

DOVER-SHERBORN PUBLIC SCHOOLS



**PROFESSIONAL GROWTH &
EVALUATION SYSTEM**

January, 2013

Acknowledgements

We would like to thank the MOU Evaluation Committee members for their dedication, commitment, collegiality, and professionalism throughout the development of this Professional Growth and Evaluation System.

Steven Bliss, Assistant Superintendent of Schools
Keri Call, BCBA, Chickering School
Lauren Doherty, Member, Dover School Committee
Leonie Glen, Teacher, Dover-Sherborn Middle School
Frank Hoek, Member, Sherborn School Committee
Keith Kaplan, Teacher, Dover-Sherborn High School; DSEA President
Heather Mackay, Teacher, Pine Hill School
Theresa Nugent, Principal, Chickering School
Richard Robinson, Member, Dover-Sherborn Regional School Committee
Ellen Williamson, Member, Dover-Sherborn Regional School Committee

We would also like to recognize:

Central Office:

Valerie Spriggs, Superintendent of Schools
Steven Bliss, Assistant Superintendent of Schools

School Committee Members:

Lauren Balk, Dover-Sherborn Regional School Committee
Tim Caffrey, Dover School Committee
Kristen Dennison, Dover School Committee
Lauren Doherty, Dover School Committee
Dawn Fattore, Chair, Dover School Committee
Greg Garland, Sherborn School Committee
Susan Hanlon, Chair, Sherborn School Committee
Frank Hess, Sherborn School Committee
Frank Hoek, Sherborn School Committee
Anne Hovey, Sherborn School Committee
Karl Johnson, Dover School Committee
Michael Lee, Dover-Sherborn Regional School Committee
Shelley Poulsen, Chair, Dover-Sherborn Regional School Committee
Richard Robinson, Dover-Sherborn Regional School Committee
Dana White, Dover-Sherborn Regional School Committee
Ellen Williamson, Dover-Sherborn Regional School Committee

TABLE OF CONTENTS

Formation	Page 4
Purpose	Page 4
Mission	Page 5
Committee Membership	Page 5
Introduction to the Professional Growth & Evaluation System	Page 6
Key Design Features	Page 7
Step 1: Self-assessment & Goal Proposal	Page 8
Step 2: Goal Setting & Plan Development	Page 9
Step 3: Implementation of the Educator Plan	Page 9
Developing Educator Plan	Page 10
Two-year Self-directed Growth Plan	Page 10
One-year Self-directed Growth Plan	Page 12
Directed Growth Plan	Page 13
Improvement Plan	Page 13
Step 4: Formative Assessment and Evaluation	Page 14
Step 5: Summative Evaluation	Page 15
Evaluation Rubric	
Regulations	Page 16
History	Page 16
Rubric Structure	Page 17
Formal Observations	Page 18
Time Lines/Deadlines	Page 18
Evaluation Authority	Page 19
<u>Evaluation Forms-Appendixes</u>	
Appendix A: Self-assessment & Goal Setting/Review Form	Page 20
Appendix B: Formal Observation Feedback Form	Page 21
Appendix C: Notice of Concern	Page 23
Appendix D: End of Plan Form/End of Plan Self-assessment	Page 24
Appendix E: Teachers' Rubric	Page 28
Appendix F: Librarians' Rubric	Page 49
Appendix G: Counselors' Rubric	Page 72
Appendix H: Nurses' Rubric	Page 94

Formation

Four Memorandum of Understanding (MOU) committees were formed in response to issues raised during the recent Dover-Sherborn Education Association (DSEA) contract negotiation process in 2010. Teachers and administrators involved in the negotiation process expressed concerns about the efficacy of the evaluation system in place at that time. There was consensus among those involved in the negotiation process that the existing evaluation instrument had limited value in informing or enhancing educators' practice and that the process itself was unnecessarily time-consuming.

The MOU Evaluation Committee was one of the four committees formed in 2011.

Three members of the MOU Evaluation Committee were directly involved with the negotiation process in 2010, culminating with an agreed upon the DSEA Contract spanning 2011-2014.

Purpose

The MOU Evaluation Committee does not exercise decision-making authority. Rather, the Committee's charge is to articulate the issue(s) raised in the course of the negotiation process, review the current educators' evaluation process against those issues, investigate evaluation systems in place in other schools and school systems, research recently adopted legislation related to educators' evaluation, and ultimately suggest changes to our existing instrument or otherwise develop a new instrument that 1) most effectively and efficiently meets institutional teaching and learning needs and 2) is consistent with state law (603 CMR 35 of M.G.L. c.69, §1B and c.71, §38).

