



CARVER PUBLIC SCHOOLS

TEACHER EVALUATION PROCESS

Teacher and Caseload Educator Contract Language

June 2025

This is a combination of the suggested language from the Department of Elementary and Secondary Education (ESE), the Carver Public Schools' Administration (Administration), and the Education Association of Plymouth and Carver (EAPC).

Rubrics are adopted from the ESE. Forms are modified by the Administration and the EAPC.

A committee comprising Administration and EAPC members review the evaluation system.

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On the advice of the evaluation and negotiation committees, major changes to the document will be subject to the ratification process.

Carver Teacher Evaluation Process

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1. Purpose of Educator Evaluation

- a. This contract language is locally negotiated and based on M.G.L., c.71, § 38; M.G.L. c.150E; the Educator Evaluation regulations, 603 CMR 35.00 et seq.; and the Model System for Educator Evaluation. See 603 CMR 35.02 (definition of model system). In the event of a conflict between this collective bargaining agreement and the governing laws and regulations, the laws and regulations will prevail.
- b. The purposes of evaluation are:
 - i. 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); and
 - ii. to assure effective teaching and administrative leadership, 35.01(3).

2. Definitions

- 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 teacher, for example, school nurses, guidance counselors, speech and language pathologists, and some reading specialists and special education teachers.
- c. **Classroom teacher:**
Educators who teach preK-12 whole classes, and teachers of special subjects as such as art, music, library, and physical education. May also include special education teachers 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 at least 15 minutes in duration and additional evidence relevant to one or more Standards of Effective Teaching Practice (603 CMR 35.03).
- e. **Educator(s):**
Inclusive term that applies to all classroom teachers and caseload educators, unless otherwise noted.
- f. **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, overall performance rating, and the rating of impact on student learning, growth and achievement. There shall be four types of Educator Plans:
 - i. **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. A new

assignment shall be defined as the first year working under a different educator's license.

- ii. **Self-Directed Growth Plan:**
shall mean a plan developed by the Educator for one or two school years for Educators with PTS who are rated proficient or exemplary.
- iii. **Directed Growth Plan:**
shall mean a plan developed by the Educator and the Evaluator of one school year or less for Educators with PTS who are rated "Needs Improvement".
- iv. **Improvement Plan:**
shall mean a plan developed by the Evaluator of at least sixty (60) school 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, but not required

g. ESE:
The Massachusetts Department of Elementary and Secondary Education.

h. 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").

i. Evaluator:
Any person designated by a superintendent who has primary or secondary 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.

- i. **Primary Evaluator:**
shall be the person who determines the Educator's performance ratings. They complete all formatives for 1st Year Teachers or those on Directed Growth Plans and all summative evaluations. Primary Evaluators include: district-wide administrators, principals, assistant principals, associate principals.
- ii. **Secondary Evaluator: (no more than 2)**
may supervise the Educator's progress through formative assessments, evaluates the Educator's progress toward attaining the Educator Plan goals, and make recommendations about the evaluation ratings to the Primary Evaluator at the end of the Educator Plan. Secondary evaluators include: district-wide administrators, principals, assistant principals, associate principals, department chairs.
- iii. **Teaching Staff Assigned to More Than One Building:**
each Educator who is assigned to more than one building will be evaluated by the appropriate administrator where the individual is assigned most of the time. The

principal of each building in which the Educator serves must review and sign the evaluation, and may add written comments. In cases where there is no predominant assignment, the superintendent will determine who the Primary Evaluator will be.

iv. **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 cycle. The Evaluator(s) may be changed upon notification in writing to the Educator.

j. **Evaluation Cycle:**

A five-component process that all Educators follow consisting of:

- i. Self-Assessment;
- ii. Goal-setting and Educator Plan development;
- iii. Implementation of the Plan;
- iv. Formative Assessment/Evaluation; and
- v. Summative Evaluation.

k. **Experienced Educator:**

An educator with Professional Teacher Status (PTS).

l. **Family:**

Includes students' parents, legal guardians, foster parents, or primary caregivers.

m. **Formative Assessment:**

Teachers on a 1 Year Plan will receive a formative assessment, the process used to assess progress towards attaining goals set forth in Educator plans, performance on standards, or both. This process may take place at any time(s) during the cycle of evaluation, but typically takes place at mid-cycle.

n. **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, performance on Standards and Indicators of Effective Teaching Practice, or both.

o. **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 (in the case of Directed Growth Plan and Improvement Plan), or by a team of educators. Team goals can be developed by grade- level or subject area teams, departments, or other groups of Educators who have the same role.

p. **Measurable:**

That which can be classified or estimated in relation to a scale, rubric, or standards.

q. **Observation:**

The purpose of an observation is to promote growth and development of educators, and

places student learning at the center of the process. An observation is:

- i. a data gathering process that includes literal notes and judgements made during one classroom or work site visit;
- ii. 15 minutes or more in length; and
- iii. for evaluative purposes and must result in feedback to the educator.

