

# Framingham Public Schools

Unit A: Supervision and Evaluation Overview



## Office of Human Resources

Responsiveness, Commitment, Efficiency and Compassion

# Disclaimer

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## Why this training?

During the new teacher orientation, held before the start of the school year, all new staff will be given a presentation on Supervision and Evaluation.

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

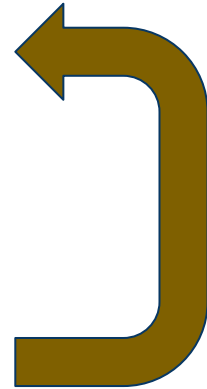
- i. Provide an overview of the evaluation process, including goal setting and the educator plans
- ii. Provide all Educators with directions for obtaining a copy of the forms used by the district. These may be electronically provided.
- iii. The faculty meeting may be digitally recorded to facilitate orientation of Educators hired after the beginning of the school year. The newly hired Educator shall also meet with the Superintendent/Principal or his/her designee to accomplish items in 6Ai and 6Aii above.

# General Information

- Evaluators must be licensed and trained in supervision & evaluation
  - No negative comments about performance in the presence of others
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- a. Only Educators who are licensed may serve as primary evaluators of Educators.
  - b. Evaluators shall not make negative comments about the Educator's performance, or comments of a negative evaluative nature, in the presence of students, parents or other staff. Nothing in this paragraph is intended to limit an administrator's ability to investigate a complaint, or secure assistance to support an Educator.
  - c. The superintendent shall insure that Evaluators have training in supervision and evaluation, including the regulations and standards and indicators of effective teaching practice promulgated by ESE (35.03), and the evaluation Standards and Procedures established in this Agreement.

# Standards for Assessment

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



# Types of Educator Plans

## Educator Plans – General

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

# Types of Plans

4 plans

- i) Developing Educator Plan shall mean a plan developed by the Educator and the Evaluator for one school year for an Educator without Professional Teacher Status (PTS) or less than one year for an educator without PTS who is hired after the start of the school year.
- ii) Self-Directed Growth Plan shall mean a plan developed by the Educator for one or two school years for Educators with PTS who are rated proficient or exemplary.
- iii) Directed Growth Plan shall mean a plan developed by the Educator and the Evaluator of one school year or less for Educators with PTS who are rated needs improvement.
- iv) Improvement Plan shall mean a plan developed by the Evaluator of at least 90 school days for the 2013-2014 school year and at least 60 school days for the 2014-2015 school year and no more than one school year for Educators with PTS who are rated unsatisfactory with goals specific to improving the Educator's unsatisfactory performance. In those cases where an Educator is rated unsatisfactory near the close of a school year, the plan may include activities during the summer preceding the next school year.



# Developing Educator Plan

- Non-PTS
- Evaluated at least annually
- Career Advancement ⇒

In order to attain Professional Teacher Status, the Educator shall achieve ratings of proficient or exemplary on Performance Standard I and II on their most recent evaluation. A principal considering making an employment decision that would lead to PTS for any Educator who has not been rated proficient or exemplary on each performance standard and overall on the most recent evaluation shall confer with the superintendent by **May 31st**. The principal's decision is subject to review and approval by the superintendent.

# Self-Directed Plan

- 2 years
- Proficient/Exemplary rating

A Two-year Self-Directed Growth Plan is for those Educators with PTS who have an overall summative rating of proficient or exemplary. A formative evaluation report is to be completed by **May 31<sup>st</sup>** of the first year of the plan. The summative evaluation report is to be completed by **May 31<sup>st</sup>** of the second year of the plan.

