

## **Memorandum of Agreement: Educator Evaluation**

The Shrewsbury School Committee and the Shrewsbury Education Association, by their respective bargaining teams and subject to ratification by their parent bodies, herewith agree to the following language:

### **RUBRICS:**

~~The parties agree that the rubrics as defined by the Department of Elementary and Secondary Education will be used~~

To be replaced with:

The parties agree that the rubrics as defined by the Massachusetts Department of Elementary and Secondary Education in 2015 will be used. Any proposed changes to the rubrics must be mutually agreed upon by the Shrewsbury Public Schools administration and the Shrewsbury Education Association.

### **ARTIFACTS**

~~Educators will submit artifacts supporting proficiency for each of the indicators that are outlined in the rubrics. One artifact can be used for more than one indicator. At a minimum, educators will have 8 submissions, with a typical range being 8-10 artifacts.~~

Replaced with:

### **Artifacts/Evidence for Professional Status Teachers:**

Professional Status Educators shall demonstrate proficiency in all Standards and indicators, and progress towards Professional Practice and Student Learning Goals through artifacts submitted by the educator or through evidence cited by an evaluator in observations. As part of the Educator plan meeting in the fall, the evaluator will identify which indicators the educator is deemed proficient in and enter them into the educator evaluation tool. The evaluator and educator will mutually discuss which indicators to focus on during the cycle.

Each artifact should be accompanied by a two - three sentence reflection about the artifact and why it was chosen to be uploaded as evidence. Educators will submit 6-8 artifacts per cycle in most cases. For those educators on a two year plan this means submitting 3-4 artifacts per year. For educators on a one-year plan, this means 6-8 artifacts. Additional artifacts may be requested by the

evaluator if he/she needs more evidence to fairly evaluate the educator's performance.

### **Artifacts/Evidence for Non-Professional Status Teachers**

Non-Professional Status Educators shall demonstrate proficiency in all Standards and Indicators, and progress towards Professional Practice and Student Learning Goals through artifacts submitted by the educator or through evidence cited by an evaluator in observations. Educators should submit artifacts that show how they are meeting all Standards and Indicators unless the evaluator identifies Indicators the educator is deemed proficient in and enters it into the educator evaluation tool.

Each artifact should be accompanied by a two - three sentence reflection about the artifact and why it was chosen to be uploaded as evidence. Educators will submit 6-8 artifacts per year.

On page 30:

#### **~~23. Using Student feedback in Educator Evaluation~~**

~~ESE will provide model contract language, direction and guidance on using student feedback in Educator Evaluation. Upon receiving this model contract language, direction and guidance, the parties agree to bargain with respect to this matter.~~

Replaced with:

#### **Add to 24. Student Feedback**

Student feedback results shall be used for the purpose of self-reflection and to inform the goal setting and educator plan development process, which includes collaborative dialogue between the educator and his or her primary evaluator regarding the educator's student feedback results which helped drive goal setting and plan development.

The educator and the evaluator shall mutually agree upon the intended age-appropriate method for seeking student feedback prior to the end of the current educator plan. Any feedback instrument that the educator and evaluator mutually agree upon will be beneficial to the educator plan may be used. If the evaluator and educator cannot mutually agree upon a feedback tool, the identified age-appropriate default feedback tool will be used. Once a feedback mechanism is decided, it shall be documented in the educator evaluation tool, and the educator will inform students that identifying themselves on the feedback tool is not required.

Each Pre-K classroom teacher shall collect feedback from 100% of students who are assigned to them for morning meeting in PowerSchool. Classroom teachers at the 5-12 levels shall collect feedback from a minimum of 50% of their students.

Non- classroom K-12 specialists (including, but not limited to visual arts, performing arts, physical education, health, family consumer sciences, special education specialists) with a caseload up to 200 students shall collect feedback from a minimum of 50%. Those with a caseload greater than 200 students shall collect feedback from a minimum of 100.

All members of Unit A who are also members of the District Leadership Team should plan to shall solicit feedback from both students and staff members.

24.

#### **Using Staff feedback in Educator Evaluation**

~~ESE will provide model contract language, direction and guidance on using staff feedback in Administrator Evaluation. Upon receiving this model contract language, direction and guidance, the parties agree to bargain with respect to this matter.~~

Replaced with:

#### **Staff Feedback**

All educators are ensured the opportunity to provide feedback on administrators in a manner that assures the confidentiality and anonymity of the identity of the educator.

