time.

Educator Plan Placement for 2019-2020

Educators in their first three years of teaching with CES or on a new assignment at Evaluator’s discretion will be placed on a Developing Educator Plan.

Teachers who previously scored Unsatisfactory or Needs Improvement on any Standard or indicator or overall will have either an Improvement Plan or a Directed Growth Plan, at the Evaluator’s discretion.

Teachers who previously scored Proficient or Exemplary in every Standard and Indicator and overall will have either a one- or two-year Self-Directed Growth Plan, at the Evaluator’s discretion.

All plan assignments and lengths are at the discretion of the Primary Evaluator. Additional details about the purpose, evaluative activities, and related methods are outlined as follows as they pertain to the teachers’ Educator Plan.
## Educator Plan Placement

### Purpose, Evaluative Activities, and Methods

<table>
<thead>
<tr>
<th>New/Developing Growth Plan</th>
<th>Self-Directed and Directed Growth Plans</th>
<th>Improvement Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose:</strong></td>
<td><strong>Purpose:</strong></td>
<td><strong>Purpose:</strong></td>
</tr>
<tr>
<td>To provide data for plan status and employment</td>
<td>To provide data for plan status and employment</td>
<td>To provide targeted assistance to teachers</td>
</tr>
<tr>
<td>To provide orientation to teaching in our program settings</td>
<td>To support teachers in sustaining skills in all evaluation categories</td>
<td>To provide teachers with support and feedback</td>
</tr>
<tr>
<td>To provide orientation to teaching standards</td>
<td>To provide teachers with support and feedback</td>
<td>To ensure professional growth</td>
</tr>
<tr>
<td>To provide new teachers and teachers needing some improvement with additional support and feedback</td>
<td>To ensure professional growth</td>
<td>To enhance student achievement</td>
</tr>
<tr>
<td>To enhance professional growth</td>
<td>To enhance student achievement</td>
<td></td>
</tr>
<tr>
<td>To enhance student achievement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>What:</strong></th>
<th><strong>Evidence of student learning</strong></th>
<th><strong>Evidence of student learning</strong></th>
<th><strong>Completion of Teacher Improvement Plan</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mini-Observations</td>
<td>Mini-Observations</td>
<td>Evidence of student learning</td>
</tr>
<tr>
<td></td>
<td>Formal observation and performance feedback</td>
<td>Formal observation and performance feedback (Directed Growth Plan only, at Evaluator’s discretion)</td>
<td>Mini-Observations</td>
</tr>
<tr>
<td></td>
<td>Demonstrated progress in Educator Plan goals</td>
<td>Demonstrated progress in Educator Plan goals</td>
<td>Formal observation and performance feedback</td>
</tr>
<tr>
<td></td>
<td>Directory of Evidence (Teacher Portfolio)</td>
<td>Directory of Evidence (Teacher Portfolio)</td>
<td>Reflection on professional growth and evidence of self-evaluation</td>
</tr>
<tr>
<td></td>
<td>Reflection on professional growth and evidence of self-evaluation</td>
<td>Reflection on professional growth and evidence of self-evaluation</td>
<td>Demonstrated progress in Educator Plan goals</td>
</tr>
<tr>
<td></td>
<td>Professional culture feedback and adherence to professional responsibilities</td>
<td>Professional culture feedback and adherence to professional responsibilities</td>
<td>Directory of Evidence (Teacher Portfolio)</td>
</tr>
<tr>
<td></td>
<td>Formative assessment at mid-cycle</td>
<td>Formative Assessment or Evaluation at mid-cycle; Evaluation at end of year for teachers in the formative year of a two year plan, or a Formative Assessment mid-year for teachers on a one year plan.</td>
<td>Professional culture feedback and adherence to professional responsibilities</td>
</tr>
<tr>
<td></td>
<td>Summative Evaluation: Culmination of year’s data in a written report</td>
<td>Summative Evaluation: Culmination of year’s data (one year plan) or two year’s data (two year plan) in a written report for teachers that provides summative rating for each indicator and overall</td>
<td>Formative assessment at mid-cycle</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Summative Evaluation:</strong> Culmination of year’s data in a written report</td>
</tr>
</tbody>
</table>

Continues on next page
<table>
<thead>
<tr>
<th>New/Developing Growth Plan</th>
<th>Self-Directed and Directed Growth Plans</th>
<th>Improvement Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Method:</strong> Review of evidence of student learning jointly with supervisors</td>
<td><strong>Method:</strong> Review of evidence of student learning jointly with supervisors</td>
<td><strong>Method:</strong> Review of evidence of student learning jointly with supervisors</td>
</tr>
<tr>
<td>Mini-Observations: At least four mini-observations of at least ten minutes by primary evaluator.</td>
<td>Mini-Observations: At least four mini-observations of at least ten minutes by primary evaluator.</td>
<td>Mini-Observations: At least four mini-observations of at least ten minutes by primary evaluator.</td>
</tr>
<tr>
<td>Formal observation(s) by evaluator, including performance feedback</td>
<td>Formal observation(s) by evaluator, including performance feedback. (Evaluators may choose not to do a formal observation of Educators on a Self-Directed or Directed Growth Plan)</td>
<td>Formal observation(s) by evaluator, including performance feedback.</td>
</tr>
<tr>
<td>Formative Assessment during the year</td>
<td>Formative Assessment at mid-cycle for teachers on a two year Self-Directed Plan and at the middle of a one year plan</td>
<td>Formative Assessment at mid-cycle</td>
</tr>
<tr>
<td>Summative Evaluation on each Standard and Overall and review with evaluator</td>
<td>Summative Evaluation and review with evaluator, at the end of the plan</td>
<td>Additional observation and feedback by Evaluator, focused specifically on all aspects of the Improvement Plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Summative Evaluation and review with evaluator, including performance feedback on Professional Culture Standard</td>
</tr>
</tbody>
</table>
The Evaluation Process