# Directed Plan

- Needs Improvement ⇒ Directed Plan
- Proficient → back to 2 Year SDP
- Not Proficient → Improvement Plan

- a. A Directed Growth Plan is for an Educator with PTS whose overall rating is needs improvement.
- b. The goals in the Plan must address areas identified as needing improvement as stated in the previous Summative Evaluation.
- c. The Evaluator shall complete a summative evaluation for the Educator by **May 31<sup>st</sup>**.
- d. For an Educator on a Directed Growth Plan whose overall performance rating is at least proficient, the Evaluator will place the Educator on a **Two Year** Self-Directed Growth Plan for the next Evaluation Cycle.
- e. For an Educator on a Directed Growth Plan whose overall performance rating is not at least proficient, the Evaluator will rate the Educator as unsatisfactory and will place the Educator on an Improvement Plan for the next Evaluation Cycle.

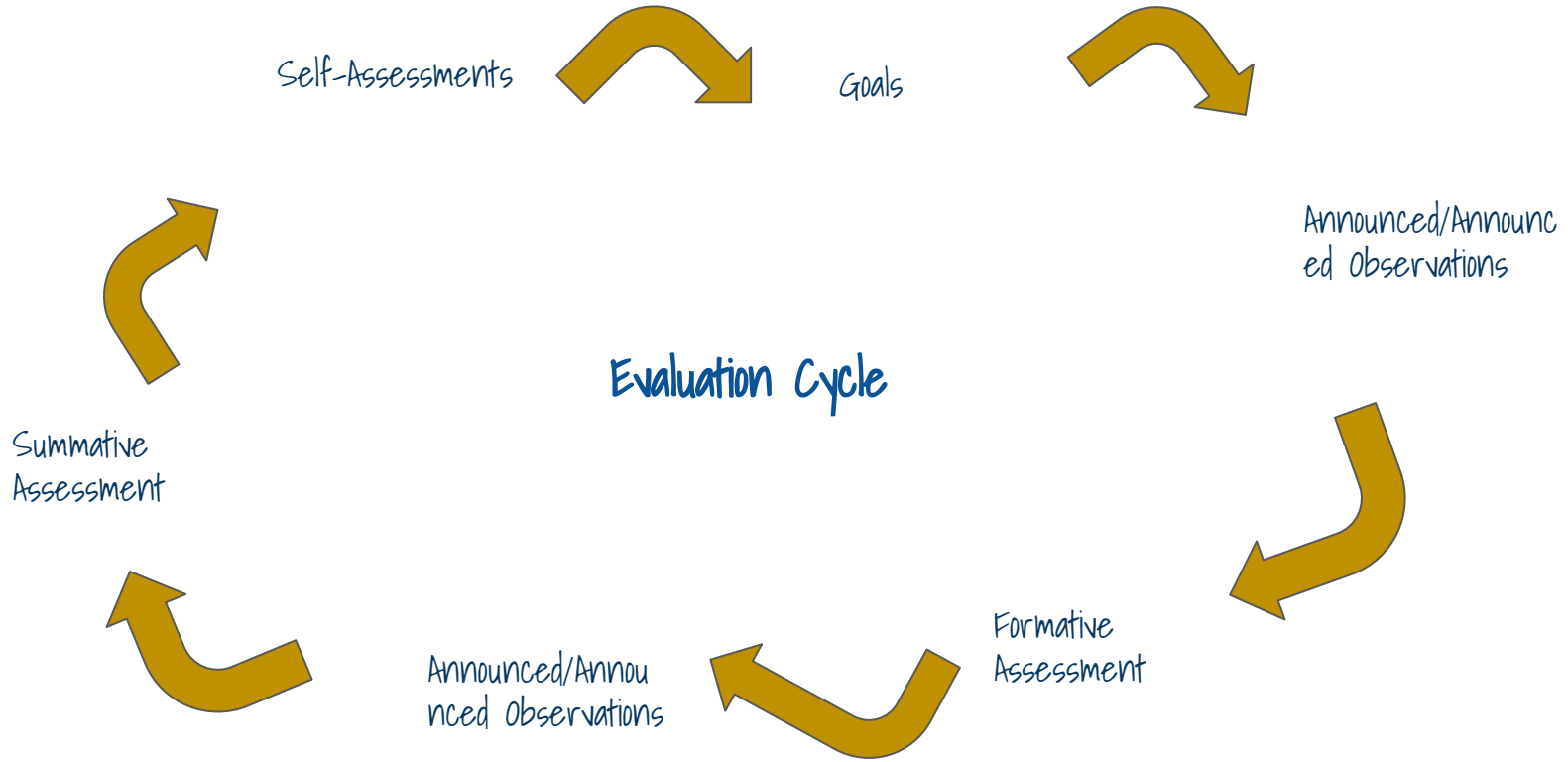
# Improvement Plan

- Unsatisfactory ⇒ Improvement Plan
- Time Period: 60 days - 1 year
- At the end of Improvement Plan:
  - Proficient ⇒ 2 Year Self Directed Plan
  - Need Improvement ⇒ Directed Growth Plan
  - unsatisfactory ⇒ Recommend termination

- e. The Improvement Plan process shall include:
- Within **ten** school days of completion of the summative evaluation where the overall rating is unsatisfactory, the educator shall complete a Self-Assessment. The Evaluator shall schedule a meeting with the Educator and, if requested by the Educator, an Association representative to discuss the Summative Rating, the completed Self-Assessment and to identify specific areas for improvement.
  - No later than **three** days before the last school day, the educator shall meet with the Evaluator to develop the goals and the Improvement plan. If requested by the Educator, an Association Representative may be present at this meeting.
  - The Human Resources Director will notify the President of the Association and the Superintendent of any educator being placed on an Improvement Plan. The Educator may request that a representative of the Association attend any meeting(s) in regards to the Improvement Plan as the Educator's representative.

- f. The Improvement Plan shall:
- Define the problem(s) of practice identified through observations and the summative evaluation;
  - Define the improvement goals directly related to the performance standard(s) that need to be addressed;
