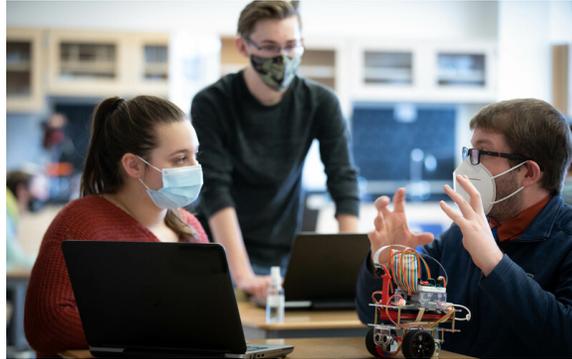




# ESSEX NORTH SHORE

AGRICULTURAL & TECHNICAL SCHOOL



## Educator Evaluation Manual

2021-2022



## Administration

Dr. Heidi T. Riccio	Superintendent-Director
Shannon Donnelly	Principal
Dr. Thomas O'Toole	Assistant Superintendent
Lisa Berube	Cooperative Education Coordinator
Bonnie Carr	Director of Workforce Development & Adult Education
Donald Ducharme	Director of CTE, East Academy
Sean Emberley	Assistant Principal
Sandra Goldstein	Director of School Counseling
Kathleen Holman	Director of Human Resources
Joseph V. Marino	Director of Technology
Ryan Monks	Director of Facilities, Farm, & Grounds
Jill Sawyer	Director of CTE, West Academy
Jennifer Skane	Assistant Principal
Joel Spruance	Assistant Principal
Susan Stevens	Director of Special Education
Marie Znamierowski	Director of Business Operations

## School Committee

### Name

### Community

Mark B. Strout, <i>Chairperson</i>	Town of Marblehead
Wayne P. Marquis, <i>Vice Chairperson</i>	Town of Danvers
Beverley Ann Griffin-Dunne, <i>Secretary</i>	City of Peabody
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Steven Flynn	Department of Agriculture
James P. O'Brien	Department of Agriculture
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Dr. James Picone	City of Salem
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David Symmes	Town of Topsfield
John Bucco	Town of Wenham

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## INTRODUCTION

The purpose of the Essex North Shore Agricultural and Technical School District Classroom Educator and Caseload Educator (“Educator”) Professional Standards and Evaluation Procedures is to provide for the continuous growth of staff and the continuous improvement in the quality of education for all students. Evaluation of Educator performance is an essential component of an effective educational program, as well as a requirement of state law and regulations. We believe that a cooperative process, characterized by mutual respect, teamwork and trust, best achieves professional growth and development, and the resulting improvement in the quality of education. Educators and evaluators share responsibility in this evaluation process.

The Educator Evaluation Procedures described here have been designed:

- A. To promote student learning, growth, and achievement by providing Educators with feedback for improvement, enhanced opportunities for professional growth, and clear structures for accountability, 603 CMR 35.01(2)(a);
- B. To provide a record of facts and assessments for personnel decisions, 350. 1(2)(b);
- C. To ensure that every school committee has a system to enhance the professionalism and accountability of Educators and administrators that will enable them to assist all students to perform at high levels, 35.01(3); and
- D. To assure effective teaching and administrative leadership, 350. 1(3).

## DEFINITIONS

(\* indicates definition is generally based on 603 CMR 350.2)

- A. \*Artifacts of Professional Practice: Products of an Educator's work and student work samples that demonstrate the Educator's knowledge and skills with respect to specific performance standards.
- B. Caseload Educator: Educators who teach or counsel individual or small groups of students through consultation with the regular classroom Educator, for example, school nurses, guidance counselors, speech and language pathologists and some reading specialists, and special educators.
- C. Classroom Educator: Educators who teach preK-12 whole classes, and educators of special subjects as such as art, music, library, and physical education. May also include special education Educators and reading specialists who teach whole classes.
- D. Categories of Evidence: Multiple measures of student learning, growth, and achievement, judgments based on observations and artifacts of professional practice, including unannounced observations of practice of any duration; and additional evidence relevant to one or more Standards of Effective Teaching Practice (60 3 CMR 35.03).
- E. \*Common Assessments: 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.

- F. \*Educator(s): Inclusive term that applies to all Educators.
- G. \*Educator Plan: The growth or improvement actions identified as part of each Educator's evaluation. The type of plan is determined by the Educator's career stage and/or overall performance rating. There shall be four types of Educator Plans:
1. Developing Educator Plan shall mean a plan developed by the Educator and the Evaluator for one school year or less for an Educator without Professional Teacher Status (PTS); or, at the discretion of an Evaluator, for an Educator with PTS in a new assignment.
  2. 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*.
  3. Directed Growth Plan shall mean a plan developed by the Educator and the Evaluator of one school year for Educators with PTS who are rated *needs improvement*.
  4. Improvement Plan shall mean a plan developed by the Evaluator of at least 30 calendar days 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.
- H. \*DESE: The Massachusetts Department of Elementary and Secondary Education.
- I. \*Evaluation: The ongoing process of defining goals and identifying, gathering, and using information as part of a process to improve professional performance (the "formative evaluation" and "formative assessment") and to assess total job effectiveness and make personnel decisions (the "summative evaluation").
- J. \*Evaluator: Any person designated by a superintendent who has primary or supervisory responsibility for observation and evaluation. The Superintendent is responsible for ensuring that all Evaluators have training in the principles of supervision and evaluation. Each Educator will have one primary Evaluator at any one time responsible for determining performance ratings.
1. Primary Evaluator: Shall be the person who determines the Educator's performance ratings and evaluation. The Primary Evaluator is the person responsible for approving the Educator Plan, supervising the Educator's progress, and evaluating the Educator's progress toward attaining the Educator Plan goals.
  2. Secondary Evaluator: This person shall conduct observations and provide input to the Educator Plan, formative assessment, progress toward attaining Educator Plan goals, and overall performance rating and evaluation.
  3. Assignment of Primary and Secondary Evaluators: Educators shall be assigned a Primary and, in some cases, a Secondary Evaluator.
  4. Notification: The Educator shall be notified in writing of his/her Primary Evaluator and Secondary Evaluator, if any, at the outset of each new evaluation (during the first two weeks of school or earlier, if possible). The evaluators may be changed upon notification in writing to the Educator.
- K. Evaluation Cycle: A five-component process that all Educators follow consisting of 1) Self-Assessment; 2) Goal-setting and Educator Plan development; 3) Implementation of the Plan; 4) Formative Assessment/Evaluation; and 5) Summative Evaluation.
- L. \*Expected Impact: 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.