Committee members acknowledged the sweeping changes involved in the statewide educators' evaluation system adopted in June, 2012. From the time of the Committee's formation and first meeting in June, 2011, considerable time was invested in understanding the changes emanating from the Department of Elementary and Secondary Education (DESE). There is consensus among members that adherence to state law is critical to its charge and must inform the revised educators' evaluation system ultimately forwarded to the superintendent, school committees, and to the Dover-Sherborn Education Association for adoption.

Seeking compliance with state legislation involving the educators' evaluation system was a central priority of the Committee, members concluded early on that the existing process contained most of the elements mandated by the new regulations. Accordingly, the Committee sought to *revise* the educators' evaluation system in place at Dover-Sherborn as opposed to *adopting* or *adapting* the model evaluation system provided by the DESE. This decision was inspired by the fact that 1) our rubric spoke to the four state-defined standards and indicators, 2) that our rubric could be slightly revised to include the three categories of evidence included in the state model, and 3) that the Dover-Sherborn rubric was comprehensively revised in 2008 and enacted in 2009 with significant research and stakeholder input. Therefore, the Committee determined that with some changes, our rubric could reasonably be considered comparably rigorous and comprehensive to that DESE-provided model. The revised Dover-Sherborn Evaluation Rubric for teachers is contained herein as Appendix E. The rubrics for librarians, counselors, and nurses are also contained herein as Appendixes F, G, and H, respectively.

Inasmuch as the Committee is focused on ultimately advancing an evaluation system which adheres to the state requirements, there is also an equally compelling motivation among Committee members to advance an instrument and process that meets our needs in fostering growth and improvement among Dover-Sherborn educators.

Mission

The ultimate mission of the *revised* educators' evaluation process is to ensure that

- Every educator has a common understanding of high quality educational practice and has both the time and shared language to engage in discourse about these practices.
- Every educator benefits from a culture in which professional growth and evaluation are inseparable aspects of educational practice.
- Every educator is expected to consider his/her students' needs using a wide range of ways to assess student growth and propose one or more challenging goals for improving student learning. He/she will be able to monitor progress carefully and analyze the impact of their hard work.
- Every educator is encouraged to consider team goals, a clear indication of the value the new process places on both collaboration and accountability.
- Every educator will assess his/her own performance and propose at least two "SMART" goals for improving his/her own practice. A formal process for reflection and Self-assessment creates the foundation of a new opportunity for educators to chart their own course for professional growth and development.
- Every educator will be using a rubric that offers a detailed picture of practice at four levels of performance. District-wide rubrics set the stage for both reflection and the dialogue about practice that our profession seeks.
- Every educator will compile and present evidence and conclusions about their performance and progress on their goals, ensuring that the educator voice is critical to the process.

Committee Membership

Steven Bliss, Assistant Superintendent

Keri Call, BCBA, Chickering School

Lauren Doherty, Member, Dover School Committee

Leonie Glen, Teacher, Dover-Sherborn Middle School

Frank Hoek, Member, Sherborn School Committee

Keith Kaplan, Teacher, Dover-Sherborn High School; DSEA President

Heather Mackay, Teacher, Pine Hill School

Theresa Nugent, Principal, Chickering School

Richard Robinson, Member, Dover-Sherborn Regional School Committee

Ellen Williamson, Member, Dover-Sherborn Regional School Committee

Introduction to the Professional Growth & Evaluation System

The purpose of the Dover-Sherborn Public Schools' Professional Growth and Evaluation System is to establish a structure to improve students' learning experience by creating a comprehensive understanding of an educator's work, by supporting professional development, and by assuring accountability according to the appropriate rubric (for counselors, librarians, nurses, or teachers).

Improving one's practice begins with the recognition that educating young people is a complex process, certain aspects of which can be studied, understood, and described in terms of certain categories, indicators, and attributes of effectiveness.

The educator's professional skills are assessed and evaluated utilizing a variety of data sources on the basis of these indicators of effective practice. These include classroom observations, conferences, and analyses of student artifacts. The intended outcomes of the process are several: to foster continuous self-examination of professional skills; to foster professional growth; to commend professional achievement; to provide a rational and reliable basis for making recommendations for improvement of professional practice and instruction; and to provide a basis for making employment decisions.