  - Describe the activities and work products the Educator must complete as a means of improving performance;
  - Describe the assistance that the district will make available to the Educator and the connection to the improvement goals;
  - Articulate the measurable outcomes that will be accepted as evidence of improvement;
  - Detail the intended timeline for completion of each component of the Plan, including at a minimum, four formative assessment reports of the relevant standard(s) and indicator(s);
  - Identify the individuals assigned to assist the Educator which must include minimally the Supervising Evaluator;
  - Include the signatures of the Educator, Supervising Evaluator and, if appropriate, an Association representative.

Evaluation Cycle





<p style="text-align: center;"><b>September</b></p> <p>9/15: (A - DP) Self Assessment</p>	<p style="text-align: center;"><b>October</b></p> <p>10/15: (A - DEP1) Self Assessment  10/15: (A - DEP2/3) Self Assessment  10/15: (A - DP) Goals</p> <p>10/31: (A - DEP1) Goals  10/31: (A - DEP2/3) Goals  10/31: (A - SDP) Self Assessment</p>	<p style="text-align: center;"><b>November</b></p> <p>11/15: (A - SDP) Goals</p>	<p style="text-align: center;"><b>December</b></p> <p>12/31: (A - DP) Unannounced, Formal, Formative</p>
<p style="text-align: center;"><b>January</b></p> <p>1/31: (A - DEP1) Unannounced, Formal, Formative  1/31: (A - DEP2/3) Formal, Formative</p>	<p style="text-align: center;"><b>February</b></p>	<p style="text-align: center;"><b>March</b></p> <p>3/31: (A-DP) Unannounced, Formal, Formative</p>	<p style="text-align: center;"><b>April</b></p>
<p style="text-align: center;"><b>May</b></p> <p>5/31: (A - DEP1) Unannounced, Formal, Summative  5/31: (A - DEP2/3) Unannounced, Summative  5/31: (A - SDP 1) Unannounced, Formative  5/31: (A - SDP 2) Summative  5/31: (A - DP) Summative</p>	<p style="text-align: center;"><b>June</b></p>	<p style="text-align: center;"><b>July</b></p>	<p style="text-align: center;"><b>August</b></p>

CODE: DEP1 (Year 1) - Non-PTS

DEP2/3 (Year 2 or Year 3) - Non-PTS. SDP - PTS. DP - PTS



# Self-Assessment

- Evidence-driven
- Standards-focused
- Proposed goals (2 required):
  - (1) Professional practice
  - (2) Student learning

An analysis of evidence, made available by the district, of student learning, growth and achievement for students under the Educator's responsibility.