- M. \*Experienced Educator: An educator with Professional Teacher Status (PTS).
- N. \*Family: Includes students' parents, legal guardians, foster parents, or primary caregivers.
- O. \*Formative Assessment: The process used to assess progress towards attaining goals set forth in Educator plans and performance on the Standards and Indicators of Effective Teaching Practice. This process may take place at any time(s) during the cycle of evaluation, but typically takes place at mid-cycle.
- P. \*Formative Evaluation: An evaluation conducted at the end of Year 1 for an Educator on a 2-year Self-Directed Growth plan which is used to arrive at a rating on progress towards attaining the goals set forth in the Educator Plan and performance on Standards and Indicators of Effective Teaching Practice.
- Q. Goal: A specific, actionable, and measurable area of improvement as set forth in an Educator's Plan. A goal may pertain to any or all of the following: Educator practice in relation to Performance Standards, Educator practice in relation to indicators, or specified improvement in student learning, growth, and achievement. Goals may be developed by individual Educators, by the Evaluator, or by teams, departments, or groups of Educators who have the same role.
- R. \*Measurable: That which can be classified or estimated in relation to a scale, rubric, or standards.
- 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 ACCESS for ELLs gain scores.
- T. \*Observation: A data gathering process that includes notes and judgments made during one or more classroom or worksite visits(s) of any duration by the Evaluator and may include examination of artifacts of practice including student work. Classroom or worksite observations conducted result in feedback to the Educator. Normal supervisory responsibilities of department, building and district administrators will also cause administrators to drop in on classes and other activities in the worksite at various times as deemed necessary by the administrator. Carrying out these supervisory responsibilities, when they do not result in targeted and constructive feedback to the Educator, are not observations.
  - 1. Announced Observation: An observation that lasts for at least thirty (30) minutes and up to the equivalent of a full class period. Feedback for announced observations is provided through formal pre-observation and post-observation conferences.
    - a. Pre-Observation Conference: A conference between an Evaluator and an Educator that may be used to obtain background information in advance of a particular announced observation or to receive information about a particular classroom activity that he/she will observe, including the goals of the lesson. This conference may also be used by the conferees to collaboratively clarify, refine and/or elaborate these activities and the goals they are meant to achieve.
    - b. Post-Observation Conference: A conference between an Evaluator and a Educator following an announced observation. The Educator and Evaluator shall review the goals of the lesson, the outcomes, and discuss what the Evaluator observed.

2. Unannounced Observation: An observation by the Evaluator, of any duration, recommended to be a minimum of ten (10) minutes. Targeted and constructive feedback for an unannounced observation shall take the form of brief written feedback and a conversation between the Educator and the Evaluator. This oral and written feedback must be given within five (5) school days of the observation. This time frame may be extended due to the unavailability of the Evaluator or the Educator, but shall be rescheduled within 24 hours whenever possible.
- U. \*Performance Rating: Describes the Educator's performance on each performance standard and overall. There are four performance ratings:
1. 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**.
  2. Proficient: The Educator's performance fully and consistently meets the requirements of a standard or overall. Proficient practice is understood to be fully satisfactory.
  3. 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.
  4. 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.
- V. \*Professional Teacher Status: PTS is the status granted to an Educator pursuant to M.G.L. c. 71, § 41.
- W. Rating of Overall Educator Performance: The Educator's overall performance rating is based on the Evaluator's professional judgment and examination of evidence of the Educator's performance against the four Performance Standards and the Educator's attainment of goals set forth in the Educator Plan, as follows:
- Standard 1: Curriculum, Planning and Assessment
  - Standard 2: Teaching All Students
  - Standard 3: Family and Community Engagement
  - Standard 4: Professional Culture
  - Attainment of Professional Practice Goal(s)
  - Attainment of Student Learning Goal(s)
- X. \*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:
- a. Standards: Describes broad categories of professional practice, including those required in 603 CMR 35.03
  - b. Indicators: Describes aspects of each standard, including those required in 603 CMR 35.03
  - c. Elements: Defines the individual components under each indicator;
  - d. Descriptors: Describes practice at four (4) levels of performance for each elements
- Y. Summative Evaluation: An evaluation used to arrive at a rating on each standard, an overall rating, and as a basis to make personnel decisions. The summative evaluation includes the Evaluator's judgments of the Educator's performance against Performance Standards and the Educator's attainment of goals set forth in the Educator's Plan through evidence, artifacts, and observations.

- Z. \*Superintendent: The person employed by the school committee pursuant to M.G.L. c. 71 §59 and §59A. The Superintendent is responsible for the implementation of 603 CMR 35.00
- AA. \*Teacher: An Educator employed in a position requiring a certificate or license as described in 603 CMR 7.04(3)(a, b, and d) and in the area of vocational education as provided in 603 CMR 4.00. Educators may include, for example, classroom Educators, librarians, guidance counselors, or school nurses.