In the context of supervision and evaluation, a major role of the supervisor is to provide focus and feedback for the educator about performance issues, to support and stimulate the educator's thinking about instructional decisions and professional practice, and to provide direction regarding program implementation and goals. The evaluator may also request that certain specific areas for improvement be addressed as priorities through the educator's professional development plan. A supervision and evaluation process is most productive when both collaboration and respect exist between the educator and the evaluator.

While the educator is ultimately responsible for continuous professional growth, the supervisor is also responsible for explicitly identifying educator strengths and helping an educator achieve the desired professional growth. In practice, when an evaluator identifies an area that needs improvement, he/she is responsible for providing recommendations for improvement and for progress monitoring.

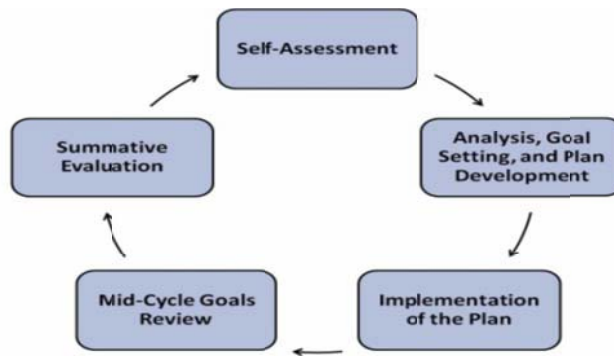
Professional development occurs in a variety of ways. Formal courses, mentoring, collegial dialogue, personal assessment and reflection, among others, are the means educators use to realize continuous improvement in the quality of their practice. Central to any professional development are clearly set goals, goal reflection and peer observation, compelling models of improved practice, deeper understanding of the rationale for improvement following well defined rubrics, opportunities for practice, problem solving, and feedback.

Key Design Features

The Dover-Sherborn Public Schools Professional Growth and Evaluation System contains five key design features:

1. **Alignment with statewide Standards and Indicators for Effective Administrative Leadership and Teaching Practice**, in accordance with the regulations 603 CMR 35.03 and 603 CMR 35.04, intended to promote a statewide understanding about what effective practice looks like.
2. **Three Categories of Evidence** to assess educator performance on the Standards and Indicators: (a) multiple measures of student learning, growth, and achievement; (b) judgments based on observation and artifacts of professional practice, including unannounced observations of practice of any duration; and (c) additional evidence relevant to one or more Performance Standards.
3. **Performance Rating Scale** that is consistent across all districts in the state such that the performance of every educator is consistently rated against the Performance Standards. All educators earn one of four ratings: *Exemplary*, *Proficient*, *Needs Improvement*, or *Unsatisfactory* defined in Step 5: Summative Evaluation.
4. **Five-step Evaluation Cycle** that is designed to have all educators play a more active, engaged role in their professional growth and development. Evaluation begins with Self-assessment and concludes with a summative performance rating and a determination of the educator's impact on student learning. It also is a continuous improvement process in which evidence from the summative evaluation and impact on learning determination become important sources of information for the educator's Self-assessment and subsequent goal setting.

Five-step Evaluation Cycle
Step 1: Self-assessment
Step 2: Analysis, Goal Setting/Review, and Plan Development
Step 3: Implementation of the Plan
Step 4: Mid-cycle Goals Review (Formative Assessment)
Step 5: Summative Evaluation



5. **Five Educator Plans** that differentiate evaluation by both career stage and performance.

- The **Developing Educator Plan** applies to educators without Professional Teacher Status (PTS) pursuant to M.G.L. c.71, §41. The Developing Educator Plan is developed by the educator and the evaluator and is for one school year or less.
- The **Two-year Self-directed Growth Plan** applies to educators receiving a summative performance rating of *Exemplary* or *Proficient* and who are found to have a *High* or *Moderate* impact on student learning.
- The **One-year Self-directed Growth Plan** applies to educators receiving a summative performance rating of *Exemplary* or *Proficient* and who are found to have a *Low* impact on student learning. Also, this Plan also applies to educators receiving a summative performance rating of *Exemplary* or *Proficient* and who are found to have a *High* or *Moderate* impact on student learning but opt for a One-year Self-directed Growth Plan as opposed to being on a Two-year Self-directed Growth Plan.
- The **Directed Growth Plan** applies to educators receiving a summative performance rating of *Needs Improvement* and who are found to have a *High*, *Moderate* or *Low* impact on student learning. It is a plan for up to one (1) school year that is developed by the educator and the evaluator.
- The **Improvement Plan** applies to educators receiving a summative performance rating of *Unsatisfactory* and who are found to have a *High*, *Moderate* or *Low* impact on student learning. It is a plan for a term up no fewer than thirty (30) calendar days and no more than one (1) school year, developed by the evaluator.