An assessment of practice against each of the four Performance Standards of effective practice using the district's rubric.

Proposed goals to pursue:

One goal directly related to improving the Educator's own professional practice. Additional goals may be added at the discretion of the Educator.

One goal directly related to improving student learning. Additional goals may be added at the discretion of the Educator.

# Goals

- PTS: can have team goals
- Non-PTS Year 1: induction & mentoring goals
- Non-PTS Years 2-3: w/ Evaluator approval can have grade/team goals
- <2 goals required: professional practice & student learning
- Specify action steps
- Evaluator has final say
- Educator sign w/in 5 days

Educators must consider goals for grade-level, subject-area, department teams, or other groups of Educators who share responsibility for student learning and results, except as



Unless the Evaluator indicates that an Educator in his/her second or third years of practice should continue to address induction and mentoring goals pursuant to 603 CMR 7.12, the Educator may address shared grade level or subject area team goals. In total, there shall be no more than two required goals.

For Educators with PTS and ratings of proficient or exemplary, the goals may be team goals. In addition, these Educators may include individual professional practice goals that address enhancing skills that enable the Educator to share proficient practices with colleagues or develop leadership skills.

For Educators with PTS and ratings of needs improvement or unsatisfactory, the professional practice goal(s) must address specific standards and indicators identified for improvement. In addition, the goals may address shared grade level or subject area team goals. In total, there shall be no more than two required goals.

The Evaluator reviews the goals the Educator has proposed, using evidence of Educator performance and impact on student learning, growth and achievement based on the Educator's self-assessment and other sources that Evaluator provides to the Educator. The Evaluator retains final authority over the required goals to be included in the educator plan. The process for determining

## Evaluators: defined

- Educators must be informed of evaluators
  - Any change in evaluator must be by writing
  - Any decline in performance → **Primary Evaluator**
    - **Primary Evaluator: Principals or FAA member**
- i) **Primary Evaluator:** Any FPS employee who falls into the category of Principal, Director, or member of the Framingham Administrator Association and determines the Educator's performance ratings and evaluation. In the case of an educator whose overall formative or summative rating declines to Needs Improvement or Unsatisfactory, the Primary Evaluator will assume all responsibilities of evaluation that may have been performed by the Supervising Evaluator.
  - ii) **Supervising Evaluator** shall be the person responsible for developing the Educator Plan, supervising the Educator's progress through formative assessments, evaluating the Educator's progress toward attaining the Educator Plan goals, and making recommendations about the evaluation ratings to the primary Evaluator at the end of the Educator Plan. The Supervising Evaluator may be the primary Evaluator as defined in 2) i) or his/her designee.

# unannounced observations

- <15 min and no longer than class period
  - Written feedback w/in 3 days
  - Educator can respond w/in 5 days
  - 1+ standards in observation unsatisfactory →
    - At least one observation of 30 min
    - W/in 30 school days
    - Continue process as long as 1+ standards unsatisfactory
- i. Unannounced observations may be in the form of partial or full-period classroom visitations of at least 15 minutes and no longer than one class/subject period
  - ii. The Educator will be provided written feedback from the Evaluator on the attached form within 3 school days of the observation. The written feedback shall be delivered to the Educator in person, by email, or placed in the Educator's mailbox.
  - iii. The Educator shall have the opportunity to respond in writing to any feedback from the Evaluator. The Educator shall sign the form and return to the Evaluator within 5 school days. The signature does not indicate agreement or disagreement with its contents.
  - iv. Any observation resulting in one or more standards judged to be unsatisfactory for the first time must be followed by at least one observation of at least 30 minutes in duration within 30 school days. Any observation resulting in one or more standards judged to be needs improvement and at the request of the Educator, the Evaluator will follow up with an additional observation within 30 school days.