### GENERAL PROVISIONS

- A. Evaluation of personnel shall be the responsibility of the administration and may be conducted by them at any time after the Educator has participated in the annual orientation.
- B. The Superintendent and administration have the right to supervise, evaluate, observe and write observation reports in each and every year to the extent that they deem necessary.
- C. Only administrators who are appropriately licensed may serve as Evaluators of Educators.
- D. Should there be a disagreement between the Educator with a rating of *exemplary*, *proficient* or *needs improvement* on one or more Standards, and the Evaluator regarding an overall summative performance rating of *needs improvement* or *unsatisfactory*, the Educator may meet with the Evaluator's supervisor to discuss the disagreement. Should the Educator request such a meeting, the Evaluator's supervisor must meet with the Educator and the Educator may request representation for that meeting. The Evaluator may attend any such meeting at the discretion of the Superintendent.
- E. Violations of this Section regarding Educator Evaluation 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 be issued if there was substantial compliance.
- F. There shall be a standing Committee, comprised of at least three (3) members of Hathorne Teacher Federation and at least three (3) administrators which will meet regularly throughout the calendar year.

The charge of this Committee is the continuous review and refinement of the Educator Evaluation System as described in the regulations, processes and documents. The Superintendent-Director shall meet with the group at least yearly.

This group will be responsible for making recommendations to the Superintendent-Director regarding the Educator Evaluation system. Recommendations will be classified as procedural

### EVIDENCE USED IN AN 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:
- Measures of student progress on classroom assessments.
  - Common assessments;

- Measure of progress and/or student learning goal.

B. Judgments based on observations and artifacts of practice including:

- Unannounced observations of practice.
- Announced observation(s) for non-PTS Educators, Educators on Improvement Plans, and as determined by the Evaluator.
- Examination of Educator work products.
- Examination of student work samples.

C. Evidence relevant to one or more Performance Standards, including but not limited to:

- Evidence compiled and presented by the Educator, including:
  - Evidence of fulfillment of professional responsibilities and growth such as self-assessments, peer collaboration, professional development linked to goals in the Educator Plans, contributions to the school community and professional culture;
  - Evidence of active outreach to and engagement with families;
- Evidence of progress towards professional practice goal(s);
- Evidence of progress toward student learning and/or professional practice goal outcomes goal(s);
- Student feedback
- 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.

### RUBRIC

Rubrics are a scoring tool used for the Educator's self-assessment, the formative assessment, the formative evaluation, and the summative evaluation. The District has adopted the rubrics for use with caseload educators (i.e., nurses, guidance counselors, etc.).

### EVALUATION CYCLE

#### Annual Orientation

Within the first two weeks of each school year, the Superintendent, Principal or designee shall conduct a meeting for Educators and Evaluators focused substantially on educator evaluation. The Superintendent, Principal or designee shall:

- Provide an overview of the evaluation process, including goal setting and the educator plans.
- Provide all Educators with directions for obtaining a copy of the forms used by the District. These may be electronically provided.
- This training may be digitally recorded to facilitate orientation of Educators hired after the beginning of the school year, and made available to all staff for their review.

## Self-Assessment

### A. Completing the Self-Assessment

1. The evaluation cycle begins with the Educator completing and submitting to the Primary Evaluator a self-assessment by the last Friday in September (or within four weeks of the start of their employment at the school).
2. The self-assessment includes:
  - a. An analysis of evidence of student learning, growth and achievement for students under the Educator's responsibility.
  - b. An assessment of practice against each of the four Performance Standards of effective practice using the district's rubric.
  - c. Proposed goals to pursue:
    - At least one goal directly related to improving the Educator's own professional practice as it relates to the Self-Assessment.
    - At least one goal directly related to improving student learning.

## Goal Setting and Development of the Educator Plan

### A. Proposing the Goals

1. 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 provided below. Educators may meet with teams to consider establishing team goals. Evaluators may participate in such meetings.
2. For Educators in their first year of practice, the Evaluator will meet with each Educator by the third Friday in September (or within three weeks of the start of their employment at the school) to assist the Educator in completing the self-assessment and drafting the professional practice and student learning goals which must include induction and mentoring activities.
3. For Educators with PTS and ratings of *proficient* or *exemplary*, the goals maybe 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.
4. 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.

### B. Educator Plan Development Meetings shall be conducted as follows:

1. Educators may meet with the Evaluator in teams or individually at the end of the previous evaluation cycle, by the second Friday in October, or within six weeks of the start of their employment at the school for first year Educators of the next academic year to develop their Educator Plan.
2. The Evaluator shall meet individually with Educators with PTS and ratings of *needs improvement* or *unsatisfactory* to develop professional practice goal(s) that must address specific standards and indicators identified for improvement. In addition, the goals may address shared grade-level or subject-matter goals.

3. The Evaluator approves the Educator Plan by the first school day in November (or within eight weeks of the start of employment at the school for first-year educators). The Educator shall sign the Educator Plan within five (5) school days of its receipt and may include a written response. The Educator's signature indicates that he/she received the plan in a timely fashion. The signature does not indicate agreement or disagreement with its contents. The Evaluator retains final authority over the content of the Educator's Plan.

