ECC Guide and Evaluation System

Collaborative for Educational Services
2018-2019

CES | TES
August 2018
Everyone is a learner
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<th>NAME &amp; WORK ADDRESS</th>
<th>REGION</th>
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<td>Lindsay Edwards</td>
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<td>Berkshire District Office: Adams, Alford, Becket, Dalton, Egremont, Florida, Great</td>
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<td>Dighton, Duxbury, Eastham, Easton, Edgartown, Falmouth, Foxboro, Franklin, Gayhead,</td>
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When students move across regions for placement in DYS programs, the original ECC assigned to the student’s home district will remain with the student, touching base with ECCs, RECs, and ARECs in other regions as necessary.

Any feedback or questions about ECC roles and responsibilities, contact:

David Smokler
Associate Director of Education and Transition Services
Cell (413) 387 – 3635 dsmokler@collaborative.org
About 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
Transition Services in DYS: The Role of the Education and Career Counselor

Professional Expectations
ECCs, as leaders in systemic change, are important models for the kind of professionals we want all our employees to be. The ECC is one of the most “outside facing” positions in our system, often times serving as the first point of contact for LEAs, post-secondary programs, parents, and others.

Hours of Work: ECCs are expected to work eight hours a day, five days a week. Generally ECCs will work either from 7-3, 8 – 4, or 7:30 – 3:30, It’s acceptable to work different hours each day as long as you are able to make all of your meetings and/or phone conferences. ECCs may not work from home without first getting permission from their supervisor.

Dress Code for ECCs: “Business Casual” is acceptable. No jeans or T-shirts, except for specific events (such as basketball games, picnics, etc).

Calling Out: If you need to use sick time or other emergency personal time, you must text, email, or call your supervisor as soon as possible.
For planned vacations or personal days, ECCs should submit a PTO request form at least two weeks in advance, if possible.

Phone: Your work cell phone should be on and with you at all times while you are working. This is how your supervisor and other important people will first try to reach you. If you are in a meeting or on a call on another line, your phone should be silenced.
Both your work cell phone and your office phone should have a personal recorded message stating your name and your position.
For example: “Hello, you’ve reached Nancy Sample, Education and Career Counselor for DYS and the Collaborative for Educational Services. I’m not available right now, so please leave your name, number, and a brief message and I’ll get back to you.”
Please do not use a standard or automated greeting for your phone message.
Please respond to voice messages within 2 business days maximum except in special circumstances.
Please respond to a call or text from your supervisor as soon as possible the same business day.
If you are on vacation for more than two business days, please change your voice mail greeting to an “away” greeting, specifying when you will be back in the office. Don’t forget to change it back when you return.
Check with your supervisor if you don’t know how to record voice mail greeting.

Email: You’ll need to check and maintain both your state email and your collaborative email every day. If you are able to set one email address to forward to the other, that is ok: however, you may not have an automated message stating that you only check one email and directing people to send to the other address.
Please respond to all emails (those that require a response) within TWO business day, maximum. It is acceptable to respond with a brief email letting the person know you are busy and will get back to them by a date in the future.
Please respond to an email from your supervisor the same business day unless it’s impossible for you to do so.
All ECCs need to use the “signature” function on whatever email program you use, so that all emails that come from you have your name, title, and contact info.
If you are away from the office and aren’t able to check and respond to email, please set an away message that will inform people that you’re out of the office and specifying when you will be back.
Check with your supervisor if you don’t know how to set your email to away or to use the signature function.

Calendar: Each ECC should maintain his or her schedule in Google Calendar, sharing with all ECCs and your supervisor to make it easier for all of us to schedule meetings and/or calls with each other.
Alternatively, ECCs may use a paper calendar if they prefer: however, Google Calendar is recommended because it can’t be lost (it’s stored in the cloud), it automatically syncs across all of your devices, it can be shared, and you can use it to schedule blocks of time for things like returning calls, writing emails, etc.

Caseload Management: Currently, there are two computer systems that ECCs are required to use to manage their caseload: ASPEN and JJEMS. ECCs must also be proficient in the GOOGLE Suite of Apps for Educators and MassCIS.

ASPEN: ASPEN is the Student Management System used by the Collaborative. Teachers and administrators use it to track students’ grades and transcripts, attendance, IEPs and 504s, and other data that is strictly education related.
Requirements:
- Upon commitment, ECCs must enter the student record and go to the ECC tab on the DYS Ed Assessment Template and select themselves as the students’ ECC and enter phone number.
- MCAS and ACCESS needs must be entered upon commitment and kept current at all times in ASPEN on the ECC tab. For example, once the student has passed a test, the selector on ASPEN should be reset to reflect no test needed.
- Check demographics and make sure all info is correct, especially last school attended and grade. Correct any errors and notify TC that change was made.
- Grade level must be kept up to date – when a student advances a grade, the ECC must go in and adjust the grade level. When a student receives a diploma or HiSET, grade level should be changed to “PG.”
- The “Academic Outcomes” section must be maintained: The correct concentration (formerly pathway) should be selected and any diploma or HiSET awarded should be noted. ECCs should keep HiSET passwords, user names, and email addresses current in this section as well.
- The items in the “Special Education” section should be monitored and accurate. Pay particular attention to the 688 items – upon commitment, ECCs need to read the IEP carefully and note in this section if there is any chance a student will receive a 688 referral.
- Grad Grids must be uploaded to the documents section (see naming convention in Appendix) (In ASPEN Grad Grids?
- All education records should be uploaded to the documents section as well.
- Student Records must be kept current. When MCAS scores are released, ECCs should call the schools where their students are and record their results in ASPEN. If students are revocated or recommitted, ECCs should ask the records coordinator to update records and then let the TC know that the record is updated.
- Notes for the Initial Student Interview should be kept in ASPEN.
- Student who transition to the community who are still in school should be enrolled by the ECC into the “DYS Community School.” When students are revocated, the ECC should un-enroll the student from the DYS Community School and enroll them into the proper revocation school. When they return to the community, un-enroll them in revocation and re-enroll them in the community school.
• **NEW:** When a student ages out, check the “AGED OUT” box on the ECC Page
• There are several “fake” students on ASPEN if you want to play around with the system without hurting a student record. Fake students have the last name “Student.”
• All ASPEN records should be kept accurate in real time if possible, within a week of the change needed to be recorded.

**JJEMS:** JJEMS is DYS’ Student Management System. TCs, Caseworkers, Clinicians, and DYS staff all have access to JJEMS.