Questions? MyHr@framingham.k12.ma.us

# Announced Observations

- Pre-observation: 5 days before observation
- Post-observation: 5 days after observation
- Feedback: w/in 10 days after observation
  - For any unsatisfactory/needs improvement standard
    - Explain why
    - Action steps to improve
    - Resources
    - Recommendations
- Educator Response: w/in 5 days

\*Improvement Plans timelines differ

- ii. The Evaluator and Educator shall select the date and time of the lesson or activity to be observed and discuss with the Educator any specific goal(s) for the observation.
- iii. Within **5** school days of the scheduled observation, the Evaluator and Educator shall meet for a pre-observation conference. The Educator shall provide the Evaluator with a completed pre-observation conference form.
- iv. Within **5** school days of the observation, the Evaluator and Educator shall meet for a post-observation conference. In the case of an educator currently on an Improvement plan, the post-observation conference will occur within 2 school days. This timeframe may be extended due to unavailability on the part of either the Evaluator or the Educator, but shall be rescheduled within 24 hours if possible.
- v. The Evaluator shall provide the Educator with written feedback within **10** school days of the observation. In the case of an Educator on an Improvement plan, the feedback shall be provided within **5** days of the observation. For any standard where the Educator's practice was found to be unsatisfactory or needs improvement, the feedback must:
  1. Describe the reason or reasons for the Evaluator's judgment.
  2. Describe actions the Educator should take to improve his/her performance.
  3. Identify support and/or resources the Educator may use in his/her improvement.
  4. Include recommendations for improvements that are the responsibility of the educator.
- vi. The Educator shall have the opportunity to respond in writing to any feedback from the Evaluator. The Educator shall sign the form and return to the Evaluator within **5** school days. The educator's signature indicates receipt but does not indicate agreement to the contents of the feedback.

# Formative Assessments

- Based on observations and 2+ artifacts
  - 2 weeks before Formative: Educator's evidence
  - If Formative shows decline on Standards I & II
- ⇒ discuss if new plan is warranted

- A specific purpose for evaluation is to promote student learning, growth and achievement by providing Educators with feedback. Evaluators are expected to make unannounced visits to classrooms. Evaluators are expected to give specific constructive feedback to Educators based on their observations of practice, and examination of a minimum of two artifacts and analysis of multiple measures of student learning, growth and achievement in relation to the Standards and Indicators of Effective Teaching Practice.
- Formative Assessment may be ongoing throughout the evaluation cycle but typically takes place mid-cycle when a Formative Assessment report is completed. See attached forms.

- The Formative Assessment report provides written feedback and ratings to the Educator about his/her progress towards attaining the goals set forth in the Educator Plan and performance on Performance Standards.
- No less than two weeks before the due date for the Formative Assessment report (see Appendix C), the Educator shall meet with and provide to the Evaluator reasonable evidence of performance in relation to the four Performance Standards and progress on attaining professional practice and student learning goals.
- In the case that the Evaluator determines that the evidence is not sufficient, the Educator and Evaluator will meet before completion of the Formative Assessment Report.
- The Evaluator shall complete the Formative Assessment report and provide a copy to the Educator. All Formative Assessment reports must be signed by the Evaluator and delivered face-to-face, by email or to the Educator's school mailbox.
- The Educator may reply in writing to the Formative Assessment report within 5 school days of receiving the report.
- The Educator shall sign the Formative Assessment report by within 5 school days of receiving the report. The signature indicates that the Educator received the Formative Assessment report in a timely fashion. The educator's signature indicates receipt but does not indicate agreement to the contents of the feedback.
- As a result of a Formative Assessment Report that indicates a decline in the Educator's performance on Standards I or II, the Evaluator must conference with the Educator to determine if a change to the Educator Plan is warranted.
- Any changes to an Improvement Plan require a conference with the Educator and if appropriate,