#### Observation of Practice and Examination of Artifacts (Educators without PTS)

- A. In the Educator's first year of practice at Essex North Shore Agricultural & Technical School:
  1. The Educator shall have at least one (1) announced observation by the primary Evaluator, and at least one (1) announced observation by the secondary Evaluator during the school year, using the protocol described in those sections of this document. In addition, the Educator shall have at least four (4) unannounced observations by the primary or secondary Evaluator during the school year.
    - a. The primary or secondary Evaluator shall complete at least two (2) unannounced observations and associated feedback and at least one (1) announced observation and associated feedback by the last school day in January.
    - b. The primary or secondary Evaluator shall complete at least two (2) additional unannounced observations and associated feedback and at least one (1) additional announced observation and associated feedback by the last school day in April.
  2. The Evaluator(s) may conduct additional observations, announced or unannounced, throughout the year at their discretion.
- B. In the Educator's remaining years of practice without PTS at Essex North Shore Agricultural & Technical School:
  1. The Educator shall have at least one (1) announced observation by the primary Evaluator. In addition, the Educator shall have at least three (3) unannounced observations by the primary or secondary Evaluator during the school year.
    - a. The primary or secondary Evaluator shall complete at least one (1) unannounced observation and associated feedback by the last school day in January.
    - b. The primary or secondary Evaluator shall complete at least two (2) additional unannounced observations and associated feedback by the last school day in April.
    - c. The primary Evaluator shall complete at least one (1) announced observation and associated feedback by the last school day in April.

#### Observation of Practice and Examination of Artifacts (Educators with PTS)

- A. The Educator whose overall rating is *proficient* or *exemplary* must have at least one (1) unannounced observations during the evaluation cycle.
  1. The primary Evaluator shall complete this observation by the last school day in April of the first year of the cycle.
  2. The Evaluator(s) may conduct additional observations (announced or unannounced) throughout the year at their discretion.
  3. This Educator, if working on a Self-Directed Growth Plan, will have the right to indicate that the present time is not good for an observation ("not now"). This provision may be used only once in an evaluation cycle.

- B. The Educator whose overall rating is *needs improvement* must be observed according to the Directed Growth Plan during the period of plan. The Evaluator shall determine the number and frequency of the observations, but in no case shall there be less than one (1) announced and three (3) unannounced observations.
1. The primary or secondary Evaluator shall complete at least one (1) announced observation and the associated feedback and two (2) unannounced observations and the associated feedback by the last school day in January.
  2. The primary or secondary Evaluator shall complete at least one (1) additional unannounced observation and associated feedback by the last school day in April.
  3. The Evaluator(s) may conduct additional observations, announced or unannounced, throughout the year at their discretion.
    - a. The Educator whose overall rating is *unsatisfactory* must be observed according to the Improvement Plan, which must include both unannounced and announced observations. The Evaluator shall determine the number and frequency of the observations, but in no case, shall there be less than one announced and three (3) unannounced observations (assuming a full, one ~~school~~ year Improvement Plan).
    - b. The primary or secondary Evaluator shall complete at least one (1) announced observation and the associated feedback and two (2) unannounced observations and the associated feedback by the last school day in January.
    - c. The primary or secondary Evaluator shall complete at least one (1) additional unannounced observation and associated feedback by the last school day in April.
    - d. The Evaluator(s) may conduct additional observations, announced or unannounced, throughout the year at their discretion.
    - e. If the Improvement Plan begins at the time of a formative assessment, these dates will be adjusted accordingly.

### Observations

- A. Observations required by the Educator Plan and this Section should be completed by the last school day in April.
- B. The Evaluator may conduct additional observations after this date in the event that an issue is reported to the administration.
- C. The Evaluator is not required nor expected to review all indicators in the rubric during an observation.
- D. Unannounced Observations
  1. Unannounced observations may be in the form of partial or full-period classroom visitations, but a visit of at least 10 minutes is recommended.
  2. Administrators will drop in on classes and other activities as part of normal supervisory responsibilities. Carrying out these supervisory responsibilities, when they do not result in targeted or constructive feedback to the Educator, are not observations as defined in this manual.
  3. If the Evaluator provides written feedback after being in the classroom, the visit to the classroom shall be considered an unannounced observation, and the Educator can expect targeted and constructive feedback as described below.
  4. Targeted and constructive feedback for an unannounced observation shall take the form of a conversation between the Educator and the Evaluator, and the Evaluator shall provide a brief written summary of this conversation and his/her observations.

- a. Feedback in this form must be given within five (5) school days of the observation. This may be extended due to unavailability on the part of either the Evaluator or the Educator, but shall be rescheduled within 24 hours whenever possible.
  - b. This brief written feedback shall be delivered to the Educator face-to-face, electronically, or to the Educator's mailbox.
5. Any series of observations resulting in one or more standards judged to be *unsatisfactory* or *needs improvement* for the first time must be followed by at least one observation of a full class period within thirty (30) days.

#### E. Announced Observations

1. All non-PTS Educators, PTS Educators on Directed Growth or Improvement Plans, and other Educators at the discretion of the Evaluator shall have at least one (1) announced observation.
  - a. The Evaluator 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.
  - b. Within five (5) school days of the scheduled observation, upon request of either the Evaluator or Educator, the Evaluator and Educator shall meet for a pre-observation conference. In lieu of a meeting, the Educator may inform the Evaluator in writing of the nature of the lesson, the student population served, and any other information that will assist the Evaluator to assess performance.
    - The Educator shall provide the Evaluator a draft of the lesson, student conference, IEP plan, 504 plan, or activity. If the actual plan is different, the Educator will provide the Evaluator with a copy prior to the observation.
    - The Educator will be notified as soon as possible if the Evaluator will not be able to attend the scheduled observation. The observation will be rescheduled with the Educator as soon as reasonably practical.
  - c. Within five (5) school days of the observation, the Evaluator and Educator shall meet for a post-observation conference. 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.
  - d. The Evaluator shall provide the Educator with written feedback within five (5) school days of the post-observation conference. For any standard where the educator's practice was found to be *unsatisfactory* or, the feedback must:
    - Describe the basis for the Evaluator's judgment.
    - Describe actions the Educator should take to improve his/ her performance.
    - Identify support and/or resources the Educator may use in his/her improvement.
    - State that the Educator is responsible for addressing the need for improvement.
  - e. Any observations resulting in one or more standards judged to be *unsatisfactory* or *needs improvement* for the first time must be followed by at least one (1) observation of a full class within thirty (30) days.