Step 1: Self-assessment & Goal Proposal

The first step of the Educator Evaluation cycle is Self-assessment and goal proposal. The key actions are for educators to analyze student data, reflect on their performance, and propose a minimum of one student learning goal and one professional practice goal individually and/or in teams.

The process begins the same way for all educators. For every educator, any evaluation Plan begins with Step 1 by way of completing a Self-assessment and Goal Setting/Review Form (Appendix A). Every educator engages in Self-assessment addressing Standards of Performance and Student Learning. He/she then establishes at least two goals to be included in the educator's plan for the year or reviews established goals. One goal focuses on student learning and another focuses on improving the educator's own practice. Goals are to be "SMART"; that is,

S = **S**pecific and **S**trategic

M = **M**easurable

A = **A**ction Oriented

R = **R**igorous, **R**ealistic and **R**esults-focused (**the 3 R's**)

T = **T**imed and **T**racked

Team/department goals can be considered as one of the two goals.

Step 2: Goal Setting & Plan Development

The second step of the evaluation cycle is goal setting and plan development. The key actions are for educators to share their Self-assessments and proposed goals with evaluators; for evaluators to work with teams and individuals in refining proposed goals as needed; for evaluators to ensure that proposed team goals (when applicable) are measurable for individual educators; and for educators and evaluators to develop Educator Plans that identify activities and supports that will drive improvement and progress toward goal attainment.

Each Educator Plan creates a clear path for action that will support the educator's and/or team's professional growth and improvement; aligns with school and district goals; and leverages existing professional development and expertise from within the school to ensure access to timely support and feedback for improvement.

School leadership will be committed to giving educators the agreed-upon supports. Collectively, the Educator Plans will shape the professional development and other supports that empower educators to successfully work toward goals that they have identified and prioritized, while continuing to advance school-wide performance.

Step 3: Implementation of the Educator Plan

The third step of the evaluation cycle is implementing the Plan. Responsibility for this step is shared between educators and evaluators. For the duration of their cycle, educators will pursue the attainment of the goals identified in the Educator Plan and collect evidence. Evaluators will provide educators with feedback for improvement, ensure timely access to planned supports, and collect evidence on educator performance and progress toward goals through multiple sources, including formal observations.

The Educator Plan provides a roadmap for dialogue, collaboration, and action. Educators and teams use their Educator Plans as a roadmap for improvement, completing the action steps in

quest of progress toward fulfillment of professional practice and student learning goals. Evaluators use Educator Plans to drive appropriate and timely support for educators and teams. Collectively and individually, educators and evaluators will continue to use rubrics and student data to develop a shared understanding of effective practice, foster ongoing reflection, monitor progress toward goals, and guide decisions as to what evidence to collect.

Plan Descriptions

Developing Educator Plan

The Developing Educator Plan applies to educators without Professional Teacher Status (PTS) pursuant to M.G.L. c.71, §41, to an administrator in his/her first three years in a district, or, at the discretion of an evaluator, for an educator in a new assignment. The Developing Educator Plan is developed by the educator and the evaluator and is for one school year or less.

Self-assessment completed	Yes	
Goals set annually	Yes	
Formal observations conducted	Yes	At least six unannounced mini-observations of 10-15 minutes <u>and</u> at least one announced full (lesson) observation with accompanying forms
Mid-cycle (formative) meeting held	Yes	Mid-cycle is mid-year
End of year meeting held	Yes	With End of Plan Form
Summative performance rating assigned based on rubric	Yes	
Summative impact on student learning determined	Yes	
Subsequent Plan (based on summative ratings)		Two-year Self-directed Plan * One-year Self-directed Plan *

* After being on a Developing Educator Plan for one’s first three years of employment and based on the educator’s summative performance rating and impact on student learning determination, he/she may be placed on a Two-year Self-directed Growth Plan or on a One-year Self-directed Growth Plan.