Requirements:

• **Case Management Notes:** After any contact with a student (in person/phone/electronic) or any contact with another caring adult about a student that leads to any action steps should be logged in JJEMS. Select “case management notes” from the student’s Master File (e-file A). A brief summary of the contact should be logged, and these should be kept up to date at least on a weekly basis, if not daily.
• ECCs should check and make sure items in the Education Journal are accurate and correct them if they are not.
• IEPs, 504s, Grad Grids, and other education documents as requested should be uploaded to JJEMS with the appropriate cover sheet.
• MCAS scores, and HiSET, ACCESS, and SAT scores as applicable should be entered into the External Test Results page in the student’s education e-file.
• All 688 documentation should be uploaded to the student’s education e-file.

**Priority of Meetings:** ECCs are extremely busy, and may often have multiple meetings or calls scheduled for the same date and/or time. Here is list that prioritizes meetings, if you find yourself having to choose between multiple events scheduled at the same time. This is a guideline only – not every possible meeting (or call) is listed, and you may have a good reason for participating in a meeting that’s lower on the priority list than another. Feel free to check with your supervisor if you need support. You may want help navigating a conflict when someone expects you at a meeting you cannot attend.

These are guidelines, not hard and fast rules. In general, students’ needs come first. The greater the impact of the meeting, the higher up on the list it should be. The closer the student is to graduation and/or aging out, the higher up on the list it should be. Always consult with your supervisor if you have to miss important meetings, or to collaborate on where your presence is most needed.

1) School Discipline Meetings / Health and Safety Emergencies
2) School Re-entry Meetings/Postsecondary school meetings
3) IEP Meetings (except for routine ones)
4) Discharge Meetings (30/60/90)
5) Intro Meeting in Assessment
6) Initial Staffing
7) Professional Development or ECC Meetings
8) Client Review /Treatment Team Meetings
9) Scheduled meetings or calls with students
10) RETT meetings
11) ETL Meetings/Regional Meetings
12) Other school meetings
13) Other district office meetings
Parent Nights / Open Houses: Like teachers, ECCs are expected to attend up to three parent nights/open houses a year in their region. On those days, ECCs should adjust their schedule so they don’t work more than eight hours that day. Notify your supervisor how you plan adjust your schedule – per CBA flex-time must be used within two weeks of the evening event.

College and Career Fairs: ECCs take the lead in planning College and Career Fairs in their regions. However, it’s not possible for them to create them on their own. The Regional Director and the REC will need to determine the dates, looking at safety & security and other regional events on the calendar. ECCs should convene a work group for the fairs, which need to include REC/AREC, regional staff (facilities managers and/or Directors of Residential and/or Operations). Different Regions are going to plan College and Career Fairs differently. For guidance, see the document in Appendix ( ).

Graduations/Celebrations of Learning: Generally speaking, the Regions will take the lead in planning these events. However, ECCs usually will play a major role in planning these. At the very least, ECCs need to determine which students in each region will be receiving HS Diplomas and HiSET diplomas, and will need to ensure that those documents are ordered and available in time for kids to get them at the celebration. Depending on the district, schools may need to be contacted in the fall of a student’s senior year to ensure that a diploma will be ordered and available.

MCAS: ECCs must be aware of all students’ testing needs. Upon commitment, MCAS needs must be entered into ASPEN and kept accurate at all times. ECCs must stay in contact with LEAs about MCAS for all their students and enter MCAS scores, once the student has taken them, into ASPEN, regardless of whether or not the test was taken in DYS. For students who receive NI on either their 10th Grade ELA or Math MCAS, ECCs must contact the students’ guidance counselor to make sure an EPP has been developed. The EPP should be uploaded into the document section of ASPEN. The graduation grid created for each student will reflect EPP requirements.

Events that happen to youth as they enter the system and move through the continuum of care (in relative order):

Note: Connections that must happen face-to-face are in bold.
“CN” indicates that this step should be recorded in case notes.
“A” indicates that this step should be recorded in Aspen.
“J” indicates that this step should be recorded in JJEMS.

DETAINED YOUTH
✓ Based on TC notice, call schools as necessary to confirm MCAS status (A).
✓ Respond to transcript requests, if asked.
✓ Review Ed records as they’re received, if asked for a special case (A).
✓ In long term detention, may be asked to register for HiSET or work with student on Pre/Post-Secondary Process (see guide), including FAFSA completion, college applications, college course registration.
ASSESSMENT
- Review Ed Records (A). If records are incomplete, contact student records coordinator.
- Create individual Grad Grid for student. (A).
- Enter MCAS NEEDS INTO ASPEN (A).
- Read IEP if student is Special Ed – note 688 status (A).
- Talk to TC about student, grad grid. Collaborate on creating ILP or ECP.
- **ECC Welcome Meeting** (A, copy to CN).
- Help determine student Concentration (A).
- If student is to be placed in HIS EcT concentration, collaborate with caseworker and parent to retrieve parent signature (A, J).
- Update ASPEN and JJEMS (A, J).
- Consult with Caseworker as necessary (CM).
- Help student with EYF goals or projects in collaboration with EYF teacher (CN).
- **Attend Staffing** (CM).
- **Work with student on ECP (on hold).**
  - Discuss at RETT.
  - Work with student on ECP and portfolio (on hold).
  - Attend IEP meetings as appropriate (CN).
  - Work with student on Pre/Post secondary (CN), including FAFSA completion, college applications, and college course registrations.
- **CCRI in some cases (A).**

TREATMENT
- Review/update grad grid (A).
- Consult TC to make sure student is in correct classes (CN).
- **Conduct CCRI Interview** (A, copy to CN).
- Attend IEP meetings as appropriate (CN).
- Attend treatment team meetings (at district offices).
- Attend periodic meetings to discuss goals and progress (CN).
- Set-up school re-entry meeting (CN).
- Check-in with students about their EYF projects and goals. (CN).
- Give students feedback about their self-advocacy in meetings (CN).
- Check-in with caseworker to organize plans and timing (CN).
- Meet with/call parents to loop them into plan (CN).
- Maintain conversations with schools / schedule re-entry meetings (CN).
- Discuss monthly at RETT.
- Work with student on ECP and Portfolio (on hold).
- Create HIS EcT Account / Register for HIS EcT (if pass eligible) (A).
- **Attend 90-60-30** (at least one in person, the others can be a call-in) (CN).
- Give student Accuplacer.
- Assist student with post-secondary (per the guide) (CN), including FAFSA completion, college applications and college course registration.
- **Give CCRI again to show growth** (A, copy in CN).
- Negotiate student credits with school.

RE-ENTRY
- **ATTEND SCHOOL REENTRY meeting** (CN).
- Provide transcripts/coversheets (A).
- **Attend disciplinary meetings** (CN).
- Check in with student by text or phone (CN).
✓ Work with student on ECP and Portfolio (on hold).
✓ College tours as necessary /post-secondary planning (CN), college transfer process, college campus meetings
✓ Check in with student and guidance counselors (CN).
✓ Attend IEP Meetings as necessary.
✓ Attend graduations.