#### Formative Assessment

- A. A specific purpose for evaluation is to promote student learning, growth and achievement by providing Educators with feedback for improvement. Evaluators are expected to make frequent unannounced visits to classrooms. Evaluators are expected to give targeted constructive feedback to Educators based on their observations of practice, examination of artifacts, and analysis of multiple measures of student learning, growth and achievement in relation to the Standards and Indicators of Effective Teaching Practice.
- B. Formative Assessment takes place mid-cycle when the formative assessment report is completed. For an Educator on a two-year Self-Directed Growth Plan, the mid-cycle formative assessment report normally takes

place at mid-cycle and is replaced by the Formative Evaluation report at the end of year one.

- C. 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, performance on Performance Standards and overall, or both.
- D. Formative assessment happens mid-cycle. In order to assess progress, the Educator shall provide to the Evaluator evidence of the Educator's performance against the four Performance Standards, as well as progress on attaining professional practice and student learning goals.
- E. Upon the request of either the Evaluator or the Educator, the Evaluator and the Educator will meet either before or after completion of the Formative Assessment Report.
- F. The Evaluator shall complete the Formative Assessment report and provide a copy to the Educator no later than the 1st Friday in February (for mid-year). All Formative Assessment reports must be signed by the Evaluator and delivered electronically.

Educators on two year Self-Directed Growth Educator Plans receive a formative evaluation report near the end of the first year (no later than the last Friday in May) of the two-year cycle. The Educator's performance rating for that year shall be assumed to be the same as the previous summative rating unless evidence demonstrates a significant change in performance in which case the rating on the Performance Standards may change, and the Evaluator may place the Educator on a different Educator Plan, appropriate to the formative assessment.

- G. The Educator may reply in writing to the Formative Assessment report within ten (10) school days of receiving the report. The Educator's reply shall be attached to the report.
- H. The Educator shall sign the Formative Assessment report by within ten (10) school days of receiving the report. The signature indicates that the Educator received the Formative Assessment report in a timely fashion. The signature does not indicate agreement or disagreement with its contents.
- I. As a result of the Formative Assessment Report, the Evaluator may change the activities in the Educator Plan.

#### Summative Evaluation

- A. The evaluation cycle concludes with a summative evaluation report. For Educators on a one or two year Educator Plan, the summative report must be written and provided to the educator by the first Friday in June.
- B. The Evaluator determines a rating on each standard and an overall rating based on the Evaluator's professional judgment, an examination of evidence against the Performance Standards and evidence of the attainment of the Educator Plan goals.
- C. The professional judgment of the primary Evaluator shall determine the overall summative rating that the Educator receives.
- D. For an Educator whose overall performance rating is *exemplary* or *proficient*, the Evaluator applies professional judgement to collected evidence of educator performance to place educators on either a one or two-year plan. If the Evaluator selects a one-year plan, the Evaluator's supervisor shall discuss and review the evaluation with the Evaluator and the supervisor shall confirm or revise the duration of the Educator's plan. In cases where the Superintendent serves as the primary Evaluator, the Superintendent will consult with another administrator to confirm or revise the educator's final rating.
- E. The summative evaluation rating must be based on evidence from multiple categories of evidence. MCAS Growth

scores shall not be the sole basis for a summative evaluation rating.

- F. To be rated *proficient* overall, the Educator shall, at a minimum, have been rated *proficient* on the Curriculum, Planning and Assessment and the Teaching All Students Standards of Effective Teaching Practice.
- G. The Educator will provide to the Evaluator evidence of the four (4) standards and progress on attaining professional practice and student learning goals on or before the last Friday in April. The Educator may also provide to the Evaluator additional evidence of the educator's performance against the four Performance Standards.
- H. The Summative Evaluation report should recognize areas of strength as well as identify recommendations for professional growth.
- I. The Evaluator shall complete and deliver the summative evaluation report to the Educator electronically to the Educator no later than the last Friday in May.
- J. The Evaluator shall meet with the Educator rated *needs improvement* or *unsatisfactory* to discuss the summative evaluation. The meeting shall occur by the last school day in May.
- K. The Evaluator meets 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 the first Friday in June.
- L. Upon mutual agreement, the Educator and the Evaluator may develop the Self-Directed Growth Plan for the following two years during the meeting on the Summative Evaluation report.
- M. The Educator shall sign the final Summative Evaluation report by the first Friday in June. 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. The Educator shall have the right to respond in writing to the summative evaluation, which shall become part of the final Summative Evaluation report.
- O. The Summative Evaluation report shall be kept electronically.

#### EDUCATOR PLANS:

##### Developing Educator Plan

- A. The Developing Educator Plan is for all Educators without PTS, and, at the discretion of the Evaluator, Educators with PTS in new assignments.
- B. The Educator shall be evaluated at least annually.

##### Self-Directed Growth Plan

- A. A Two-year Self-Directed Growth Plan is for those Educators with PTS who have an overall rating of *proficient* or *exemplary*, and whose impact on student learning is moderate or high. A formative assessment report is completed at the end of year one and a summative evaluation report at the end of year two.
- B. A One-year Self-Directed Growth Plan is for those Educators with PTS who have an overall rating of *proficient* or *exemplary*, and 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.