#### **Agreements to language changes:**

Eliminate in Table of contents:

~~(22) Rating Impact on Student Learning Growth (Hold on title change or removal until further discussion about if it should be removed or retitled)~~

On page 2 under (E)

~~\*Common Assessments: Assessments of student learning, growth and achievement related to the Massachusetts Curriculum Frameworks, Massachusetts Vocational Technical Education Frameworks, or other relevant frameworks, that are comparable across grade or subject level district wide. These assessments may include, but shall not be limited to: portfolios, approved commercial assessments, and district developed pre and post unit and course assessments, and capstone projects.~~

Replaced with:

**Common Assessments shall mean identical or comparable assessments of student learning, growth, and achievement related to the Massachusetts Curriculum Frameworks, Massachusetts Vocational Technical Education Frameworks, or other relevant frameworks used by educators in the same role across the district. These assessments may be commercial assessments or district developed, and may include, but are not limited to: portfolios, pre- and post-tests, unit and course assessments, performance assessments, and capstone projects.**

Added definition:

- (I) **Expected Impact** shall mean the educator meets or exceeds anticipated student learning gains on multiple measures of student learning, growth, and achievement. The evaluator shall use professional judgment to determine whether the educator is having expected impact on student learning, based on student learning gains on common assessments, and where available, statewide student growth measures. The evaluator's professional judgment may include, but is not limited to, consideration of the educator's student population and specific learning context. Anticipated student learning gains must be consistent across the district for common assessments and agreed upon by the educator and evaluator for other assessments. The Department shall establish anticipated student learning gains for statewide student growth measures for guidance.

**On page 5:**

(e) **Preschool Staff:** All preschool staff except the Little Colonials educator(s) will be evaluated by the ~~director~~ **Principal** of the Preschool.

(g) **Department Directors:**

Department Directors will be evaluated both as teachers and as administrators. Only the administrator rubric will reside in the online evaluation tool. The primary evaluator of 9-12 directors (except Special Education) is the Principal of the High School. The supplementary evaluator of 9-12 directors is the Assistant Superintendent for Curriculum and Instruction. The primary evaluator for the 9-12 Special Education Director is the Director of Special Education. The supplementary evaluator is the High School Principal. The primary evaluator of preK-12 Multi-Level Department Directors and the Title I Director is the Assistant Superintendent of ~~Schools for Curriculum and Instruction~~. The supplementary evaluator is a building Principal who will be mutually agreed upon by the Department Director and the Assistant Superintendent ~~for Curriculum and Instruction~~. The primary evaluator of the ~~Elementary Special Education Department Director~~ for each of the Middle School Special Education Department Director is the Director of Special Education. The supplementary evaluator is the ~~Principal~~. **a middle level Principal**

- (a) (h) **Nurses:** The primary evaluator of the Elementary School Nurse is the ~~Director of Special Education~~ **Director of Nursing** and the secondary evaluator is the Principal or Assistant Principal. The primary evaluator of the Middle School and High School Nurses is the ~~Middle School or High School Principal or Assistant Principal~~ **is the Director of Nursing** and the

secondary is the Middle School or High School Principal. At Parker pre-school the primary evaluator is the Director of Parker Road Pre-school and the secondary is the Director of Special Education.

**At Parker pre-school the primary evaluator is the Director of Nursing and the secondary is the Principal of the Preschool.**

**( i)Special Education Staff:**

The primary evaluator for Elementary ABA Coordinators (ELC Coordinators) is the ~~Director of Elementary Education~~ **an administrator in the Special Education department**. The secondary evaluator for ELC Coordinators is the Principal or Assistant Principal. The primary evaluator for the Pre-school ABA Coordinator (ELC Coordinator) is the ~~Director-Principal~~ of the Pre-School Program. ~~The Director of Special Education~~ **An administrator in the Special Education department** is the supplementary evaluator. The primary evaluator for School Psychologists assigned to the elementary schools is the Principal or Assistant Principal. The supplementary evaluator is the Director of Special Education. The primary evaluator for Special Education Teachers assigned to the elementary schools is the Principal/Assistant Principal and the secondary evaluator is the ~~Director of Elementary Special Education~~ **an administrator in the Special Education department**. The related service providers and team chairs' primary evaluator will be the ~~Director of Elementary Special Education~~ **an administrator in the Special Education department** and the secondary evaluator will be the principal/assistant principal. All special education roles at Parker Pre-school will have the ~~Director- principal~~ of the Preschool as their primary evaluator and the ~~Director of Special Education~~ **an administrator in the Special Education department** as their secondary evaluator. For staff assigned to more than one building, the primary and supplementary evaluators will be designated by the Director of Special Education, in consultation with the Director of HR. The primary evaluator for the Middle School Special Education teachers, speech pathologists, therapists, adjustment counselors, guidance counselors, and school psychologist is the Middle School Special Education Department Director. The Principals and Assistant Principals are the supplementary evaluators. The primary evaluator for the high school Special Education teachers, speech pathologists, therapists, and school psychologists is the high school Special Education Department Director. The Principals and Assistant Principals are the supplementary evaluators.