There are five main phases to the process. These include:

1) self-assessment
2) goal setting and plan development
3) implementation of an Educator Plan
4) formative assessments and evaluation including, but not limited to, informal and formal observations, classroom walkthroughs and performance feedback
5) summative evaluation

Every educator participates in this five-step cycle of continuous improvement. The cycle is the centerpiece of the Massachusetts regulations designed to have all educators play a more active, engaged role in their professional growth and development. For every educator, evaluation begins with self-assessment. The self-assessment leads to establishing three goals in the Educator’s plan for the year. The cycle concludes with the summative evaluation.

PHASE 1: Self-assessment

An Educator Plan supports an educator’s efforts to improve student learning, growth, and achievement; and shall be designed to provide teachers with adequate feedback for improvement, professional growth and leadership, and ensure educator effectiveness and overall system accountability.

In the first eight (8) weeks of school, all teachers and teaching coordinators will review the three Standards and Indicators of Effective Teaching and use the self-assessment tool for this purpose. This self-assessment will result in initial goal setting for review/feedback by the Primary Evaluator.

PHASE 2: Goal Setting and Plan Development

Goal proposal is a key moment for teachers to take ownership of their own evaluations. If proposed goals lack “SMART” qualities (Specific and Strategic, Measurable and Monitored, Action-oriented and Attainable, Rigorous, Realistic and Results-Focused, and Timed and Tracked), they will be difficult to implement and monitor. Therefore, both supervisors and instructional coaches are available to support development and fulfillment of robust SMART goals.

All educator plans shall include one goal for each of the Standards and Indicators of Effective Teaching for a total of three (3) goals. The goals must include: (1.) Student Learning Goal, (2.) Professional Practice Goal, and (3.) Team Goal.

Team Goals should be related to PD outcomes or goals or work within content areas. For example, a program might have a goal to improve differentiation, transition planning, incorporating CCSS standards, etc. Team Goals must be approved by the Regional Education Coordinator and/or Assistant Regional Education Coordinator. Educators will be assessed individually on his or her contributions to the team goal.
For educators on a two-year Self-Directed Plan, the Student Learning Goal and Professional Practice Goal are in place for the duration of the two-year plan. The Team Goal may change each year, depending on the goal, the educator’s program needs, and input from the TC, supervisors, coordinators, and the Primary Evaluator.

It is the educator’s responsibility to meet the goals in the plan and to demonstrate her/his progress throughout the year, through the collection of two to three pieces of evidence per goal in a portfolio. Additionally, demonstration of progress by the educator relative to these goals will be included in the educator’s summative evaluation.

It is expected that by the end of October, goals will have been reviewed, revised (if necessary), and endorsed by the Primary Evaluator.

**PHASE 3: Implementation of an Educator Plan**
Throughout the year, all educators and teaching coordinators will maintain a portfolio demonstrating evidence of their progress towards their Educator Plan goals and their teaching performance in relation to the Standards and Indicators of Effective Teaching. Artifacts/PD products developed during the course of Professional Development may serve as evidence towards meeting one’s Educator Plan goals, depending on the nature of the goals that were originally established. Furthermore, we recommend using the *TeachPoint* system for storing selected artifacts that demonstrate evidence of your progress, in addition to your hard copy portfolio.

**PHASE 4: Formative Assessments and Evaluations**
Formative Assessments and Evaluations are generally given at the mid-point of the year or evaluation cycle, in order to inform the educator of his or her progress so far towards the goals and performance on the standards and indicators.

A Formative Assessment contains feedback that is not given a rating by the Primary Evaluator.

A Formative Evaluation contains feedback that is given a rating by the Primary Evaluator.

Evaluators are responsible for collecting evidence of teacher performance throughout the year. This evidence will include performance observations, the feedback of others, and artifacts of the teacher’s practice, e.g. unit plans, evidence of student learning, learning team logs including, but not limited to professional practice data, classroom walkthrough data, etc. indicating a teacher’s performance relevant to the Standards and Indicators of Effective Teaching.

Evaluators are expected to conduct a series of mini observations throughout the year as established in Appendix A. Mini-observations are intended to encourage reflection and dialogue among teachers and supervisors, including performance feedback regarding behaviors and indicators of quality teaching and student learning. These mini-observations may or may not be announced, will be at least 10 minutes long, will result in feedback on teacher’s performance based on the data collected during the mini-observation, and allows for the educator to provide a written comment about the observation data.
When practicable, the Evaluator will offer brief feedback in person or by phone as soon as possible after the mini-observation and written feedback thereafter (through TeachPoint, using the Observation Report Form, Appendix C).