### Directed Growth Plan

- A. A Directed Growth Plan is for those Educators with PTS whose overall rating is *needs improvement*.
- B. An Educator on a Directed Growth Plan shall be assigned an Evaluator who is responsible for providing the Educator with guidance and assistance in accessing the resources and professional development outlined in the Directed Growth Plan. This Evaluator may be the primary Evaluator, or another assigned Evaluator.
- C. The Educator and Evaluator will meet to discuss the development of this plan. The Educator may request representation for this meeting. The Directed Growth Plan, written by the Evaluator, shall:
  - 1. Delineate the goals in the plan that address the areas identified as needing improvement;
  - 2. Describe the activities and work products the Educator must complete as a means of improving performance;
  - 3. Describe the assistance that the District will make available to the Educator;
  - 4. Articulate the measurable outcomes that will be accepted as evidence of improvement;
  - 5. Detail the timeline for completion of each component of the Plan, including at a minimum a mid-cycle formative assessment report on the relevant standard(s) and indicator(s);
  - 6. Identify the individual(s) assigned to assist the Educator which must include minimally the primary Evaluator;
  - 7. Include the signatures of the Educator and primary Evaluator.
- D. A copy of the signed Directed Growth Plan shall be provided to the Educator. The Educator's signature indicates that the Educator received the Directed Growth Plan in a timely fashion. The signature does not indicate agreement or disagreement with its contents.
- E. The Evaluator shall complete a summative evaluation for the Educator at the end of the period determined by the Plan, but at least annually, and in no case later than the first Friday in June.
- F. For an Educator on a Directed Growth Plan whose overall performance rating is at least *proficient*, the Evaluator will place the Educator on a Self-Directed Growth Plan for the next evaluation cycle.
- G. 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

- A. An Improvement Plan is for those Educators with PTS whose overall rating is *unsatisfactory*.
- B. The parties agree that in order to provide students with the best instruction, it may be necessary from time to time to place an Educator whose practice has been rated as *unsatisfactory* on an Improvement Plan of no fewer than 30 calendar days and no more than one school year. In the case of an Educator receiving a rating of *unsatisfactory* near the close of one school year, the Improvement Plan may include recommended activities that occur during the

summer months before the next school year begins.

- C. Within ten (10) school days after the decision to place an Educator on an Improvement Plan, the Educator and the Evaluator will meet to discuss the development of an Improvement Plan. The Educator may request representation for this meeting.
- D. The Improvement Plan shall define the problem(s) of practice identified through the observations and evaluation and detail the improvement goals to be met, the activities the Educator must take to improve and the assistance to be provided to the Educator by the district.
- E. The Improvement Plan shall:
  - 1. Define the improvement goals directly related to the performance standard(s) and/or student learning outcomes that must be improved;
  - 2. Describe the activities and work products the Educator must complete as a means of improving performance;
  - 3. Describe the assistance that the district will make available to the Educator;
  - 4. Articulate the measurable outcomes that will be accepted as evidence of improvement;
  - 5. Detail the timeline for completion of each component of the Plan, including at a minimum a mid-cycle formative assessment report of the relevant standard(s) and indicator(s);
  - 6. Identify the individuals assigned to assist the Educator, which must include minimally the primary Evaluator;
  - 7. Include the signatures of the Educator and primary Evaluator.
- F. A copy of the signed Plan shall be provided to the Educator. The Educator's signature indicates that the Educator received the Improvement Plan in a timely fashion. The signature does not indicate agreement or disagreement with its contents.
- G. Decision on the Educator's status at the conclusion of the Improvement Plan.
  - 1. All determinations below must be made no later than the first Friday in June. One of four (4) decisions must be made at the conclusion of the Improvement Plan:
    - a. If the Evaluator determines that the Educator has improved his/her practice to the level of proficiency, the Educator will be placed on a Self-Directed Growth Plan.
    - b. In those cases where the Educator was placed on an Improvement Plan as a result of his/her summative rating at the end of his/her Self-Directed Growth Plan, if the Evaluator determines that the Educator is making substantial progress toward proficiency, the Evaluator shall place the Educator on a Directed Growth Plan.
    - c. In those cases where the Educator was placed on an Improvement Plan as a result of his/her Summative rating at the end of his/her Directed Growth Plan, if the Evaluator determines that the Educator is not making substantial progress toward proficiency, the Evaluator shall recommend to the Superintendent that the Educator be dismissed.
    - d. If the Evaluator determines that the Educator's practice remains at the level of *unsatisfactory*, the Evaluator shall recommend to the Superintendent that the Educator be dismissed.



## Educator Evaluation Professional Status Teachers (One-Year Plan)

Evaluation Activity	Completion Deadline Date
Superintendent or designee meets with educators to explain evaluation process. Educators are asked to begin work on their self-assessment.	Second Friday in September 9/10/2021
Observation window opens.	Immediately following Orientation
Educator completes and submits their self-assessment to the Primary Evaluator.	Last Friday in September 09/24/2021
Educator meets with Primary Evaluator to develop Educator Plan.	Second Friday in October 10/08/2021
The Directed Growth Plan is prepared by the Primary Evaluator and provided to the Educator.	First School Day in November 11/1/2021
Primary or Secondary Evaluator must complete at least one (1) announced observation and associated feedback and two (2) unannounced observations and associated feedback.	Last School Day in January 01/31/2022
Educator submits evidence on identified elements. Educator must turn in a minimum of (1) piece of evidence from each standard, as well as documenting progress toward SMART goals.	Four (4) weeks prior to formative assessment due date. 01/07/2022
Evaluator completes mid-cycle formative assessment report and delivers to Educator.	First Friday in February 02/04/2022
Educator signs formative assessment report.	Within ten (10) school days of receipt
Primary or Secondary Evaluator must complete at least one (1) additional unannounced observation and associated feedback.	Last School Day in April 04/29/2022