REVOCATION
✓ Notify school (CN).
✓ Connect with student if possible (CN).
✓ Connect school with C of A or transcript as appropriate (A).
✓ Meet to discuss goals as appropriate (CN).
✓ Help with EYF as necessary (CN).
✓ Develop “break in postsecondary education” plan with students and postsecondary schools

The ECC Year at a Glance

August
❖ Connect with Summer TCs about student progress, make initial contact to school to determine credits/appropriate grade placement for student.
❖ Update grad grid, if necessary, and connect with TC about new courses for students.
❖ Help parents and caseworkers make sure student is registered in school if necessary.
❖ Visit programs and meet with students and TCs.
❖ Monthly Client Review / Treatment Team Meeting.
❖ Attend RETT.
❖ Submit DYS funding requests for postsecondary students.

September
❖ Help parents and caseworkers ensure student is registered in school.
❖ If appropriate, help student register for SAT or PSAT.
❖ Look at summer transcripts, do credit audits, update grad grids as necessary.
❖ If student isn’t enrolled in any school by end of September ECC MUST report to supervisor.
❖ Make sure MCAS NEEDs is accurate in Aspen.
❖ Make sure students Spring MCAS results are gathered and input into ASPEN.
❖ Make sure EPPs are developed for any 11 graders who got NI or F in a 10th grade Spring Test.
❖ Visit programs and meet with students and TCs.
❖ Monthly Client Review / Treatment Team Meeting.
❖ Attend RETT.
❖ Postsecondary Student Orientation in programs
❖ Confirm postsecondary students in the community have books, transportation and understand how to navigate their classes and syllabi.

October
❖ Identify all students in need of MCAS and make sure one is available either in community or in residence.
❖ Check with schools of ANY 12th grader to make sure diploma is ordered. Make sure you get looped in to any Senior in Jeopardy meeting.
❖ Visit programs and meet with students and TCs.
❖ Monthly Client Review / Treatment Team Meeting.
❖ Attend RETT.
COLLABORATIVE FOR EDUCATIONAL SERVICES (CES) | ECC EVALUATION SYSTEM | 2018-2019

- Guide students to complete FAFSA and college applications for Spring semester
- Check in with postsecondary students in the community. Follow Postsecondary guide process for students receiving C or less or who are not keeping up with the pace of the programming.

**November**
- Make sure Feb Bio numbers are accurate.
- Check in with schools regarding MCAS needs for newly detained students.
- Visit programs and meet with students and TCs.
- Monthly Client Review / Treatment Team Meeting.
- Attend RETT.
- Guide postsecondary students in residential care to register for Spring courses

**December**
- Visit programs and meet with students and TCs.
- Monthly Client Review / Treatment Team Meeting.
- Attend RETT.
- Submit DYS funding requests for postsecondary students.

**January**
- Make sure numbers are correct for MCAS order.
- Visit programs and meet with students and TCs.
- Monthly Client Review / Treatment Team Meeting.
- Attend RETT.
- Postsecondary Student Orientation in programs
- Confirm postsecondary students in the community have books, transportation and understand how to navigate their classes and syllabi

**February**
- Double check with schools of any 12th grader to make sure he or she is still on track to graduate and re-confirm that diploma and cap and gown are ordered.
- Visit programs and meet with students and TCs.
- Monthly Client Review / Treatment Team Meeting.
- Attend RETT.

**March**
- Make sure numbers are right for June STE MCAS.
- Check in with schools regarding MCAS needs for newly detained youth.
- Visit programs and meet with students and TCs.
- Monthly Client Review / Treatment Team Meeting.
- Attend RETT.
- Guide students to complete FAFSA and college applications for Spring semester
- Check in with postsecondary students in the community. Follow Postsecondary guide process for students receiving C or less or who are not keeping up with the pace of the programming.

**April**
- Visit programs and meet with students and TCs.
- Monthly Client Review / Treatment Team Meeting.
- Attend RETT.
- Attend Arts Showcase.
- Attend MASCA conference (if funding is available).

May
- Check in with schools regarding MCAS needs for newly detained youth.
- Help regions plan Graduations/Celebrations of Learning.
- Visit programs and meet with students and TCs.
- Monthly Client Review / Treatment Team Meeting.
- Attend RETT.
- Attend BOG conference.
- Submit DYS funding requests for postsecondary students.

June
- Gather diplomas for students who are graduating in residence.
- Help students prepare for Graduation (ie speeches, cap and gown, additional support).
- Attend Graduations and Certificates of Learning.
- Attend Caseworker Conference.
- Do a credit audit at end of the year and update grad grid. Raise grade level a year in ASPEN when grade is completed. Use PG for anyone who graduated High School either with a diploma or HiSET.
- Visit programs and meet with students and TCs.
- Monthly Client Review / Treatment Team Meeting.
- Attend RETT.

July
- Visit programs and meet with students and TCs.
- Monthly Client Review / Treatment Team Meeting.
- Attend RETT.

Regionally
- Lead Planning of College and Career Fair at time of region’s choosing.
- Help plan other regional events as requested.
- Visit programs monthly to meet with kids and TCs.
- Attend parent nights/open houses in region as available.
- Build and maintain relationships with regional Community Colleges, following the process established.
- Deliver lessons in programs, twice a year at minimum.
- Provide Accuplacer testing as needed.
- Follow post-secondary process for students who need it following the Post-Secondary Guide.
- Share College Program outreach materials with students and families. Follow up with students interested in the College Program.
ECC Communication Framework

TC
Teachers
Program Leadership
Regional Leadership

Individual Student Needs

AREC

ECC
Schools
Parents
District Office
Community
Service Providers
Department: Department of Youth Services Education Initiative
Title: Education and Career Counselor
FLSA Status: Exempt
Supervisor: Associate Director of DYS Education and Transition Services
Salary: Union Scale

Purpose: The purpose of the Education and Career Counselor [ECC] position is to coordinate services and programs designed to assure pro-active, youth-centered, goal-directed planning with an emphasis on college and career readiness for all DYS youth from intake to re-entry. The ECC also works to ensure that key adults in the DYS system, families as well as public school personnel and/or employers are aware of and help to support personalized goal progress for all youth. This is achieved through a combination of service delivery, advocacy, collaborative relationships, monitoring, data-based decision making and strength-based, culturally responsive student and family support.