Educators deemed to need an Improvement Plan at the conclusion of their third year of employment will not be granted PTS and will not have their contracts renewed.

The following three plans apply only to educators with PTS.

Two-year Self-directed Growth Plan

The Two-year Self-directed Growth Plan applies to educators receiving a summative performance rating of *Exemplary* or *Proficient* and who are determined to have a *High* or

Moderate impact on student learning. The Plan is developed by the educator and approved by the evaluator.

The Two-year Self-directed Growth Plan begins as it does for any other Plan; that is, an educator on the Plan completes a Self-assessment and Goal Setting/Review Form (Appendix A). In so doing, the educator engages in Self-assessment addressing Standards of Performance and Student Learning. The educator then establishes at least two “SMART” goals. One goal focuses on student learning, and another focuses on improving the educator’s own practice.

Year 1 of Two-year Plan: Action Research Year

The Action Research Year encourages professional growth, reflection, and collaboration. During the year, educators undertake comprehensive research on a topic that directly correlates to their assignment and that informs their practice.

Self-assessment completed	Yes
Goals set	Yes
Formal observations conducted	No Unless a concern arises
Mid-cycle goal review meeting held	Yes Mid-cycle is at end of the first year
End-of-year report submitted by educator	Yes
Subsequent Plan	Year 2 of Two-year Plan

Year 2 of Two-year Plan: Peer Observation Year

The Peer Observation Year provides educators with an opportunity to have a qualified colleague observe direct classroom instruction and provide constructive feedback. In order to serve as a peer observer one must hold National Board Certification, have participated in formal district-sponsored training dealing with observing and analyzing teaching (i.e., Research for Better Teaching’s Skillful Leader course), or have completed graduate course work on supervision and evaluation. A list of all qualified peer observers shall be provided at the outset of each school year. The peer observer does not contribute to any of the educator’s ratings under this Plan.

At the conclusion of the second year, the educator shall author and submit an End of Plan Self-assessment in which the impact and major findings from the peer observation experience are defined and substantiated. The End of Plan Self-assessment includes the educator’s proposed performance rating and overall impact on student learning rating for him/herself. The evaluator remains the sole decision-maker with respect to an educator’s summative ratings in this Plan.

Goals reviewed	Yes
Formal observations conducted	Yes At least three mini-observations with accompanying forms
End-of-year meeting held	Yes With End of Plan Self-assessment completed by the educator showing evidence of performance and impact on student learning

Summative performance rating assigned based on rubric	Yes	(At the end of the second year of the Two-year Plan and based on the educator's End of Plan Self-assessment
Summative impact on student learning determined	Yes	At the end of the second year of the Two-year Plan and based on the educator's End of Plan Self-assessment
Subsequent Plan	Depending on one's Summative ratings, options include: Renewal on Two-year Plan One-year Self-directed Plan Directed Growth Plan Improvement Plan	

One-year Self-directed Growth Plan

The One-year Self-directed Growth Plan applies to educators receiving a summative performance rating of *Exemplary* or *Proficient* and who are found to have a *Low* impact on student learning. Also, this Plan also applies to educators receiving a summative performance rating of *Exemplary* or *Proficient* and who are found to have a *High* or *Moderate* impact on student learning but opt for a One-year Self-directed Growth Plan as opposed to being on a Two-year Self-directed Growth Plan. The Plan is developed by the educator and approved by the evaluator.

Self-assessment completed	Yes	
Goals set	Yes	
Formal observations conducted	Yes	At least six mini-observations with accompanying forms
Mid-cycle (formative) meeting held	Yes	Mid-cycle is mid-year
End-of-year meeting held	Yes	With End of Plan Form completed by the evaluator
Summative performance rating assigned based on rubric	Yes	At end of year
Summative impact on student learning determined	Yes	At end of year
Subsequent Plan	Depending on one's summative ratings, options include: Renewal on One-year Plan Two-year Self-directed Plan Directed Growth Plan Improvement Plan	

Directed Growth Plan

The Directed Growth Plan applies to educators receiving a summative performance rating of *Needs Improvement* and who are determined to have a *High, Moderate* or *Low* impact on student learning. It is a plan for up to one (1) school year that is developed by the educator and the evaluator.