For educators on a Developing Educator Plan, an Improvement Plan, or a Directed Growth Educator Plan, the Primary Evaluator will schedule a formal observation of an entire lesson during the course of the year. At the Primary Evaluator’s discretion, additional formal observations may be scheduled for a teacher if deemed necessary. Evaluators may choose not to conduct a formal observation of an educator on a Directed Growth Plan.

Prior to a formal observation, the Primary Evaluator will meet with the teacher in the Pre-Observation Conference, and review the lesson and unit plans and any other documentation pertinent to instruction. During the Post Observation Conference, there will be structured reflection on the formal observation and other areas of teacher performance, such as her/his progress on her/his Educator Goals. The evaluator will also provide written feedback on the teacher’s performance based on the data collected during the formal observation process. The formal observation tool also provides space for the teachers to reflect and comment.

Evaluators will strive to share written performance feedback using the TeachPoint evaluation system within a week (5 working days) of an observation being conducted. Further, educator feedback must be submitted within a week (5 working days) of an evaluation being shared. By the end of this period, it is the responsibility of the educator to acknowledge receipt of the evaluation by clicking on the “signature” button at the bottom of the form. The Evaluator will be responsible for reviewing any feedback and signing within another 5 working day period. Altogether this process should take no longer than 15 working days. While there may be exceptions to this rule, such as during school vacations, or when an employee is out for one reason or another, we believe this is a reasonable timeframe for completing the process while allowing for reflection to occur by all parties involved.

For educators on a Self-Directed Plan, the Primary Evaluator may choose to provide a formative assessment in the middle of the year. At the end of each year the Evaluator will provide a Summative Assessment, which will include a rating.

Primary Evaluators will conduct a Formative Assessment at mid-year for all educators not on a two year Self-Directed Growth Plan that assesses teachers on each of the standards based on 3 -5 artifacts collected by the educator and other sources selected by the Evaluator.

The Primary Evaluator may elect to perform a Formative Assessment during the middle of the year for teachers on any plan.
PHASE 5: Summative Evaluation

The implications of a educator’s summative evaluation at this time are outlined in the *Implications of Evaluative Ratings Flowchart* (Appendix B) and are consistent with the comprehensive evaluation system designed by the Department of Elementary and Secondary Education (ESE), pursuant to the new educator evaluation regulations, 603 CMR 35.00.

If at any time in this process the Primary Evaluator determines that the educator’s performance is *Unsatisfactory*, the Evaluator is responsible for communicating steps for improvement using the *Teacher Improvement Plan* (TeachPoint Form C-4).

As stated above, educators will have a summative evaluation every year.

Teachers are expected to maintain a Directory of Evidence Form containing artifacts and data collected during the course of the school year(s) demonstrating performance on each of the standards and indicators. Educators should be prepared to demonstrate 3-5 pieces of evidence for each standard. The same artifacts can be used as evidence for more than one standard or indicator.

The portfolio will be used to support a summative rating, based on the Primary Evaluator’s training and professional judgment. Further, teacher performance relative to their Educator Goals will be used, as will the professional judgment of the Primary Evaluator.

Based on the summative evaluation, the Primary Evaluator will recommend whether to keep the educator on the same plan, to change the educator plan, to recommend for promotion, or in some cases, to demote or not rehire the educator. Every educator will receive a rating each year.

**Note:**

Part-time teachers or teachers who start mid-year will have prorated evaluative activities at the Primary Evaluator’s discretion.

Teachers in two or more programs will be assigned a ‘home base’ where in addition to the Primary Evaluator, the Teaching Coordinator will be responsible for some evaluative activities.
<table>
<thead>
<tr>
<th>Estimated Timeframe</th>
<th>New/Developing Educator Plan</th>
<th>Self-Directed and Directed Growth Plan</th>
<th>Improvement Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>August through end of October</td>
<td>1. Evaluation system provided and reviewed</td>
<td>1. Evaluation system provided and reviewed</td>
<td>1. Evaluation system provided and reviewed</td>
</tr>
<tr>
<td></td>
<td>2. Self-assess and formulate Educator Plan goals</td>
<td>2. Self-assess and formulate Educator Plan goals</td>
<td>2. Improvement plan expectations are set/reviewed</td>
</tr>
<tr>
<td></td>
<td>2. Formal observation</td>
<td>2. Formal observation (Directed Growth Plan only, at evaluator’s discretion)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Maintain evidence of performance in portfolio</td>
<td>3. Formative Assessment for teachers on a one year plan</td>
<td></td>
</tr>
<tr>
<td>Mid-May through June</td>
<td>1. Mini-Observations may continue</td>
<td>1. Mini-Observations may continue</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Summative Evaluation</td>
<td>2. Summative Evaluation for one year plans; Formative Evaluation for two year plans</td>
<td></td>
</tr>
</tbody>
</table>
Important Definitions

Administrative Supervisor:
Regional Education Coordinators, Assistant Regional Education Coordinators, SEIS Coordinators, and other Supervising Administrators from the Collaborative for Educational Services.

Artifact:
A product that exists as a result of a teacher’s work. An artifact is a natural by-product of a teacher’s work; it is not created for the purpose of satisfying evaluation requirements. A teacher may use an artifact as an exemplar of her/his work. An artifact may provide evidence for more than one goal, standard, or indicator.

Data:
Evidence or facts used as the basis for reasoning, discussion, or planning.