Essential Functions:

1. Provide a range of Education and Career Planning Activities to DYS Youth
   - Provide guidance and coaching around goal setting, planning, and self-monitoring from intake through re-entry
   - Review and discuss with students assessment results and their implications for future planning
   - Ensure that all youth create an electronic portfolio consistent with the expectations of the education program
   - Communicate with EYF teachers and/or Teaching Coordinators regarding student goal development and related materials for inclusion in education and career portfolios
   - Coach students to self-advocate by presenting their goals and projects at meetings
   - Assist parents/guardians in supporting the youth in achieving identified transitional and educational goals
   - Prepare youth for seamless reintegration to the community through a series of activities that begin at the point of entry into DYS and continue through re-entry to the community

2. Consultation and Collaboration
   - Collaborate with Administration, teachers, clinicians and staff to create a supportive culture of education and career readiness
Collaborate with DYS regional leadership, district level management, clinical, medical, and educational personnel, as well as vendor agencies regarding the student’s transitional plan.

Foster community relationships with education programs and other opportunities which help youth to be successful, engaged and connected upon re-entry.

Attend a select number of community meetings to build effective partnerships with schools, police and other social service agencies on behalf of the student’s we serve.

Articulate and document successful transition planning and re-entry strategies.

3. Provide Leadership for the Systemic Changes needed to promote youth attainment of personalized goals.

Practice and model Positive Youth Development and an asset-based approach at all times in working with youth, teachers, families, DYS stakeholders, and community members.

Actively participate on regional transition teams.

Support end of year graduation and/or similar celebrations of student achievement.

Develop and/or implement protocols for youth participation in transition planning meetings across the continuum of care.

Carry out protocols and agreements with community based agencies and/or LEA’s that assist with successful re-entry of youth.

Explore potential opportunities for DYS students with workforce development boards and youth councils, and all regional workforce development initiatives.

Support the development of additional pathways to successful re-entry of youth.

Build relationships with representatives from community colleges, technical and vocational schools, and other post-secondary sites in order to expand access and success for our youth after graduating from high school.


Follow established intake procedures and timelines as established by DYS and/or CES for the request of school records, notice to LEA’s regarding newly committed youth, input of data and records, and for returning students to the public school.

Review and synthesize educational records prior to distribution to assessment units in order to inform educational needs.

Assess DYS generated transcripts for content clarity and accuracy in order to ensure students accrue credits required for grade promotion and secondary school graduation.

Conduct periodic reviews of student progress and update their records and goals accordingly.

Assist in enrolling youth to public schools, special education, GED preparation programs, higher education, alternative education programs, employment and/or vocational programs.

Support parents, students, teachers, vendors, school leaders, etc., in accessing clarification on pertinent education laws, including Section 28 regulations, IDEA 2004, Ch. 688 referrals, and disciplinary due process including suspensions and expulsions.

Conduct ongoing programming quality assurance activities such as updating data entered in Aspen and JJEMS, transcript quality analysis, and other data collection efforts as determined by supervisor.

Work in partnership with DYS Education Director, other DYS employees, teachers, area education coordinators, and/or SEIS personnel to ensure quality educational services are delivered and legal mandates are fulfilled.
Establish and maintain updated files, computerized records, and all related data as determined by DYS and CES supervisor.

Carry out roles relative to administration of statewide tests, e.g. MCAS, as determined by supervisor.

Review education and career counseling programming and services annually with supervisor.

Analyze data and modify programs and services as needed to improve student outcomes.

**Other Professional Expectations:**

- In conjunction with the Supervisor, develop and maintain personal professional development plan.
- Maintain effective/positive relationships with CES, DYS, Vendors, Comm. Corp., and all other colleagues and supervisors.
- Willing and able to drive to designated locations.
- Attend all identified meetings in coordination with supervisor, including monthly team meetings and bi-weekly conference calls.
- Strive to apply research based practices in professional practice.
- Demonstrate caring, culturally and linguistically competent and positive attitude with youth and their families.
- Maintain data regarding students and time management as directed by supervisor.
- Comply with all policies and procedures of host agency.

- Assume any additional responsibilities as directed by the Executive Director of the Collaborative for Educational Services or designee.

**Qualifications:**

- BA or higher degree in School Counseling with a MA 5-12 Guidance Counselor License or School Social Worker/School Adjustment Counselor- All Levels
- Minimum of 3 years experience in education, legal/advocacy, and/or a human service field. Experience working with Dept. of Youth Services a plus.
- Have demonstrated strong written and oral communication skills.
- Valid driver's license and reliable vehicle are required.

**Physical Demands:**

- Ability to multi-task and respond to demanding job duties with a positive mindset.
- Considerable driving, walking, and standing require that the candidate be in good physical condition.

**Work Conditions:**

- Requires working a flexible schedule in close coordination with supervisor.
- Ability to handle interruptions and maintain productivity. Ability to work with diverse personalities.
- Skilled in working independently and collaboratively.
- May be subject to dangerous, often locked settings where the threat of verbal abuse and physical violence exists. Possible exposure to communicable diseases.
Terms of Employment:

- 12 month contract; 40 hours per week
- Full benefits package as outlined in the CES Personnel Policy

CES is an equal opportunity employer and is particularly interested in candidates from a diverse range of cultural, ethnic, and racial backgrounds. We are especially interested in candidates whose backgrounds are well-suited to understanding and addressing the needs of the diverse student population we serve.

INTRODUCTION TO ECC EVALUATION

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 ECC 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 and supervisors may provide input to your Evaluator based on their observations or other data.* Your Evaluator will consider multiple types of evidence before assigning a summative rating, including observations by 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 and primary evaluator disagree with this rating, the educator is entitled to a meeting with the primary evaluator’s supervisor. The Evaluator may attend this meeting at the supervisor’s discretion.

During the 2018-2019 academic year, the CES ECC Evaluation System and our corresponding professional development will aim to support ECCs to successfully fulfill the expectations for performance in DESE’s model rubrics for Specialized Instructional Support Personnel (SISP).