Self-assessment conducted	Yes
Goals set	Yes
Formal observations conducted	Yes At least six mini-observations with accompanying forms
Mid-cycle (formative) meeting held	Yes Mid-cycle is mid-year
End-of-year meeting held	Yes With End of Plan Form completed by the evaluator
Summative performance rating assigned based on rubric	Yes
Summative impact on student learning determined	Yes
Subsequent Plan	Depending on one's summative ratings, options include: Renewal on Directed Growth Plan Two-year Self-directed Plan One-year Self-directed Plan Improvement Plan

The Improvement Plan applies to educators receiving a summative performance rating of *Unsatisfactory* and who are determined to have a *High, Moderate* or *Low* impact on student learning. It is a plan for a term of no fewer than thirty (30) calendar days and no more than one (1) school year, developed by the evaluator (603 CMR 35.02).

Self-assessment conducted	Yes
Goals set	Yes
Formal observations conducted	Yes At least six mini-observations with accompanying forms
Mid-cycle (formative) meeting held	Yes Mid-cycle is mid-year
End-of-year meeting held	Yes With End of Plan Form completed by the evaluator
Summative performance rating assigned based on rubric	Yes
Summative impact on student learning determined	Yes
Possible Outcomes	Directed Growth Plan Non-renewal Resignation Termination

According to this process, every educator (even one on a Two-year Self-directed Growth Plan) is summatively rated at least every two years by an evaluator, and any educator may be observed at any time by an evaluator per the Collective Bargaining Agreement.

At the conclusion of any Plan, an End of Plan Form (Appendix D) is authored. Information gathered from the educator's work while on his/her Plan, as well as other sources, shall be used in authoring the Form.

Step 4: Formative Assessment & Evaluation

The fourth step of the educator evaluation cycle is formative assessment or evaluation, during which evaluators assess educator progress toward attaining goals set forth in Educator Plans, performance on rubric categories, or both.

This step ensures an opportunity for educators to receive feedback and suggestions for improvement. Formative assessment of educators' performance will be ongoing and used to prompt reflection, promote dialogue between educators and evaluators, and plan changes to practice, goals, or planned activities when adjustments are necessary. At a minimum, formative assessment of educators' practice will be a mid-cycle opportunity of taking stock, implemented through a review of evidence collected by both the educator and the evaluator. If there are patterns of evidence demonstrating performance that is either unsatisfactory or in need of improvement, this is a critical time for evaluators to discuss this evidence so there are no surprises during the summative evaluation and more importantly, to provide the educator with the opportunity to address areas of concern.

If a concern surfaces at any time, the evaluator will discuss the issue with the educator, after which the evaluator may opt to complete a Notice of Concern (Appendix C). If the evaluator determines the educator's overall performance is no longer satisfactory, the evaluator may move the educator to another plan of the evaluator's choosing.

The use of common planning time, regular faculty meeting breakout sessions, and benchmarking sessions will help the formative assessment stage in the cycle to be (a) familiar and authentic for educators and (b) manageable for evaluators. Evaluators will ensure that they have established an effective system and budgeted time for reflecting on artifacts/evidence in a manner that is thoughtful, is timely and allows for educators' self-identification of strengths and needs.

Although formative review is ongoing during the evaluation cycle, discussion around findings and observations will typically occur at the mid-cycle of an educator's Plan. For example, an educator on a One-year Self-directed Growth Plan is likely to participate in a formative assessment (mid-cycle) meeting in December or January. Educators on a Two-year Self-directed Growth Plan participate in a formative (mid-cycle) evaluation meeting in May or June of the first year of the Two-year Plan, which is also the midpoint of their evaluation cycle.

Step 5: Summative Evaluation

Every educator who is formally evaluated is ultimately provided two (2) summative ratings, one based on the educator's performance, as quantified by the evaluation rubric, and the second based on the educator's impact on student learning.

Summative Rating 1: Performance Rating

The performance of every educator on schedule to be formally evaluated is based on the performance ratings of *Exemplary*, *Proficient*, *Needs Improvement*, or *Unsatisfactory* on each of the seven Categories in the rubric. Ultimately, the educator is assigned an overall summative performance rating of *Exemplary*, *Proficient*, *Needs Improvement*, or *Unsatisfactory* based on the total of the Categories (considering the educator's progress towards goal fulfillment).