Mini-Observation:
A brief informal process focused on documenting classroom observations that encourages reflective dialogue between the observer and the teacher. Classroom walkthroughs are conducted by Evaluators, Regional Education Coordinators, Assistant Regional Education Coordinators, SEIS Coordinators, Teaching Coordinators, and/or CES/SEIS Administrative Leadership.

Educator Plan:
A plan comprised of a set of goals and strategies that the educator will address in order to improve performance consistent with the priorities of the organization. The goals of this plan may also align with the educator’s individual professional development plan goals required by the Commonwealth.

Evaluator:
A person primarily responsible for carrying out a component of a teacher’s evaluation, providing feedback to the educator, and assigning a rating at the end of each year. These may include Regional Education Coordinators, Assistant Regional Education Coordinators, SEIS Coordinators, Teaching Coordinators, and CES/SEIS Administrative Leadership. Each educator will have one Evaluator of Record (Primary Evaluator).

Evidence:
Documents, examples, observations, or artifacts that demonstrate or confirm the work of the person being evaluated, and support the professional judgment rating assigned by the evaluator on the given standard and/or indicator.

Feedback:
The information and recommendations provided to a teacher about her/his performance on the evaluation, designed to recognize effective practice, assist the teacher in improvement efforts, and determine professional development needs.
Formative Assessment:
The process used to assess progress towards attaining goals set forth in educator plans, performance on performance standards, or both. This process may take place at any time(s) during the cycle of evaluation.

Formative Evaluation:
The same as a Formative Assessment, except the educator is given a performance rating.

Goals:
Goal shall mean a specific, actionable, and measurable area of improvement as set forth in an educator's plan. They serve as targets for individual growth and development written in S.M.A.R.T. (Specific and Strategic, Measurable and Monitored, Action-oriented and Attainable, Rigorous, Realistic and Results-Focused, and Timed and Tracked) format, collaboratively developed with the educator's supervisor, aligned with agency goals and approved by the supervisor.

Improvement Plan:
A plan developed by a supervisor for the purpose of outlining specific actions and outcomes needed in order to improve the teacher's performance.

Observations:
Observations serve as opportunities for the teacher to receive focused and constructive feedback and to engage in dialogue with the evaluator. Observation shall mean a data gathering process that includes notes and judgments made during one or more classroom or worksite visit(s) of any duration by the evaluator and may include examination of artifacts of practice. An observation may occur in person or through video. Observations are conducted by: Evaluators, Regional Education Coordinators, Assistant Regional Education Coordinators, SEIS Coordinators, Teaching Coordinators, and/or CES/SEIS Administrative Leadership.

1. Formal Observation
A pre-scheduled observation of an entire class period that includes pre and post conferences with the Evaluator and teacher. Formal observations include the following characteristics:

a) Pre-Scheduled
Written notification, including email, to the teacher by the Evaluator of intent to observe.

b) Pre-Observation Conference
Before the formal observation, the Evaluator shall meet with the teacher to discuss the teacher's lesson to be observed; and the teacher will provide the Evaluator with a written lesson and unit plan for the class to be observed. The Evaluator may request additional artifacts relative to the formal observation tools that might not be readily observed during the classroom observation.

c) Post-Observation Conference
The teacher and Evaluator shall discuss strengths of the teacher's performance and areas of strength and improvement relative to the formal observation and other relevant data.
2. **Mini-Observation**
   An observation of the educator of at least 10 minutes or more, which may be scheduled or unscheduled, that captures a snapshot of evidence of quality teaching and learning during the visit.

**Overall Performance Ratings:**
The following rating scale will be used to reflect the Evaluator’s professional judgment regarding the educators performance throughout the year and overall.

**4) Exemplary**
Performance consistently and significantly exceeds the requirements of the standards or overall.

**3) Proficient**
Performance fully and consistently meets the requirements of the standards or overall.

**2) Needs Improvement**
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.

**1) Unsatisfactory**
Performance on a standard or overall has not significantly improved following the rating of needs improvement, or the educator’s performance is consistently below the requirements of a standard or overall is considered inadequate, or both.

**Portfolio:**
A collection of evidence or artifacts demonstrating teacher growth and performance. Teachers will use the C-11 Directory of Evidence form for this purpose.

**Must Include:**
- Demonstration of progress towards Educator Plan goals, including, but not limited to 2 -3 pieces of evidence of student learning per goal and 3 -5 pieces of evidence per standard.
- Professional Development final product

**May include:**
- Other teacher selected artifacts demonstrating teacher performance relative to the Standards and Indicators of Effective Teaching

**Primary Evaluator:**
The person who determines the Educator’s performance ratings and evaluation.
Reflection:
The process an educator undertakes to make preliminary judgments about her/his individual practice relative to performance standards.

Rubric:
A scoring tool that describes characteristics of practice or artifacts at different levels of performance.

Self-Assessment:
The process of judging one’s own teaching performance and outcomes for the purpose of self-improvement and establishing one’s Educator Plan goals.

Summative Evaluation:
An evaluation used to arrive at a rating on each standard, an overall rating, and as a basis to make personnel decisions. The Summative Evaluation includes the Primary Evaluator’s judgments of the educator’s performance against performance standards and the educator's attainment of goals set forth in the educator's plan.