Add: All other Special Education roles not mentioned by name will have Special Education Administrators as primary and secondary evaluators.

**The parties agree to change the titles of Director of Special Education to. Assistant Superintendent of for Student Services and the title of Assistant Superintendent to**

**Assistant Superintendent for Curriculum, Instruction, and Assessment throughout the body of the document.**

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**On page 6:**

**(I) *Evaluation Assignment Changes:*** Evaluator assignments may change as the organization changes upon the written mutual agreement of the Shrewsbury Education Association and the Shrewsbury School Committee.

**On page 7:**

**(S) *Multiple Measures of Student Learning:*** Measures must include a combination of classroom, school and district assessments, student growth percentiles on state assessments, if state assessments are available, and student WIDA scores. This definition may be revised as required by regulations or agreement of the parties upon issuance of ESE guidance.

**On page 8:**

**(Y) *Rating of Educator Impact on Student Learning:*** A rating of high, moderate or low based on trends and patterns on state assessments and district determined measures. The parties will negotiate the process for using state and district determined measures to arrive at an Educator's rating of impact on student learning, growth and achievement, using guidance and model contract language from ESE

**On page 9:**

**(CC)\**Student Learning Indicator:*** Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement. For teachers who are responsible for direct instruction, these measures must include student progress on common assessments and, where available, statewide student growth measures.

**(GG) \**Trends in student learning:*** At least two years of data from the district-determined measures and state assessments used in determining the Educator's rating on impact on student learning as high, moderate or low.

On page 9-10:

### 3) Evidence Used In Evaluation

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

- A) Multiple measures of student learning, growth, and achievement, which shall include:
  - i) Measures of student progress on classroom assessments that are aligned with the Massachusetts Curriculum Frameworks or other relevant frameworks and are comparable within grades or subjects in a school;
  - ii) At least two district-determined measures of student learning related to the Massachusetts Curriculum Frameworks or the Massachusetts Vocational Technical Education Frameworks or other relevant frameworks that are comparable across grades and/or subjects district-wide. These measures may include: portfolios, approved commercial assessments and district-developed pre and post-unit and course assessments, and capstone projects. One such measure shall be the MCAS Student Growth Percentile (SGP) or Massachusetts English Proficiency Assessment gain scores, if applicable, in which case at least two years of data is required
  - iii) Measures of student progress and/or achievement toward student learning goals set between the Educator and Evaluator for the school year or some other period of time established in the Educator Plan.
  - iv) For Educators whose primary role is not as a classroom teacher, the appropriate measures of the Educator's contribution to student learning, growth, and achievement set by the district. The measures set by the district should be based on the Educator's role and responsibility

Replace entire passage above with the following, based on 35.07 Evidence Used in Evaluation:

- (1) The following categories of evidence shall be used in evaluating each educator:
  - a. For educators responsible for direct instruction, multiple measures of student learning, growth, and achievement, which shall include:
    - i. Measures of student progress on classroom assessments that are aligned with the Massachusetts Curriculum Frameworks or other relevant frameworks and are comparable within grades or subjects in a school;
    - ii. Measures of student progress on learning goals set between the educator and evaluator for the school year;
    - iii. Statewide growth measure(s) where available, including the MCAS Student Growth Percentile and ACCESS the Massachusetts English proficiency assessment the state

assessment for English Language Learners mandated by the Department of Elementary and Secondary Education

iv. Common assessments of student learning, growth, and achievement

- b. For educators whose primary role is not as a classroom teacher, the appropriate measures of the educator's contribution to student learning, growth, and achievement set by the district

On page 11:

- c. ~~Evidence relevant to one or more Performance Standards, including but not limited to "Additional evidence relevant to one or more Performance Standards, including, but not limited to:"~~

i. Evidence compiled and presented by the Educator, including:

1. Evidence of fulfillment of professional responsibilities and growth such as self-assessments, peer collaboration, professional development linked to goals in the and/or Educator plans, contributions to the school community and professional culture;
2. Evidence of active outreach to and ongoing engagement with families;

ii. ~~Student feedback tool (with respect to teachers and support personnel) collected by the district (note proposed MOA on student feedback language on page 30). Language could specifically be inserted here. (add the language from pages 1 & 2 here.)~~ Insert language from page 2 of this memorandum here.

iii. Evidence of progress towards professional practice goal(s);

iv. Evidence of progress toward student learning outcomes goal(s).