- *Exemplary* performance shall mean the educator's performance consistently and significantly exceeds the requirements of a Category or overall. Exemplary performance represents a level of performance that exceeds the already high standard of *Proficient*. A rating of *Exemplary* is reserved for performance on an Indicator/Category that is of such a high level that it could serve as a model. Few educators are expected to earn an *Exemplary* rating on any Category. Moreover, earning *Exemplary* on an Indicator/Category during one evaluation cycle does not mean that the same rating can or should be expected on that Category on future evaluations.
- *Proficient* shall mean the educator's performance fully and routinely meets the requirements of a Category or overall. *Proficient* performance is understood to be fully satisfactory. This is the rigorous expected level of performance: demanding but attainable.
- *Needs Improvement* shall mean the educator's performance on a Category or overall is below the requirements of the Category or overall, but is not considered unsatisfactory at this time. Improvement is necessary and expected. For new educators, *Needs Improvement* has a different connotation, typically meaning "developing." In other words, that educator might be "on track" to achieving *Proficiency* within three years.
- *Unsatisfactory* shall mean that the educator's performance on a Category or overall has not significantly improved following a rating of *Needs Improvement*, or the educator's performance is consistently below the requirements of a Category or overall and is considered inadequate, or both.

Summative Rating 2: Educator's Impact on Student Learning

Every educator also receives an impact on student learning determination. Legislation requires that the impact on student learning of every educator be rated *High*, *Moderate* or *Low* based on data trends and patterns in learning gains on state/national assessments and/or on district-determined measures of student learning, growth and achievement. Developing the DS Professional Growth and Evaluation System will involve creating school/grade/content area specific district-determined measures of student learning related to the Massachusetts Curriculum Frameworks, other relevant frameworks, and internal (school, grade or departmental) assessments. While some district-determined measures are easily identifiable across grades and/or content areas, in many instances measures have to be defined as part of the Evaluation System development process. Both the elementary and secondary processes are considering

administrators’ and educators’ input. The district-determined measures used for a given Dover-Sherborn educator might include one or more of the following: portfolios, approved standardized assessments (i.e., MCAS, AP, SAT, PSAT, ACT, PARCC, NAEP, ACCESS, national world language exams), district-developed pre- and post-unit assessments, course assessments, and research capstone projects.

The use of district-determined measures in rendering a summative determination as to an educator’s impact on student learning is distinct, however, from the use of multiple measures as evidence to rate an educator’s performance.

Rating Scale Visual Overview

Summative Performance Rating	Exemplary	1-YEAR SELF-DIRECTED GROWTH PLAN	2-YEAR SELF-DIRECTED GROWTH PLAN	
	Proficient			
	Needs Improvement	DIRECTED GROWTH PLAN		
	Unsatisfactory	IMPROVEMENT PLAN		
		Low	Moderate	High
Rating of Impact on Student Learning multiple measures of performance, including statewide growth measure(s) where available and district-determined measures				

Evaluation Rubric

Regulations

The Educator Evaluation Regulations define rubrics as “scoring tool[s] that describe characteristics of practice or artifacts at different levels of performance” (603 CMR 35.02) and are required for every educator. Rubrics are designed to help educators and evaluators (1) develop a consistent, shared understanding of what effective performance looks like in practice, (2) develop a common terminology and structure to organize evidence, and (3) make informed professional judgments about formative and summative performance ratings on each Standard and overall.

History

By way of background, it is important to mention that the rubric currently in place at Dover-Sherborn underwent extensive revision in 2008 resulting in the release and adoption of the previous instrument in 2009. A cohort of educators, and administrators served on the committee charged with revising the rubric at that time. The Categories, Indicators, Attributes, and Evidence are based on the work of Charlotte Danielson. The MOU Evaluation Committee assembled in 2011 agreed to maintain the existing rubric and to engage in a comprehensive

assessment to determine if it met the recently adopted Educator Evaluation Regulations. The Committee agreed to four changes to the rubric:

1. Redefine rating Categories as *Exemplary*, *Proficient*, *Needs Improvement*, and *Unsatisfactory*.
2. Align each Category in the existing rubric with the four Standards of Practice defined in the Massachusetts Model Educators' Evaluation System to ensure compliance.
3. Edit Category V: Expectations for Student Achievement to include a third Indicator speaking to student growth as required by the regulations.
4. Edit Category VII: Relationships with Students to include a third Attribute under Indicator #1: Educator-Student Interactions regarding the educator's collection and use of student evidence to inform practice, another element required by the regulations.