Summative Evaluation Conference:
The conference between the teacher and supervisor to discuss, at a minimum, the teacher’s most recent Educator Plan and related progress, summarize the evaluator’s findings over the course of the year, including evidence of the teacher’s performance on Standard 4: Professional Culture, and review artifacts submitted during the evaluation process, such as the educator portfolio.

Supervisors:
Regional Education Coordinators, Assistant Regional Education Coordinators, SEIS Coordinators, Teaching Coordinators and other Supervising Administrators from the Collaborative for Educational Services.
Appendix A

A-1. Roles and Responsibilities of General Education Teaching Coordinators

A-2. Roles and Responsibilities of SEIS Teaching Coordinators

A-3. Roles and Responsibilities of Assistant or Regional Education Coordinators, (A/RECs) or other Designated CES Supervisors

A-4. Roles and Responsibilities of Assistant or Regional Education Coordinators, SEIS Coordinator, other CES Supervisory Staff

A-5. Roles and Responsibilities of SEIS Coordinators
### A-1. Roles and Responsibilities of General Education Teaching Coordinators (p.1)

*Note: (Applies to both A-1 and A-2) Teaching Coordinators may only conduct evaluation activities after receiving written authorization to do so by their appropriate supervisors. Further, no Teaching Coordinator who is on an improvement plan may be allowed to conduct mini-observations (walkthrough or informal) unless authorized to do so in writing by the appropriate Contract Administrator.

<table>
<thead>
<tr>
<th>Evaluator</th>
<th>New/Developing Educator Plan</th>
<th>Self-Directed and Directed Growth Plan</th>
<th>Improvement Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Coordinator * (General Ed)</td>
<td>General Ed Teacher</td>
<td>General Ed Teacher</td>
<td>General Ed Teacher</td>
</tr>
<tr>
<td>Review and clarify expectations of evaluation system</td>
<td>Review and clarify expectations of evaluation system</td>
<td>Review and clarify expectations of evaluation system</td>
<td>Review and clarify expectations of evaluation system</td>
</tr>
<tr>
<td>Conduct mini-observations throughout the year and at least 4 per year</td>
<td>Conduct mini-observations throughout the year and at least 4 per year</td>
<td>Maintain sources of evidence of performance, e.g. lesson plans, unit plans, learning team logs, attendance records</td>
<td>Conduct mini-observations throughout the year and at least 4 per year</td>
</tr>
<tr>
<td>Maintain sources of evidence of performance, e.g. lesson plans, unit plans, learning team logs, attendance records</td>
<td>Maintain sources of evidence of performance, e.g. lesson plans, unit plans, learning team logs, attendance records</td>
<td>Support and monitor Educator Plan progress with Teacher</td>
<td>Maintain sources of evidence of performance, e.g. lesson plans, unit plans, learning team logs, attendance records</td>
</tr>
<tr>
<td>Support and monitor Educator Plan progress with Teacher</td>
<td>Support and monitor Educator Plan progress with Teacher</td>
<td>Provide written evidence of performance, e.g. informal observations, as requested by supervisor</td>
<td>Review Improvement Plan with Teacher</td>
</tr>
<tr>
<td>Provide written evidence of performance, e.g. informal observations, as requested by supervisor</td>
<td>Provide written evidence of performance, e.g. informal observations, as requested by supervisor</td>
<td>Provide written evidence of performance and support as identified in Improvement plan as requested by supervisor</td>
<td>Support and monitor Educator Plan progress with Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Provide written evidence of performance, e.g. informal observations, as requested by supervisor</td>
</tr>
</tbody>
</table>
### A-1. Roles and Responsibilities of General Education Teaching Coordinators (p.2)

("See Note on previous page")

<table>
<thead>
<tr>
<th>Evaluator</th>
<th>New/Developing Educator Plan</th>
<th>Self-Directed and Directed Growth Plan</th>
<th>Improvement Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Coordinator *</td>
<td>PE/Wellness/Art/Literacy Specialist</td>
<td>PE/Wellness/Art/Literacy Specialist</td>
<td>PE/Wellness/Art/Literacy Specialist</td>
</tr>
<tr>
<td>(General Ed)</td>
<td>Conduct at least 2 mini-observations as requested REC/AREC</td>
<td>Conduct at least 2 mini-observations as requested by REC/AREC</td>
<td>Provide written evidence of performance and support as requested by REC/AREC</td>
</tr>
<tr>
<td></td>
<td>Provide written evidence of performance to REC/AREC</td>
<td>Provide written evidence of performance to REC/AREC as requested</td>
<td>Conduct 2 mini-observations as requested by REC/AREC</td>
</tr>
</tbody>
</table>

(*See Note on previous page*)
A-2. Roles and Responsibilities of SEIS Teaching Coordinators

*Note: (Applies to both A-1 and A-2) Teaching Coordinators may only conduct evaluation activities after receiving written authorization to do so by their appropriate supervisors. Further, no Teaching Coordinator who is on an improvement plan may be allowed to conduct mini-observations (walkthrough or informal) unless authorized to do so in writing by the appropriate Contract Administrator.