~~iv) — Student and Staff Feedback — see # 23-24, below;~~

- v) Any other relevant evidence from any source that the Evaluator shares with the Educator. Other relevant evidence could include information provided by other administrators such as the superintendent.

On page 20:

~~d. — For an educator whose overall performance rating is exemplary or proficient and whose impact on student learning is low, the evaluator's supervisor shall discuss and review the rating with the evaluator and the supervisor shall confirm or revise the educator's rating. In cases where~~



the superintendent serves as the primary evaluator, the superintendent's decision on the rating shall not be subject to review.

On page 22:

b. \_\_\_\_\_ A One year Self-Directed Growth Plan is for those Educators with PTS who have an overall rating of proficient or exemplary, and after 2015-2016 whose impact on student learning is low. In this case, the Evaluator and Educator shall analyze the discrepancy between the summative evaluation rating and the rating for impact on student learning to seek to determine the cause(s) of the discrepancy.

| Professional Status Educator's Previous Rating | Professional Status Educator's New Rating                         | Professional Status Educator's New Plan | Length of Plan   |
|--|---|---|--|
| Proficient or better                           | Proficient or better  | Self-directed Growth Plan               | One or two school years, depending on student impact rating          |
| Proficient or better                           | Needs Improvement   | Directed Growth Plan                    | One school year  |
| Proficient or better                           | Unsatisfactory  | Improvement Plan                        | One school year  |
| Needs Improvement                              | Proficient  | Self-directed Growth Plan               | One or two school years, depending on student impact rating          |
| Needs Improvement                              | Unsatisfactory (rating given at formative evaluation)             | Improvement Plan                        | Minimum of remainder of same school year; maximum of one school year |
| Needs Improvement                              | Unsatisfactory (rating given at summative evaluation)             | Improvement Plan                        | Minimum of 12 school weeks; Maximum of one school year               |
| Unsatisfactory                                 | Proficient  | Self-directed Growth Plan               | One or two school years, depending on student impact rating          |
| Unsatisfactory                                 | Substantial progress toward proficiency at formative or summative | Directed Growth Plan                    | Minimum of 12 school weeks; maximum of one school year               |

|                |   |  |     |
|----------------|---|--|-----|
| Unsatisfactory | Not making substantial progress toward proficiency, or remaining unsatisfactory | Recommendation to the superintendent for dismissal | n/a |
|----------------|---|--|-----|

On page 28:

| Activity:   | Completed By:   |
|---|---|
| Educators will be notified of their primary evaluator   | Within 15 school days of the start of the school year   |
| Self Assessment, Goals, and Educator Plan entered into Baseline Edge and submitted to supervisor  | October 22 <sup>nd</sup><br>(if falls on weekend, defaults to Monday)   |
| Self Assessment, Goals, and Educator Plan approved by supervisor  | November 6<br>(if falls on weekend, defaults to Monday)   |
| Formal Classroom Observations (First Year Teachers without Professional Status)<br>Minimum of 2 observations by January 15; and additional observations, including post conferences by April 1<br><i>When required or requested, face-to-face dialogue will take place within 5 school days prior to the observation. The post conference will take place within five school days following the observation. The observation form will be completed and provided to the educator within 5 school days after the post conference. Educators will sign off within 7 school days of receipt.</i>                       | January 15<br>(if falls on weekend, defaults to Monday)<br><br>April 1<br>(if falls on weekend, defaults to Monday) |
| Formal Classroom Observations (Year two and three teachers without professional status)<br>Minimum of 2 observations by January 15, and additional observations by April 1.<br><i>When required or requested, face-to-face dialogue will take place within 5 school days prior to the observation. The post conference will take place within five school days following the observation. The observation form will be completed and provided to the educator within 5 school days after the post conference. Educators will sign off within 7 school days of receipt.</i>  | January 15<br>(if falls on weekend, defaults to Monday)<br><br>April 1<br>(if falls on weekend, defaults to Monday) |
| Formal Classroom Observations (Teachers with Professional Status)<br>Minimum of 2 observations by March 15 of each year; any remaining optional observations by April 30, including post conferences (if applicable)<br><i>When required or requested, face-to-face dialogue will take place within 5 school days prior to the observation. The post conference will take place within five school days following the observation. The observation form will be completed and provided to the educator within 5 school days after the post conference. Educators will sign off within 7 school days of receipt.</i> | March 15<br>(if falls on weekend, defaults to Monday)<br><br>April 30<br>(if falls on weekend, defaults to Monday)  |
| Rolling Evidence Submission:<br>Evidence submission will occur on a "rolling" basis throughout the year with reminders to educators provided on January 30 and April 30.  | Reminder Dates:<br>January 30<br>(if falls on weekend, defaults to Monday)  |

