

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.
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.