<table>
<thead>
<tr>
<th>Evaluator</th>
<th>New/Developing Educator Plan</th>
<th>Self-Directed and Directed Growth Plan</th>
<th>Improvement Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEIS Teacher</td>
<td>Review and clarify expectations of evaluation system</td>
<td>Review and clarify expectations of evaluation system</td>
<td>Review and clarify expectations of evaluation system</td>
</tr>
<tr>
<td>SEIS Teacher</td>
<td>Conduct at least 2 mini-observations every 2 months</td>
<td>Conduct 4 mini-observations annually (at least once every 3 months)</td>
<td>Conduct at least 2 mini-observations every 2 months</td>
</tr>
<tr>
<td>SEIS Teacher</td>
<td>Maintain sources of evidence of performance, e.g. lesson plans, unit plans, learning team logs, attendance records</td>
<td>Maintain sources of evidence of performance, e.g. lesson plans, unit plans, learning team logs, attendance records</td>
<td>Monthly review of Improvement</td>
</tr>
<tr>
<td>SEIS Teacher</td>
<td>Support and monitor Educator Plan progress with Teacher</td>
<td>Support and monitor Educator Plan progress with Teacher</td>
<td>Support and monitor Educator Plan progress with Teacher</td>
</tr>
<tr>
<td>SEIS Teacher</td>
<td>Provide written evidence of performance, e.g. informal observations, as requested by supervisor</td>
<td>Provide written evidence of performance, e.g. informal observations, as requested by supervisor</td>
<td>Provide written evidence of performance and support as identified in Improvement plan as requested by supervisor</td>
</tr>
</tbody>
</table>

Teaching Coordinator * (SEIS)
A-3. Roles and Responsibilities of Assistant or Regional Education Coordinators, (A/RECs) or other Designated CES Supervisors

<table>
<thead>
<tr>
<th>Evaluator</th>
<th>New/Developing Educator Plan</th>
<th>Self-Directed and Directed Growth Plan</th>
<th>Improvement Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gen Education Teacher</td>
<td>Gen Education Teacher</td>
<td>Gen Education Teacher</td>
<td></td>
</tr>
<tr>
<td>Includes Art, Horticulture, Health and Wellness, Literacy Specialist</td>
<td>Includes Art, Horticulture, Health and Wellness, Literacy Specialist</td>
<td>Includes Art, Horticulture, Health and Wellness, Literacy Specialist</td>
<td></td>
</tr>
<tr>
<td>Review and clarify expectations of TES</td>
<td>Review and clarify expectations of TES</td>
<td>Review and clarify expectations of TES</td>
<td></td>
</tr>
<tr>
<td>conduct mini-observations approximately 1 every 2 months</td>
<td>Conduct mini observations</td>
<td>Conduct at least 1 mini-observations every 2 months and ongoing as determined</td>
<td></td>
</tr>
<tr>
<td>Provide direction for Educator Plan goals and final endorsement</td>
<td>Provide direction for Educator Plan goals and final endorsement</td>
<td>Develop, support, and monitor Improvement Plan</td>
<td></td>
</tr>
<tr>
<td>Complete formal observation</td>
<td>Complete formal observation as necessary at evaluator’s discretion</td>
<td>Provide direction for Educator Plan goals and final endorsement</td>
<td></td>
</tr>
<tr>
<td>Complete summative evaluation</td>
<td>Complete summative evaluation and/or formative assessment/evaluation for identified educator</td>
<td>Complete formal observation</td>
<td></td>
</tr>
<tr>
<td>Recommend continued employment, educator plan changes, promotion, and/or dismissal/demotion</td>
<td>Recommend continued employment, educator plan changes, promotion, and/or dismissal/demotion</td>
<td>Complete formative assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete summative evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recommend continued employment, educator plan changes, promotion, or dismissal/demotion</td>
<td></td>
</tr>
</tbody>
</table>
### A-4. Roles and Responsibilities of Assistant or Regional Education Coordinators, SEIS Coordinator, other CES Supervisory Staff

<table>
<thead>
<tr>
<th>Evaluator</th>
<th>New/Developing Educator Plan</th>
<th>Self-Directed and Directed Growth Plan</th>
<th>Improvement Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teaching Coordinator</td>
<td>Teaching Coordinator</td>
<td>Teaching Coordinator</td>
</tr>
<tr>
<td>Regional Education Coordinator, SEIS Coordinator, Assistant Regional Education Coordinator, other CES Supervisory Staff</td>
<td>Review and clarify expectations of TES</td>
<td>Review and clarify expectations of TES</td>
<td>Review and clarify expectations of TES</td>
</tr>
<tr>
<td></td>
<td>Conduct at least 1 mini-observation in the first 2 months</td>
<td>Conduct mini-observations</td>
<td>At least 1 mini-observation each month for first 3 months and ongoing as determined</td>
</tr>
<tr>
<td></td>
<td>Conduct mini-observations</td>
<td>Provide direction for Educator Plan goals and final endorsement</td>
<td>Conduct mini-observations</td>
</tr>
<tr>
<td></td>
<td>Provide direction for Educator Plan goals and final endorsement</td>
<td>Complete formal observation as necessary at evaluator’s discretion</td>
<td>Provide direction for Educator Plan goals and final endorsement</td>
</tr>
<tr>
<td></td>
<td>Complete formal observation</td>
<td>Maintain identified sources of evidence of performance</td>
<td>Complete formal observation</td>
</tr>
<tr>
<td></td>
<td>Maintain identified sources of evidence of performance</td>
<td>Complete summative evaluation</td>
<td>Maintain identified sources of evidence of performance</td>
</tr>
<tr>
<td></td>
<td>Complete summative evaluation</td>
<td>Complete summative evaluation and/or formative assessment/evaluation for identified educator</td>
<td>Complete formative assessment</td>
</tr>
<tr>
<td></td>
<td>Recommend continued employment, educator plan changes, promotion, and/or dismissal/demotion</td>
<td>Recommend continued employment, educator plan changes, promotion, and/or dismissal/demotion</td>
<td>Recommend continued employment, educator plan changes, promotion, or dismissal/demotion</td>
</tr>
</tbody>
</table>
### A-5. Roles and Responsibilities of SEIS Coordinators