Evaluation Activity	Completion Deadline Date
Educator submits remaining evidence on identified elements in all four (4) standards and on goals for summative evaluation.	Last Friday in April 04/29/2022
Evaluator meets with Educators whose overall summative evaluation ratings are <i>Needs Improvement</i> or <i>Unsatisfactory</i> .	Last School Day in May 05/31/2022
Evaluator completes summative evaluation report and delivers electronically to Educator.	Last Friday in May 05/27/2022
Educator signs final summative evaluation report and adds response, if any.	First Friday in June 06/03/2022
Evaluator meets with Educators whose ratings are <i>Proficient</i> or <i>Exemplary</i> at request of evaluator or Educator.	First Friday in June 06/03/2022

**NOTE:**

- *Although educators are required to submit evidence for identified elements only, evaluators may use any of the elements to address an educator's performance.*
- *This timeline includes only minimum numbers (of observations, meetings, etc.); the Directed Growth Plan may require more during the length of the Plan.)*

## Educator Evaluation Professional Status Teachers (Year 1 of 2 Year Plan)

Evaluation Activity	Completion Deadline Date
Superintendent or designee meets with Educators to explain evaluation process. Educators are asked to begin work on their self-assessment.	Second Friday in September 09/10/2021
Observation window opens.	Immediately following Orientation
Educator completes and submits their self-assessment to the Primary Evaluator.	Last Friday in September 09/24/2021
Educator meets with Primary Evaluator to develop Educator Plan.	Second Friday in October 10/08/2021
Educators submit their designated Educator Plan, including final SMART goals and action steps for approval. Directors must approve all goals pertinent to their departments. Principal has final approval.	First School Day in November 11/01/2021
The Primary Evaluator informs the Educator that final goals are approved.	Two weeks after the goals are due. 11/15/2021
Primary Evaluator must complete at least one (1) unannounced observations and associated feedback during the first year of the cycle.	Last Friday in April 04/29/2022
Educator submits evidence on identified elements. Educator must turn in a minimum of (1) piece of evidence from each standard, as well as documenting progress toward SMART goals.	Last Friday in April 04/29/2022
Evaluator completes mid-cycle formative assessment report and delivers to Educator.	Last Friday in May 05/27/2022
Educator signs formative assessment report.	First Friday in June 06/03/2022

**NOTE:**

- *Although educators are required to submit evidence for identified elements only, evaluators may use any of the elements to address an educator's performance.*



## Educator Evaluation Professional Status Teachers (Year 2 of 2 Plan)

Evaluation Activity	Completion Deadline Date
Superintendent or designee meets with educators to explain evaluation process. Educators are asked to begin work on their self-assessment.	Second Friday in September 09/10/2021
Observation window opens.	Immediately following Orientation
Educator completes and submits their self-assessment to the Primary Evaluator.	Last Friday in September 09/24/2021
Educator meets with Primary Evaluator to develop Educator Plan.	Second Friday in October 10/08/2021
Educators submit their designated Educator Plan, including final SMART goals and action steps for approval. Directors must approve all goals pertinent to their departments. Principal has final approval.	First School Day in November 11/1/2021
The Primary Evaluator informs the Educator that final goals are approved.	Two weeks after the goals are due. 11/15/2021
Educator submits remaining evidence on identified elements in all four (4) standards and on goals for summative evaluation.	Last Friday in April 04/29/2022
Evaluator meets with Educators whose overall summative evaluation ratings are <i>Needs Improvement</i> or <i>Unsatisfactory</i> .	Last School Day in May 05/31/2022
Evaluator completes summative evaluation report and delivers to Educator.	Last Friday in May 05/27/2022
Educator signs final summative evaluation report electronically and adds response, if any.	First Friday in June 06/03/2022
Evaluator meets with Educators whose ratings are <i>Proficient</i> or <i>Exemplary</i> at request of evaluator or Educator.	First Friday in June 06/03/2022

**NOTE:** Although educators are required to submit evidence for identified elements only, evaluators may use any of the elements to address an educator's performance



## Educator Evaluation Professional Status Teachers (Improvement Plan)

Evaluation Activity	Completion Deadline Date
The Educator and evaluator will meet to discuss the development of an Improvement Plan.	Within ten (10) school days after decision to place Educator on Improvement Plan
Observation window opens.	Immediately following Orientation
The Improvement Plan is prepared by the Primary Evaluator and provided to the Educator.	Within thirty (30) school days after decision to place Educator on Improvement Plan

### NOTES:

- *An Improvement Plan is for those Educators with PTS whose overall rating is unsatisfactory.*
- *An Improvement Plan may be for no fewer than 30 calendar days and no more than one school year.*
- *The evaluator shall determine the number and frequency of the observations, but in no case, shall there be less than one (1) announced and three (3) unannounced observations (assuming a full one school year Improvement Plan).*
  1. *The primary or secondary evaluator shall complete at least one (1) announced observation and the associated feedback and two (2) unannounced observations and the associated feedback by the last school day in January.*
  2. *The primary or secondary evaluator shall complete at least one (1) additional unannounced observation and associated feedback by the last school day in April.*
  3. *The evaluator(s) may conduct additional observations, announced or unannounced, throughout the year at their discretion.*
  4. *If the Improvement Plan begins at the time of the formative assessment, these dates will be adjusted accordingly.*
- *The Improvement Plan shall:*
  1. *Define the improvement goals directly related to the performance standard(s) and/or student learning outcomes that must be improved;*
  2. *Describe the activities and work products the educator must complete as a means of improving performance;*
  3. *Describe the assistance that the district will make available to the educator;*
  4. *Articulate the measurable outcomes that will be accepted as evidence of improvement;*
  5. *Detail the timeline for completion of each component of the Plan, including at a minimum a mid-cycle formative assessment report of the relevant standard(s) and indicator(s);*
  6. *Identify the individuals assigned to assist the educator, which must include minimally the primary evaluator; and*
  7. *Include the signatures of the educator and primary evaluator.*