# Rubrics & Ratings: defined

\*Rubric: A scoring tool that describes characteristics of practice or artifacts at different levels of performance. The rubrics for Standards and Indicators of Effective Teaching Practice are used to rate Educators on Performance Standards, these rubrics consists of:

- i) Standards: Describes broad categories of professional practice, including those required in 603 CMR 35.03
- ii) Indicators: Describes aspects of each standard, including those required in 603 CMR 35.03
- iii) Elements: Defines the individual components under each indicator
- iv) Descriptors: Describes practice at four levels of performance for each element

\*Performance Rating: Describes the Educator's performance on each performance standard and overall. There shall be four performance ratings:

- i. Exemplary: the Educator's performance consistently and significantly exceeds the requirements of a standard or overall. The rating of exemplary on a standard indicates that practice significantly exceeds proficient and could serve as a model of practice on that standard district-wide.
- ii. Proficient: the Educator's performance fully and consistently meets the requirements of a standard or overall. Proficient practice is understood to be fully satisfactory.
- iii. Needs Improvement: the Educator's performance on a standard or overall is below the requirements of a standard or overall, but is not considered to be unsatisfactory at this time. Improvement is necessary and expected.
- iv. Unsatisfactory: the Educator's performance on a standard or overall has not significantly improved following a rating of needs improvement, or the Educator's performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.



# Summative Assessments

- Ratings based on (1) evidence of multiple categories & (2) professional judgment
  - Overall Summative based on Standards I & II
  - Needs Improvement/unsatisfactory ⇒ Meet by 5/15
  - Educator can respond by next school year
- b. The Evaluator determines a rating on each standard and an overall rating based primarily on an examination of evidence against the Performance Standards and evidence of the attainment of the Educator Plan goals and secondarily on the Evaluator's professional judgment.
- c. The overall summative rating that the Educator receives shall be based primarily on Standards I and II when determining the final Educator rating.
- e. The overall summative evaluation rating must be based on evidence from multiple categories of evidence. MCAS Growth scores cannot be the sole basis for a summative evaluation rating.
- f. To be rated proficient overall, the Educator shall be rated proficient on the Curriculum, Planning and Assessment and the Teaching All Students Standards of Effective Teaching Practice.
- j. The Evaluator shall meet with the Educator rated needs improvement or unsatisfactory to discuss the summative evaluation. The meeting shall occur by **May 15th**.
- k. The Evaluator may meet with the Educator rated proficient or exemplary to discuss the summative evaluation, if either the Educator or the Evaluator requests such a meeting. The meeting shall occur by **June 1st**.
- l. During the meeting on the Summative Evaluation report and upon mutual agreement, the Educator, who is rated proficient or exemplary, and the Evaluator may review the Self-Assessment for the following Evaluation cycle and may develop the Self-Directed Growth Plan for the following two years.
- m. The Educator shall sign the final Summative Evaluation report by **June 1st**. The signature indicates that the Educator received the Summative Evaluation report in a timely fashion. The signature does not indicate agreement or disagreement with its contents.
- n. Prior to the next school year, the Educator shall have the right to respond in writing to the summative evaluation which shall become part of the final Summative Evaluation report.

# What if things go wrong?

- PTS: Grievances & Arbitration
- Non-PTS: no arbitration rights, no right to reappointment

- f. Violations of this article are subject to the grievance and arbitration procedures. The arbitrator shall determine whether there was substantial compliance with the totality of the evaluation process. When the evaluation process results in the termination or non-renewal of an Educator, then no financial remedy or reinstatement shall issue if there was substantial compliance
- g. Substantial compliance shall refer to a situation where the process has resulted in a fair evaluation although there may have been procedural misstep(s), such as a minor procedural error(s), or missed deadlines, that do not materially impact the fairness of the evaluation; that type of missed deadline(s) and/or misstep(s) should not undo an otherwise fair evaluation process.