<table>
<thead>
<tr>
<th>Evaluator</th>
<th>New/Developing Educator Plan</th>
<th>Self-Directed and Directed Growth Plan</th>
<th>Improvement Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEIS Coordinator</td>
<td>SEIS Teacher</td>
<td>SEIS Teacher</td>
<td>SEIS Teacher</td>
</tr>
<tr>
<td></td>
<td>Review and clarify expectations of TES</td>
<td>Review and clarify expectations of TES</td>
<td>Review and clarify expectations of TES</td>
</tr>
<tr>
<td></td>
<td>Conduct at least 1 mini-observation in first 2 months</td>
<td>Conduct mini-observations</td>
<td>Conduct at least 1 mini-observation each month for first 3 months and ongoing as determined</td>
</tr>
<tr>
<td></td>
<td>Conduct mini-observations</td>
<td>Provide direction for Educator Plan goals and final endorsement</td>
<td>Conduct mini-observations</td>
</tr>
<tr>
<td></td>
<td>Provide direction for Educator Plan goals and final endorsement</td>
<td>Complete formal observation as necessary at the discretion of evaluator</td>
<td>Develop, support, and monitor Improvement plan</td>
</tr>
<tr>
<td></td>
<td>Complete formal observation</td>
<td>Complete summative evaluation and/or formative assessment/evaluation for identified educator</td>
<td>Complete formal observation</td>
</tr>
<tr>
<td></td>
<td>Complete summative evaluation</td>
<td>Recommend continued employment, educator plan changes, promotion, and/or dismissal/demotion</td>
<td>Complete formal observation</td>
</tr>
<tr>
<td></td>
<td>Recommend continued employment, educator plan changes, promotion, and/or dismissal/demotion</td>
<td></td>
<td>Complete formative assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Complete summative evaluation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Recommend continued employment, educator plan changes, promotion, or dismissal/demotion</td>
</tr>
</tbody>
</table>
Appendix B
Implications of Evaluative Ratings Flowchart

Observations
Demonstration of progress toward Educator Goals
Additional evidence of professional practice and effectiveness

Summative Evaluation

New/Developing Educator Plan
- Educator Goals
- Increased frequency of mini observation(s)
- Formal Observation(s)
- Annual Summative Evaluation
- New Teacher Induction
- Formative Assessment

Self-Directed and Directed Growth Plans
- Educator Goals
- Mini observation(s)
- Possible Formal Observation(s)
- Summative Evaluation
- Eligible for TC or other leadership roles
- Formative Assessment or Evaluation

Improvement Plan
- Educator Goals
- Teacher Improvement Plan
- Mini observation(s)
- Formal Observation(s)
- Formative Assessment
- Annual Summative Evaluation
- Increased coaching and supervision

ADVANCES

- Dismissed or demoted

IMPROVES

- Does not demonstrate adequate, sustained progress

Appendix B
Implications of Evaluative Ratings Flowchart
### Appendix C

The evaluation forms listed below are found in TeachPoint (an online evaluation system) and are listed (roughly) in the order they will be used.

<table>
<thead>
<tr>
<th>FORM NAME</th>
<th>WHO IT APPLIES TO</th>
<th>WHO INITIATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-2 Evaluation Tracking Sheet</td>
<td>Evaluator or Primary Evaluator</td>
<td>Evaluator</td>
</tr>
<tr>
<td>(Optional form for Evaluators to track submission of materials from teacher)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C-3 Educator Plan Form</td>
<td>All Teachers - Completed at beginning of cycle or if cycle changes</td>
<td>Primary Evaluator</td>
</tr>
<tr>
<td>(Sent to teacher at beginning of year to indicate which plan he/she is on)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C-4 Educator Improvement Plan</td>
<td>Teachers on an Improvement Plan</td>
<td>Primary Evaluator</td>
</tr>
<tr>
<td>(developed for teacher on an Improvement Plan by Evaluator)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C-4.5 Educator Directed Growth Plan</td>
<td>Teachers on a Directed Growth Plan</td>
<td>Primary Evaluator</td>
</tr>
<tr>
<td>C-5 Teacher Self-assessment</td>
<td>All Teachers</td>
<td>Teacher</td>
</tr>
<tr>
<td>C-6 Educator Goal Setting Form</td>
<td>Teachers on Self-Directed Plan</td>
<td>Teacher</td>
</tr>
<tr>
<td>C-7 Definition of Smart Goals</td>
<td>For All</td>
<td>Teacher or Primary Evaluator</td>
</tr>
<tr>
<td>(for reference - details requirements for SMART goals)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C-8 Observation Report Form</td>
<td>For All</td>
<td>Any Supervisor/Admin/TC doing an Observation</td>
</tr>
<tr>
<td>C-9 Formal Observation Report Form</td>
<td>For All</td>
<td>Primary Evaluator</td>
</tr>
<tr>
<td>C-10 Evaluator Record of Evidence</td>
<td>For evaluators to document anything other than an observation</td>
<td>Primary Evaluator</td>
</tr>
<tr>
<td>(used by Evaluator to document evidence from sources other than a classroom observation)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C-11 Directory of Evidence Form</td>
<td>Teacher</td>
<td>Teacher, TC</td>
</tr>
<tr>
<td>(Working document for teachers to submit reflections and evidence for goals and standards. Can use same document for formative assessment, formative evaluation, or summative evaluation, sharing when ready)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C-12 Artifact Cover Page</td>
<td>Teacher</td>
<td>Teacher</td>
</tr>
<tr>
<td>(Optional form for teachers to submit any individual artifact for their Evaluators to see)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C-13 Formative Assessment</td>
<td>For evaluator for teachers on any 1 year plan or at evaluator discretion</td>
<td>Primary Evaluator</td>
</tr>
<tr>
<td>(to be used mid-year or mid-cycle, does not include a rating)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C-14 Educator Response Form</td>
<td>For teacher use (optional)</td>
<td>Teacher</td>
</tr>
<tr>
<td>(Teachers can attach responses to any other form or use this form to respond to anything from Evaluator or Supervisor)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C-15 Teacher End-of-Year Evaluation Form</td>
<td>For all teachers requiring formative evaluation or summative evaluation</td>
<td>Primary Evaluator</td>
</tr>
<tr>
<td>C-10 Evaluator Record of Evidence</td>
<td>For evaluators to document anything other than an observation</td>
<td>Primary Evaluator</td>
</tr>
</tbody>
</table>
C-1. FORM FLOWCHART EDUCATOR DIRECTED GROWTH PLAN