## Educator Evaluation First-Year Educators

<b>Evaluation Activity</b>	<b>Completion Deadline Date</b>
Superintendent or designee meets with educators to explain evaluation process.	Second Friday in September 09/10/2021
Observation window opens.	Immediately following Orientation
Evaluator meets with first-year educators to assist with their self-assessment and goal-setting process.	Third Friday in September 09/17/2021
Educator completes and submits their self-assessment to the Primary Evaluator.	Last Friday in September 09/24/2021
Educator meets with Primary Evaluator to develop Educator Plan.	Second Friday in October 10/08/2021
Educators submit their designated Educator Plan, including final SMART goals and action steps for approval. Directors must approve all goals pertinent to their departments. Principal has final approval.	First School Day in November 11/01/2021
The Primary Evaluator informs the Educator that final goals are approved.	Two weeks after the goals are due. 11/15/2021
Primary or Secondary Evaluator must complete at least two (2) unannounced observations and associated feedback and one (1) announced observation and associated feedback.	Last School Day in January 01/31/2022
Educator submits evidence on identified elements. Educator must turn in a minimum of (1) piece of evidence from each standard, as well as documenting progress toward SMART goals.	Four (4) weeks prior to formative assessment due date. 01/07/2022
Evaluator completes mid-cycle formative assessment report and delivers to educator electronically.	First Friday in February 02/04/2022

Evaluation Activity	Completion Deadline Date
Educator signs formative assessment report.	Within ten (10) school days of receipt
Primary or Secondary Evaluator must complete at least two (2) additional unannounced observations and associated feedback and one (1) additional announced observation and associated feedback.	Last School Day in April 04/29/2022
Educator submits remaining evidence on identified elements in all four (4) standards and on goals for summative evaluation.	Last Friday in April 04/29/2022
Evaluator meets with educators whose overall summative evaluation ratings are <i>Needs Improvement</i> or <i>Unsatisfactory</i> .	Last School Day in May 05/31/2022
Evaluator completes summative evaluation report and delivers to educator electronically.	Last Friday in May 05/27/2022
Educator signs final summative evaluation report and adds response, if any.	First Friday in June 06/03/2022
Evaluator meets with educators whose ratings are <i>Proficient</i> or <i>Exemplary</i> at request of evaluator or educator.	First Friday in June 06/03/2022

**NOTE:**

- *Although educators are required to submit evidence for identified elements only, evaluators may use any of the elements to address an educator's performance.*
- *BOTH the Primary & Secondary Evaluator MUST complete an Announced Observation of a Year 1 Educator.*



## Educator Evaluation Second and Third Year Educators

Evaluation Activity	Completion Deadline Date
Superintendent or designee meets with educators to explain evaluation process. Educators are asked to begin work on their self-assessment.	Second Friday in September 09/10/2021
Observation window opens.	Immediately following Orientation
Educator completes and submits their self-assessment to the Primary Evaluator.	Last Friday in September 09/24/2021
Educator meets with Primary Evaluator to develop Educator Plan.	Second Friday in October 10/08/2021
Educators submit their designated Educator Plan, including final SMART goals and action steps for approval. Directors must approve all goals pertinent to their departments. Principal has final approval.	First School Day in November 11/01/2021
The Primary Evaluator informs the Educator that final goals are approved.	Two weeks after the goals are due. 11/15/2021
Primary or Secondary Evaluator must complete at least one (1) unannounced observation and associated feedback.	Last School Day in January 01/31/2022
Educator submits evidence on identified elements. Educator must turn in a minimum of (1) piece of evidence from each standard, as well as documenting progress toward SMART goals.	Four (4) weeks prior to formative assessment due date. 01/07/2022
Evaluator completes mid-cycle formative assessment report and delivers to educator.	First Friday in February 02/04/2022
Educator signs formative assessment report.	Within ten (10) school days of receipt

Evaluation Activity	Completion Deadline Date
<p>Primary or Secondary Evaluator must complete at least two (2) additional unannounced observation and associated feedback.</p> <p>Primary Evaluator must complete at least one (1) announced observation and associated feedback.</p>	<p>Last School Day in April 04/29/2022</p>
<p>Educator submits remaining evidence on identified elements in all four (4) standards and on goals for summative evaluation.</p>	<p>Last Friday in April 04/29/2022</p>
<p>Evaluator meets with educators whose overall summative evaluation ratings are <i>Needs Improvement</i> or <i>Unsatisfactory</i>.</p>	<p>Last School Day in May 05/31/2022</p>
<p>Evaluator completes summative evaluation report and delivers to educator electronically.</p>	<p>Last Friday in May 05/27/2022</p>
<p>Educator signs final summative evaluation report and adds response, if any.</p>	<p>First Friday in June 06/03/2022</p>
<p>Evaluator meets with educators whose ratings are <i>Proficient</i> or <i>Exemplary</i> at request of evaluator or educator.</p>	<p>First Friday in June 06/03/2022</p>

**NOTE:**

- *Although educators are required to submit evidence for identified elements only, evaluators may use any of the elements to address an educator's performance*