Standards and Indicators of Effective Teaching:

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

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

ECCs 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

### 2018-2019 Standards and Indicators for ECCs:

<table>
<thead>
<tr>
<th>STANDARD I: Curriculum, Planning, and Assessment</th>
<th>STANDARD II: Teaching All Students</th>
<th>STANDARD III: Professional Culture</th>
<th>STANDARD IV: Family and Community Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Demonstrates sound knowledge and understanding of professional content and 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 acquire knowledge and skills.</td>
<td>a) Consistently defines high expectations for student work and behavior, and the perseverance and effort required to produce it; often provides exemplars, rubrics, or guided practice, and/or models appropriate behaviors.</td>
<td>a) Regularly reflects on the effectiveness of instruction, supports, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student outcomes.</td>
<td>a) Uses a variety of strategies to support families to participate actively and appropriately in the classroom and school community.</td>
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<tr>
<td>b) Demonstrates knowledge of students’ developmental levels and the different ways these students learn or behave by providing differentiated learning experiences, support, and/or assistance that enable all students to progress toward meeting intended outcomes.</td>
<td>b) Consistently uses instructional and clinical practices that are likely to motivate and engage most students during the lesson, activity, or session.</td>
<td>b) Proposes challenging, measurable professional practice, team, and student learning goals that are based on thorough self-assessment and analysis of student data.</td>
<td>b) Consistently provides parents with clear, user-friendly expectations for student learning, behavior, and/or wellness.</td>
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<tr>
<td>c) Develops or contributes to the timely development of well-structured plans with measurable outcomes that respond to all relevant individual student needs, and include supports that enable students to meet the goals or objectives of the plan.</td>
<td>c) Uses appropriate practices, including tiered instruction, scaffolds, and other supports, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.</td>
<td>c) Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities.</td>
<td>c) Regularly communicates with parents to create, share, and/or identify strategies for supporting learning and development at school and home.</td>
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<tr>
<td>d) Designs and administers assessments and/or collects data to measure student learning, growth, and/or development through a variety of methods, including informal and formal assessments and common interim assessments where applicable.</td>
<td>d) Uses rituals, 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.</td>
<td>d) Consistently and effectively collaborates with colleagues through shared planning and/or informal conversation in such work as: analyzing student performance and development and planning appropriate interventions at the classroom or school level.</td>
<td>d) Always communicates respectfully with families and demonstrates understanding of and sensitivity to different families’ home language, culture, and values.</td>
</tr>
<tr>
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<tr>
<td>e) 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 appropriate differentiated interventions, supports, and programs for students.</td>
<td>e) Develops students’ interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers.</td>
<td>e) Regularly provides appropriate advice and expertise that is customized to support general education teachers and other colleagues to create appropriate and effective academic, behavioral, and social/emotional learning experiences for students for whom responsibility is shared.</td>
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<tr>
<td>f) Based on assessment results and/or other data, provides descriptive feedback and engages students and families in constructive conversation that focuses on student growth and improvement.</td>
<td>f) Consistently creates learning experiences that guide students to identify their strengths, interests, and needs; ask for support when appropriate; take risks; and challenge themselves to succeed.</td>
<td>f) Demonstrates sound judgment reflecting integrity, honesty, fairness, and trustworthiness and protects student confidentiality appropriately.</td>
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<tr>
<td>g) Individually and with colleagues, draws appropriate conclusions about programs, plans, and practices from a thorough analysis of a wide range of data to improve student learning, growth, and development.</td>
<td>g) Consistently uses strategies and practices that are likely to enable students to demonstrate respect for and affirm their own and others’ differences related to background, identity, language, strengths, and challenges.</td>
<td>g) Consistently fulfills professional responsibilities; is consistently punctual and reliable with paperwork, duties, and assignments; and is rarely late or absent from school.</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.
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 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.

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. Evaluators may assign a self-directed growth plan to an educator who received Needs Improvement on one or two individual indicators at his or her discretion.

3. **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.

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 2017-2018

Educators new to teaching with CES this year 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 ECC 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>
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<td>◆ To ensure professional growth</td>
<td>◆ To enhance student achievement</td>
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<tr>
<th>What:</th>
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<tbody>
<tr>
<td>◆ Evidence of student learning</td>
<td>◆ Evidence of student learning</td>
<td>◆ Completion of Teacher Improvement/Remediation Plan</td>
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<tr>
<td>◆ Informal observations</td>
<td>◆ Informal observations</td>
<td>◆ Evidence of student learning</td>
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<tr>
<td>◆ Classroom walkthroughs</td>
<td>◆ Classroom walkthroughs</td>
<td>◆ Classroom walkthroughs</td>
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<tr>
<td>◆ Formal observation and performance feedback</td>
<td>◆ Formal observation and performance feedback (Directed Growth Plan only, at Evaluator’s discretion)</td>
<td>◆ Informal observations</td>
</tr>
<tr>
<td>◆ Demonstrated progress in Educator Plan goals (Teacher Portfolio)</td>
<td>◆ Demonstrated progress in Educator Plan goals (Teacher Portfolio)</td>
<td>◆ Formal observation and performance feedback</td>
</tr>
<tr>
<td>◆ Reflection on professional growth and evidence of self-evaluation</td>
<td>◆ Reflection on professional growth and evidence of self-evaluation</td>
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</tr>
<tr>
<td>◆ Professional culture feedback and adherence to professional responsibilities</td>
<td>◆ Professional culture feedback and adherence to professional responsibilities</td>
<td>◆ Demonstrated progress in Educator Plan goals (Teacher Portfolio)</td>
</tr>
<tr>
<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>◆ 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>◆ Summative Evaluation: culmination of year’s data in a written report.</td>
</tr>
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<td>New/Developing Growth Plan</td>
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<td><strong>Method:</strong></td>
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<tr>
<td>◆ Review of evidence of student learning jointly with supervisors</td>
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<tr>
<td>◆ Ongoing informal observations by supervisors, with feedback</td>
<td>◆ Ongoing informal observations by supervisors, with feedback</td>
<td>◆ Ongoing informal observations by supervisor, with feedback</td>
</tr>
<tr>
<td>◆ Classroom walkthroughs</td>
<td>◆ Classroom walkthroughs</td>
<td>◆ Classroom walkthroughs</td>
</tr>
<tr>
<td>◆ Approximately four mini observations of at least ten minutes by primary evaluator.</td>
<td>◆ Approximately four mini observations of at least ten minutes by primary evaluator.</td>
<td>◆ Approximately four mini observations of at least ten minutes by primary evaluator.</td>
</tr>
<tr>
<td>◆ Formal classroom observation(s) by supervisory, including performance feedback</td>
<td>◆ Formal classroom observation(s) by evaluator, including performance feedback. (Evaluators may choose not to do a formal classroom observation of Educators on a Self-Directed or Directed Growth Plan)</td>
<td>◆ Formal classroom observation(s) by primary evaluator, including performance feedback</td>
</tr>
<tr>
<td>◆ Formative Assessment at mid-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>◆ Formative Evaluation or Summative Evaluation and review with evaluator, at the end of the plan cycle.</td>
<td>◆ Observation and feedback by supervisor, focused specifically on all aspects of the Improvement Plan</td>
</tr>
</tbody>
</table>

| Summative Evaluation and review with evaluator, including performance feedback on Professional Culture Standard |
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 (formerly known as IPDP)
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 ECCs 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 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.) Regional Goal.