EDUCATOR DIRECTED GROWTH PLAN (ONE YEAR)

Evaluator:
- Educator Plan Form
- Smart Goal Reference Form
- Evaluation Tracking Sheet
- Educator Initiated Goal Setting Form
- Observation Form
- Evaluator Record of Evidence
- Formative Assessment Form
- End-of-Year Evaluation (summative)

Educator:
- Teacher Self-Assessment
- Educator Response Form
- Artifact Cover Page
- Directory of Evidence Form
- Educator Response Form (optional)
- Directory of Evidence Form

Time of Year
- September
- End of October
- Mid-May
- End of Year

C-1. FORM FLOWCHART EDUCATOR IMPROVEMENT PLAN

EDUCATOR IMPROVEMENT PLAN (NO MORE THAN ONE YEAR)

Evaluator:
- Educator Plan Form
- Smart Goal Reference Form
- Educator Improvement Plan
- Evaluation Tracking Sheet
- Educator Initiated Goal Setting Form
- Observation Form
- Evaluator Record of Evidence
- Formative Assessment Form
- End-of-Year Evaluation (summative)

Educator:
- Teacher Self-Assessment
- Educator Response Form (optional)
- Artifact Cover Page
- Directory of Evidence Form
- Educator Response Form (optional)

Time of Year
- September
- End of October
- Mid-May
- End of Year
C-1. FORM FLOWCHART NEW/DEVELOPING EDUCATOR PLAN

NEW/DEVELOPING EDUCATOR PLAN (ONE YEAR PLAN, FOR FIRST THREE YEARS OF EMPLOYMENT)

Evaluator:
- Educator Plan Form
- Smart Goal Reference Form
- Formative Assessment Form
- End-of-Year Evaluation Formative (summative)

Educator:
- Teacher Self-Assessment
- Educator Response Form
- Directory of Evidence Form
- Educator Response Form (optional)

Time of Year: September - End of October - Mid-May - End of Year

C-1. FORM FLOWCHART SELF-DIRECTED GROWTH PLAN

SELF DIRECTED GROWTH PLAN (2 YEARS) CYCLE ONE

Evaluator:
- Educator Plan Form
- Evaluation Tracking Sheet
- Observation Form
- Formative Assessment Form (optional)
- End-of-Year Evaluation Formative

Educator:
- Evaluatee Initiated Goal Setting Form
- Teacher Self-Assessment
- Educator Response Form
- Directory of Evidence Form
- Educator Response Form (optional)

Time of Year: September - End of October - Mid-May - End of Year
SELF DIRECTED GROWTH PLAN (2 YEARS) CYCLE TWO

Evaluator:
- Observation Form
- Evaluator Record of Evidence
- Formative Assessment Form (optional)
- End-of-Year Evaluation (summative)

Educator:
- Educator Response Form
- Artifact Cover Page
- Directory of Evidence Form
- Educator Response Form (optional)

Time of Year:
- September
- End of October
- Mid-May
- End of Year

EDUCATOR SELF-DIRECTED GROWTH PLAN (ONE YEAR)

Evaluator:
- Educator Plan Form
- Smart Goal Reference Form
- Evaluation Tracking Sheet
- Observation Form
- Evaluator Record of Evidence
- Formative Assessment Form
- End-of-Year Evaluation (summative)

Educator:
- Teacher Self-Assessment
- Evaluatee Initiated Goal Setting
- Educator Response Form (optional)
- Artifact Cover Page
- Directory of Evidence Form
- Educator Response Form (optional)
- Directory of Evidence Form

Time of Year:
- September
- End of October
- Mid-May
- End of Year