|  |  |
|--|--|
| Professional Status Educators on Self Directed Two Year Plans do not need to submit evidence in year 2 for a standard/indicator for which they submitted evidence in year 1, unless its their preference to do so.   | April 30<br>(if falls on weekend, defaults to Monday)                            |
| Formative Assessment (Teachers without Professional Status)<br>Formative Assessment (Teachers with Professional Status on a 1 year self-directed growth plan)<br><i>Educators will sign off within 7 school days of receipt.</i>   | February 15<br>(if falls on weekend or school vacation week, defaults to Monday) |
| Summative Assessment (Teachers without Professional Status)<br>The final evaluation including conference and written report is due by April 30.<br><i>Educators will sign off within 7 school days of receipt.</i>   | April 30<br>(if falls on weekend, defaults to Monday)                            |
| Formative Assessment (Teachers with Professional Status Year 1 of 2 year plan)<br>The formative evaluation including conference and written report is due by June 1.<br><i>Educators will sign off within 7 school days of receipt.</i>  | June 1   |
| Summative Assessment (Teachers with Professional Status Year 2 of 2 year plan or on a one year plan)<br>The final evaluation including conference and written report is due by June 1.<br><i>Educators will sign off within 7 school days of receipt.</i><br><b><i>Please note that all information must be completed in Baseline Edge and signed off by all parties according to the timeline above, but in no circumstance or exception beyond the last day of the school year, due to reporting requirements by DESE.</i></b> | June 1   |

On page 30:

**Rating Impact on Student Learning Growth**

~~ESE will provide model contract language and guidance on rating educator impact on student learning growth based on state and district determined measures of student learning. Upon receiving this model contract language and guidance, the parties agree to bargain with respect to this matter.~~

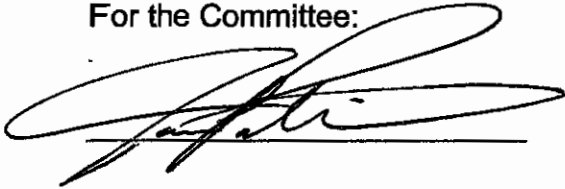
On page 31-32:

**Pilot DDM's:**

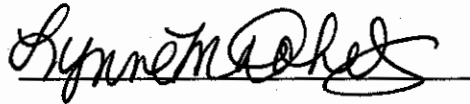
~~In the spirit of collaboration, and in recognition of the limited time line, and per guidance and the directive from the Department of Elementary and Secondary Education for the district to submit and pilot District Determined Measures in required area, the parties agree to the District Determined Measures submitted for pilot. These District Determined Measures shall stay in place until the conclusion of the 2014-2015 school year. This shall not be interpreted as a waiver of the Shrewsbury Education Association's intent to bargain this item in the contract. This pilot program will not generate data relative to trends, nor will the student scores be used for data collection or influence educator ratings unless mandated by the Department of Elementary and Secondary Education. Both~~

parties agree to collaboratively consult on content and implementation of District Determined Measures to be in place for the 2015-2016 school year, working within state law and regulations, and evolving Department of Elementary and Secondary Education guidance. The creation and implementation of District Determined Measures may be subject to collective bargaining to the extent provided by state law and regulations.

For the Committee:

A stylized, handwritten signature in dark ink, appearing to be a cursive representation of a name, positioned below the text "For the Committee:".

For the Association:

A handwritten signature in dark ink, appearing to be "Lynne M. [unclear]", positioned below the text "For the Association:".