Regional Goals should be related to PD outcomes or goals and should be specific to the region. Team Goals must be approved by the Evaluators. Educators will be assessed individually on his or her
contributions to the regional goal. For educators working in more than one program, the regional goal should be tied to their home base assignment.

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 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 teacher relative to these goals will be included in the teacher’s summative evaluation. We expect that by October 29th, 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 ECCs 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 Evaluator.

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

Evaluators(s) are responsible for collecting evidence of ECC performance throughout the year. This evidence will include performance observations, the feedback of others, and artifacts of the ECC’s practice, e.g. student data, evidence of successful student transition, classroom or meeting walkthrough data, etc. indicating a ECC performance relevant to the Standards and Indicators of Effective Teaching.

Evaluators are expected to conduct at least 1 mini observations throughout the year. Mini observations are intended to encourage reflection and dialogue among ECCs 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 a minimum of 10 minutes long, will result in feedback on ECC’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).
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 meeting or students session during the course of the year. At the Evaluator’s discretion, additional formal observations may be scheduled for a ECC 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 Evaluator will meet with the ECC in the Pre-Observation Conference, and review the purpose and goals of the meeting, and any other documentation pertinent to the lesson or meeting.

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 ECC 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, we believe this is a reasonable timeframe for completing the process while allowing for reflection to occur by all parties involved.

All teachers on a Developing Educator Plan or a Directed Growth Plan will receive feedback on Standard Three: Professional Culture based on the rubric for the Standard.

For educators on a Self-Directed Plan, the Evaluator will provide, as a Formative Evaluation, a short written summary of the educator’s overall performance in the middle of the year for a one year plan and at the end of the second year for a two year plan that includes a review of their performance in each of the standards. The Formative Evaluation will include a rating. Pending the Evaluator’s professional judgment about the educator’s performance, a summative will be conducted at the end of a year or after a second year.

Educators 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 2-3 artifacts collected by the educator and the Evaluator.

The Evaluator may elect to perform a Formative Assessment during the middle of the year for teachers in the Formative Evaluation year of a two year Self-directed Educator 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 Evaluator determines that the educator’s performance is Unsatisfactory, the Evaluator is responsible for communicating steps for improvement using the Teacher Improvement Plan (Appendix C-8).

As stated above, educators on a two-year Self-Directed Plan will have a summative evaluation every other year, pending ongoing performance ratings at the Exemplary or Proficient level.

For educators on any of the other plans, the evaluator will provide a comprehensive summative evaluation at the end of the year of the educator’s performance in each of the Standards and indicators and overall.

ECCs are expected to maintain a portfolio 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 Evaluator’s training and professional judgment. Further, teacher performance relative to their Educator Goals will be used, as will the professional judgment of the 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.
## Timeline of Evaluation 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>
</table>
| **August through End of October** | 1. Evaluation system provided and reviewed  
2. Self-assess and formulate Educator Plan goals  
3. Informal observations begin  
4. Maintain evidence of performance in portfolio | 1. Evaluation system provided and reviewed  
2. Self-assess and formulate Educator Plan goals  
3. Informal observations begin  
4. Maintain evidence of performance in portfolio | 1. Evaluation system provided and reviewed  
2. Improvement plan expectations are set/reviewed  
3. Self-assess and formulate Educator Plan goals  
4. Informal observations begin  
5. Maintain evidence of performance in portfolio |
| **October 28 through mid May** | 1. Informal observations continue  
2. Formal observation  
3. Maintain evidence of performance in portfolio  
4. Formative Assessment | 1. Informal observations continue  
2. Formal Observation (Directed Growth Plan only, at evaluator’s discretion)  
3. Formative Assessment for ECCs on a one year plan.  
4. Maintain evidence of performance in portfolio | 1. Informal observations continue  
2. Formal observation  
3. Classroom walkthroughs  
4. Maintain evidence of performance in portfolio  
5. Formative Assessment |
| **Mid May through August** | 1. Informal observations  
2. Summative evaluation  
3. Maintain evidence of performance in portfolio | 1. Informal observations  
2. Summative Evaluation for one year plans; Formative Evaluation for two year plans.  
3. Maintain evidence of performance in portfolio | 1. Informal observations  
2. Summative evaluation  
3. Maintain evidence of performance in portfolio |
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.

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, the Associate Director of Education and Transition Services and/or The Coordinator of Student Services and Postsecondary Programming.

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 educators 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 ECC 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 counseling session or meeting that includes pre and post conferences with the Evaluator and ECC. Formal observations include the following characteristics:

   1. **Pre-Scheduled**
      Written notification, including email, to the ECC by the Evaluator of intent to observe.

   2. **Pre-Observation Conference**
      Before the formal observation, the Evaluator shall meet with the ECC to discuss the purpose and review goals of the session or meeting. The Evaluator may request additional artifacts relative to the formal observation tools that might not be readily observed during the classroom observation.

   3. **Post-Observation Conference**
      The ECC 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. **Informal Observation or Mini-Observation**
   An observation of the educator of a minimum of 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.

  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 3: 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.
### Roles and Responsibilities of ECC Primary Evaluator

<table>
<thead>
<tr>
<th>New/Developing Educator Plan</th>
<th>Self-Directed and Directed Growth Plan</th>
<th>Improvement Plan</th>
</tr>
</thead>
</table>
| Review and clarify expectations of TES  
  • Conduct minimum of 1 informal observation in first two months  
  • Conduct informal observation(s)  
  • Provide direction for Educator Plan goals and final endorsement  
  • Complete formal observation  
  • Maintain identified sources of evidence of performance  
  • Complete formative assessment  
  • Complete summative evaluation  
  • Recommend continued employment, educator plan changes, promotion, and/or dismissal/demotion | Review and clarify expectations of TES  
  • Conduct informal observation(s)  
  • Provide direction for Educator Plan goals and final endorsement  
  • Conduct classroom walkthroughs as determined  
  • Complete formal observation as necessary at evaluator's discretion.  
  • Maintain identified sources of evidence of performance  
  • Complete formative assessment  
  • Complete summative evaluation and/or formative assessment for identified educator  
  • Recommend continued employment, educator plan changes, promotion, and/or dismissal/demotion | Review and clarify expectations of TES  
  • Minimum of 1 informal observation each month for first 3 months and ongoing as determined  
  • Conduct classroom walkthroughs as determined  
  • Develop, support, and monitor Improvement Plan  
  • Provide direction for Educator Plan goals and final endorsement  
  • Complete formal observation  
  • Maintain identified sources of evidence of performance  
  • Complete formative assessment.  
  • Complete summative evaluation  
  • Recommend continued employment, educator plan changes, promotion, and/or dismissal/demotion |
Standard I: Curriculum, Planning, and Assessment. 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.