The Dover-Sherborn rubrics describe practice. The rubrics all rate educators' performance on the seven Categories (defined below) using the rating scale of *Exemplary*, *Proficient*, *Needs Improvement*, or *Unsatisfactory*. The rubric pertaining to each of the following groups is intended to be used throughout the 5-step evaluation cycle.

- ❖ All teachers, including teachers of whole classrooms, small groups, individual students, and teachers with specialized classes or knowledge including teachers of English Language Learners, specialist teachers, and special education teachers.
- ❖ All counselors and psychologists
- ❖ All librarians
- ❖ All nurses

Rubric Structure

- **Categories** broadly describe the knowledge, skills, and performance of effective practice and are each aligned with the four Standards of Practice in the Massachusetts Model Educators' Evaluation System. There are seven Categories:
 - *Knowledge of Curriculum Content*
 - *Curriculum and Instruction Planning and Assessment*
 - *Management of Classroom Environment*
 - *Instruction*
 - *Expectations for Student Achievement*
 - *Professional Responsibilities*
 - *Relationships with Students*
- **Indicators** describe specific knowledge, skills, and performance for each Category.
- **Attributes** are more specific descriptions of actions and behaviors related to each Indicator. The elements further break down the Indicators into more specific aspects of educator practice and provide an opportunity for evaluators to offer detailed feedback that serves as a roadmap for improvement.
- **Evidence** offers possible teaching examples for each Indicator that help the educator confirm that he/she engages in practices that are observable and measurable, and that assist the evaluator in identifying the level of teaching or administrative performance in one of four categories: *Exemplary*, *Proficient*, *Needs Improvement*, or *Unsatisfactory*.

Formal Observations

As part of Dover-Sherborn's multi-year evaluation process, every educator will be subject to *at least* three mini-observations every two years, and annually until the educator is granted PTS. Mini-observations consist of an evaluator dropping-in, unannounced, for *at least* 10-15 minutes per visit.

Observation dates and times can also be suggested and/or agreed upon (announced) if there is a certain aspect of teaching the evaluator wants to observe or the educator wants the evaluator to observe. Additional observations (possibly including announced or unannounced observations of full lessons) and/or conferences may be held to discuss instructional matters or to address issues that may arise.

The established rubric is to be followed, as it outlines aspects of good practice. During observations, the evaluator will look for evidence of such practice as described below. The list is not intended to be all-encompassing but captures many Indicators and Attributes in the cited rubric Category.

Category I: Knowledge of Curriculum Content

The educator is prepared, organized, and confident in his/her subject area

Category II: Curriculum and Instruction Planning and Assessment

The lesson objectives are clear

What is being taught is being learned

Category III: Management of Classroom Environment:

The class is running smoothly and students are focused on learning

The students are paying attention and are involved in the lesson

Category IV: Instruction

The learning experiences are being skillfully orchestrated

After each observation, the evaluator will provide feedback to the educator by way of a Formal Observation Feedback Form (Appendix B). The Form is to be completed and provided to the educator, either in person or electronically, by the end of the following school day after a mini-observation, and within five school days following a full-observation. The educator may also follow-up with the evaluator. Feedback should include commendations and recommendations for improvement.

Time Lines/Deadlines

October 31 st	Completion of Self-assessment and Goal Setting/Review Form
December 15 th	Completion of 50 percent of the required formal observations and Formal Observation Feedback Forms
April 15 th	Completion of 50 percent of the required formal observations and Formal Observation Feedback Forms
June 15 th	Completion of end-of-year meeting and End-of-Year Form

Evaluation Authority

Dover: Chickering Elementary School

Principal: Evaluates faculty and staff

Assistant Principal: Evaluates faculty and staff assigned by Principal

Administrator of Special Education: Evaluates special education and guidance faculty and staff

Sherborn: Pine Hill Elementary School

Principal: Evaluates faculty and staff

Assistant Principal: Evaluates faculty and staff assigned by Principal

Administrator of Special Education: Evaluates special education and guidance faculty and staff

Dover-Sherborn Regional School District

Headmaster: Evaluates faculty and staff

Assistant Headmaster: Evaluates faculty and staff assigned by Headmaster

Director of Guidance: Evaluates guidance staff

Administrator of Special Education: Evaluates all special education faculty and staff

High School Department Heads: Under the authority of the Headmaster, contributes to the evaluation of departmental faculty members