<table>
<thead>
<tr>
<th>Indicator I</th>
<th>Curriculum and Planning: 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I-A. Elements</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>I-A. Professional Knowledge</td>
<td>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.</td>
</tr>
<tr>
<td>I-B. Child and Adolescent Development</td>
<td>Demonstrates little or no knowledge of child and adolescent development; typically develops one learning experience, and/or type of support or assistance for all students that does not adequately address intended outcomes.</td>
</tr>
</tbody>
</table>

*Note:* At the Exemplary level, an educator’s level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by “Is able to model.”
<table>
<thead>
<tr>
<th>I- Elements</th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-C Plan Development</td>
<td>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.</td>
<td>Develops or contributes to the timely development of plans that respond to some but not all 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.</td>
<td>Develops or contributes to the timely development of well-structured plans with measurable outcomes that respond to all relevant individual student needs, and include supports that enable students to meet the goals or objectives of the plan.</td>
<td>Develops or contributes to the timely development of comprehensive, well-structured plans with measurable outcomes that respond to all 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. Is able to model this element.</td>
</tr>
<tr>
<td>I-D. Variety of Assessment Methods</td>
<td>Administers assessments and/or collects only the data required by the school and/or measures only point-in-time student achievement.</td>
<td>May design and administer assessments and/or collect some data to measure student learning, growth, or development, but uses a limited range of methods.</td>
<td>Designs and administers assessments and/or collects data to measure student learning, growth, and/or development through a variety of methods, including informal and formal assessments and common interim assessments where applicable.</td>
<td>Uses an integrated, comprehensive assessment system, including informal and formal assessment methods and common interim assessments where applicable, to measure student learning, growth, and development, and is able to model this element.</td>
</tr>
</tbody>
</table>

**Note:** At the **Exemplary** level, an educator’s level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by “Is able to model.”
### Standard I

**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 Elements</th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>I-E Adjustment to Practice</td>
<td>Makes few adjustments to practice by identifying and/or implementing appropriate differentiated interventions, supports, and programs based on formal and informal assessments.</td>
<td>May organize and analyze some assessment results but only occasionally adjusts practice and identifies and/or implements appropriate differentiated interventions, supports, and programs for students.</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 appropriate differentiated interventions, supports, and programs 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 appropriate differentiated interventions, supports, or programs for individuals and groups of students and appropriate modifications of plans. Is able to model this element.</td>
</tr>
<tr>
<td>I-F Sharing conclusions with students and families.</td>
<td>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.</td>
<td>Provides some feedback about student growth or progress beyond required reports but rarely shares strategies for students to grow and improve.</td>
<td>Based on assessment results and/or other data, provides descriptive feedback and engages students and families in constructive conversation that focuses on student growth and improvement.</td>
<td>Establishes early, constructive feedback loops with students and families that create a dialogue about student growth, progress, and improvement. Is able to model this element.</td>
</tr>
</tbody>
</table>

**Note:** At the Exemplary level, an educator’s level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by “Is able to model.”
<table>
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<th>I-Elements</th>
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<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>I-g Analysis and Conclusions</td>
<td>Does not analyze data and/or draw conclusions from data beyond completing minimal requirements.</td>
<td>Draws conclusions from a limited analysis of data to inform student learning, growth, and development.</td>
<td>Individually and with colleagues, draws appropriate conclusions about programs, plans, and practices from a thorough analysis of a wide range of data to improve student learning, growth, and development.</td>
<td>Individually and with colleagues, draws appropriate, actionable conclusions about programs, plans, and practices from a thorough analysis of a wide range of data that improve short- and long-term decisions. Is able to model this element.</td>
</tr>
</tbody>
</table>
Standard II: Teaching All Students. 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.

### II. 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.**

<table>
<thead>
<tr>
<th>II-A. Elements</th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>II-A.</strong> Quality of Effort and Work</td>
<td>Establishes no or low expectations for student work and behavior and/or offers few supports to help students know what is expected of them.</td>
<td>May state high expectations for student work and behavior, but provides few exemplars and rubrics, or limited guided practice, and/or few other supports to help students know what is expected of them.</td>
<td>Consistently defines high expectations for student work and behavior, and the perseverance and effort required to produce it; often provides exemplars, rubrics, or guided practice, and/or models appropriate behaviors.</td>
<td>Consistently defines high expectations for student work and behavior and effectively supports students to set high expectations for each other to persevere and produce high-quality work. Is able to model this element.</td>
</tr>
<tr>
<td><strong>II-B.</strong> Student Engagement</td>
<td>Uses instructional and/or clinical practices that leave most students uninvolved and/or passive.</td>
<td>Uses instructional and/or clinical practices that motivate and engage some students but leave others uninvolved and/or passive.</td>
<td>Consistently uses instructional and clinical practices that are likely to motivate and engage most students during the lesson, activity, or session.</td>
<td>Consistently uses instructional and clinical practices that typically motivate and engage most students during the lesson, activity, or session, and during independent work. Is able to model this element.</td>
</tr>
<tr>
<td><strong>IIIC</strong> Meeting Diverse Needs</td>
<td>Uses limited and/or inappropriate practices and/or supports to accommodate differences.</td>
<td>May use some appropriate practices and/or supports to accommodate differences, but fails to address an adequate range of differences.</td>
<td>Uses appropriate practices, including tiered instruction, scaffolds, and other supports to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.</td>
<td>Uses a varied repertoire of practices and/or supports to create structured opportunities for each student to meet or exceed expectations for growth and development. Is able to model this element.</td>
</tr>
</tbody>
</table>

**Note:** At the Exemplary level, an educator’s level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by “Is able to model.”
## Indicator II. 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.

<table>
<thead>
<tr>
<th>II-Elements</th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>II-D Safe Learning Environment</td>
<td>Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students' learning.</td>
<td>May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students' learning.</td>
<td>Uses rituals, 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.</td>
<td>Uses rituals, 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 preventing behaviors that interfere with learning. Is able to model this element.</td>
</tr>
<tr>
<td>II-E 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>
<td>Teaches some interpersonal, group, and communication skills and provides some opportunities for students to work in groups.</td>
<td>Develops students’ interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers.</td>
<td>Teaches and reinforces interpersonal, group, and communication skills so that students seek out their peers as resources. Is able to model this practice.</td>
</tr>
<tr>
<td>II-F Student Motivation</td>
<td>Directs all learning experiences, providing few, if any, opportunities for students to take risks or challenge themselves.</td>
<td>Creates some learning experiences that guide students to identify needs, ask for support, and challenge themselves to take risks.</td>
<td>Consistently creates learning experiences that guide students to identify their strengths, interests, and needs; ask for support when appropriate; take risks; and challenge themselves to succeed.</td>
<td>Consistently supports students to identify their strengths, interests, and needs; ask for support; take risks; challenge themselves; set learning goals; and monitor their own progress. Is able to model this element.</td>
</tr>
</tbody>
</table>

**Note:** At the Exemplary level, an educator’s level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by “Is able to model.”
## Indicator II-. Cultural Proficiency: Actively creates and maintains an environment in which students’ diverse backgrounds, identities, strengths, and challenges are respected.

<table>
<thead>
<tr>
<th>II-Elements</th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>II-G. Respects Differences</td>
<td>Establishes an environment in which students demonstrate limited respect for individual differences.</td>
<td>Establishes an environment in which students generally demonstrate respect for individual differences.</td>
<td>Consistently uses strategies and practices that are likely to enable students to demonstrate respect for and affirm their own and others’ differences related to background, identity, language, strengths, and challenges.</td>
<td>Establishes an environment in which students respect and affirm their own and others’ differences and are supported to share and explore differences and similarities related to background, identity, language, strengths, and challenges. Is able to model this element.</td>
</tr>
</tbody>
</table>

**Note:** At the *Exemplary* level, an educator’s level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by “Is able to mod.”
**Standard III: Professional Culture.** Promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

<table>
<thead>
<tr>
<th>Indicator III</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>
</tr>
</thead>
<tbody>
<tr>
<td>IV-A. Elements</td>
<td><strong>Unsatisfactory</strong></td>
</tr>
<tr>
<td>IIIA Reflective Practice</td>
<td>Demonstrates limited reflection on practice and/or use of insights gained to improve practice.</td>
</tr>
<tr>
<td>IIIIB Goal Setting</td>
<td>Participates passively in the goal-setting process and/or proposes goals that are vague or easy to reach.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator III</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><strong>Unsatisfactory</strong></td>
</tr>
<tr>
<td>III-C Professional Learning and Growth</td>
<td>Participates in few, if any, professional development and learning opportunities to improve practice and/or applies little new learning to practice.</td>
</tr>
</tbody>
</table>
### Indicator III: Collaboration: Collaborates effectively with colleagues on a wide range of tasks.

<table>
<thead>
<tr>
<th>III- Elements</th>
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<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>III-D Professional Collaboration</td>
<td>Rarely and/or ineffectively collaborates with colleagues; conversations often lack focus on student performance and/or development.</td>
<td>Does not consistently collaborate with colleagues in ways that support productive team effort.</td>
<td>Consistently and effectively collaborates with colleagues through shared planning and/or informal conversation in such work as: analyzing student performance and development and planning appropriate interventions at the classroom or school level.</td>
<td>Facilitates effective collaboration among colleagues through shared planning and/or informal conversation in such work as analyzing student performance and development and planning appropriate, comprehensive interventions at the classroom and school level. Is able to model this element.</td>
</tr>
<tr>
<td>III-E Consultation</td>
<td>Regularly provides inappropriate advice; does not consistently provide advice when appropriate.</td>
<td>Provides advice and expertise to support appropriate planning and appropriate interventions for students for whom responsibility is shared, or sometimes provides advice that is inappropriate or poorly customized.</td>
<td>Regularly provides appropriate advice and expertise that is customized to support general education teachers and other colleagues to create appropriate and effective academic, behavioral, and social/emotional learning experiences for students for whom responsibility is shared.</td>
<td>Utilizes a variety of means to regularly provide advice and expertise that is customized to support general education teachers and other colleagues to create appropriate and effective academic, behavioral, and social/emotional learning experiences for students. Is able to model this element.</td>
</tr>
</tbody>
</table>

### Indicator III: Professional Responsibilities: Is ethical and reliable, and meets routine responsibilities consistently.

<table>
<thead>
<tr>
<th>IV-F. Elements</th>
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<tbody>
<tr>
<td>III-F Judgment</td>
<td>Demonstrates poor judgment and/or discloses confidential student information inappropriately.</td>
<td>Sometimes demonstrates questionable judgment and/or inadvertently shares confidential information.</td>
<td>Demonstrates sound judgment reflecting integrity, honesty, fairness, and trustworthiness and protects student confidentiality appropriately.</td>
<td>Demonstrates sound judgment and acts appropriately to protect student confidentiality, rights and safety. Is able to model this element.</td>
</tr>
<tr>
<td>III-G 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.</td>
<td>Occasionally misses or is late to assignments, completes work late, and/or makes errors in records.</td>
<td>Consistently fulfills professional responsibilities; is consistently punctual and reliable with paperwork, duties, and assignments; and is rarely late or absent from school.</td>
<td>Consistently fulfills all professional responsibilities to high standards. Is able to model this element.</td>
</tr>
</tbody>
</table>
**Standard IV: Family and Community Engagement.** Promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

<table>
<thead>
<tr>
<th>Indicator IV</th>
<th>Engagement: Welcomes and encourages every family to become active participants in the classroom and school community.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IV Elements</strong></td>
<td><strong>Unsatisfactory</strong></td>
</tr>
<tr>
<td>IV-A Parent/Family Engagement</td>
<td>Does not welcome families to become participants in the classroom and school community or actively discourages their participation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator IV-</th>
<th>Collaboration: Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IV. Elements</strong></td>
<td><strong>Unsatisfactory</strong></td>
</tr>
<tr>
<td>IV-B Learning Expectations</td>
<td>Does not inform parents about learning, behavior, and/or wellness expectations.</td>
</tr>
<tr>
<td>IV-C Student Support</td>
<td>Rarely, if ever, communicates with parents on ways to support learning and development at home or at school.</td>
</tr>
</tbody>
</table>
**Indicator IV. Communication: Engages in regular, two-way, and culturally proficient communication with families about student learning, behavior and wellness.**

<table>
<thead>
<tr>
<th>IV Elements</th>
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</tr>
</thead>
<tbody>
<tr>
<td>IV-D</td>
<td>Makes few attempts to respond to different family cultural norms and/or responds inappropriately or disrespectfully.</td>
<td>May communicate respectfully and make efforts to take into account different families' home language, culture, and values, but does so inconsistently or does not demonstrate understanding and sensitivity to the differences.</td>
<td>Always communicates respectfully with families and demonstrates understanding of and sensitivity to different families' home language, culture, and values.</td>
<td>Always communicates respectfully with families and demonstrates understanding and appreciation of different families' home language, culture, and values. Is able to model this element.</td>
</tr>
</tbody>
</table>
Collaborative for Educational Services
ECC Evaluation System

2018-2019