There are times evaluators will need to observe students, curriculum, classroom spaces, or provide general management of the building for the purpose of supporting students and staff. These classroom visits can be requested by the teacher or initiated by administration. Teachers will be informed of the purpose of the visit and information from that visit will not be written up as an observation.

r. Parties:

The Association and the School Committee are the parties to this agreement.

s. Performance Rating:

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

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

t. Performance Standards:

Locally developed standards and indicators pursuant to M.G.L. c. 71, § 38 and consistent with, and supplemental to 603 CMR 35.00. The parties may agree to limit standards and indicators to those set forth in 603 CMR 35.03.

u. Professional Teacher Status:

PTS is the status granted to an Educator pursuant to M.G.L. c. 71, § 41.

v. 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:

- i. Standard 1: Curriculum, Planning and Assessment;
- ii. Standard 2: Teaching All Students;

- iii. Standard 3: Family and Community Engagement;
- iv. Standard 4: Professional Culture;
- v. Attainment of Professional Practice Goal(s); and
- vi. Attainment of Student Learning Goal(s).

w. Rubric:

A scoring tool that describes characteristics of practice or artifacts at different levels of performance. These rubrics consists of:

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

x. 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.

y. 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.

z. 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.

aa. Walk-Through:

A walk-through is a non-evaluative observation of the classroom, which is less than 15 minutes. The purpose of the walk-through is for evaluators to:

- i. gain a sense of what is happening in the classroom;
- ii. be a presence in the building;
- iii. identify needs to help support staff and students;
- iv. give evaluators a chance to develop consistency; and
- v. provide feedback, if appropriate, but not necessary.

3. Evidence Used In Evaluation

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

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

- i. unannounced observations;
- ii. announced observation(s) for non-PTS Educators in their first three years of practice in a school, Educators on Improvement Plans, and as determined by the Evaluator;

- iii. examination of Educator work products;
 - iv. examination of student work samples; and
 - v. examination of teacher reflections.
- b.** Evidence relevant to one or more Performance Standards, including but not limited to:
- i. evidence compiled and presented by the Educator, including:
 - 1. evidence of fulfillment of professional responsibilities and growth such as self-assessments, peer collaboration, professional development linked to goals in the Educator plans, contributions to the school community and professional culture; and
 - 2. evidence of active outreach to and engagement with families.
 - ii. evidence of progress towards professional practice goal(s);
 - iii. evidence of progress toward student learning outcomes goal(s);
 - iv. student Feedback (see #21); and
 - v. any other relevant evidence from any source that the Evaluator and Educator exchange.

4. Rubric

The rubrics are a scoring tool used for the Educator's self-assessment, the formative assessment, the formative evaluation and the summative evaluation. The parties agree to the rubrics located in the appendix of the electronic version of this agreement.

5. Evaluation Cycle: Training

Any Educator hired after the November 1st date, and who has not already been trained, shall be trained on self-assessment and goal-setting within forty (40) school days of the date of hire.

6. Evaluation Cycle: Annual Orientation

By October 1st, the superintendent, principal or designee shall provide time for Educators and Evaluators to focus substantially on educator evaluation. All mandatory training or learning activities shall occur during the contractual work day.

7. Evaluation Cycle: Self-Assessment

a. Completing the Self-Assessment

- i. The evaluation cycle begins with the Educator completing and submitting to the Primary or Secondary Evaluator a self-assessment as part of the Educator Plan by October 15th or within forty (40) school days of the start of their employment at the school.
- ii. The self-assessment includes:
 - 1. an analysis of evidence of student learning, growth and achievement for students under the Educator's responsibility;
 - 2. an assessment of practice against each of the four Performance Standards of effective practice using the rubric located in the appendix of the electronic version of this agreement; and

3. proposed goals to pursue:
 - a. At least one goal directly related to improving the Educator's own professional practice; and
 - b. At least one goal directed related to improving student learning.
- b. Proposing the goals
 - i. Educators who share responsibility for student learning and results may meet with teams to consider establishing team goals. Evaluators may participate in such meetings.
 - ii. For Educators in their first year of practice, the Evaluator will meet with each Educator by October 1st (or within twenty (20) school days of the Educator's first day of employment if the Educator begins employment after September 15th) 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.
 - iii. Unless the Evaluator indicates that an Educator in his/her second or third years of practice in the district should continue to address induction and mentoring goals pursuant to 603 CMR 7.12, the Educator may propose team goals.
 - iv. For Educators with PTS and ratings of proficient or exemplary, the goals may be team goals. In addition, these Educators may include individual professional practice goals that address enhancing skills that enable the Educator to share proficient practices with colleagues or develop leadership skills.
 - v. 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.

8. Evaluation Cycle: Goal Setting and Development of the Educator Plan

- a. Every Educator has an Educator Plan that includes, but is not limited to, one goal related to the improvement of practice; one goal for the improvement of student learning. The Plan also outlines actions the Educator must take to attain the goals established in the Plan and benchmarks to assess progress. Goals may be developed by individual Educators, by the Evaluator, or by teams, departments, or groups of Educators who have the similar roles and/or responsibilities. (See Sections 15-19 for more on Educator Plans)
- b. To determine the goals to be included in the Educator Plan, the Evaluator reviews the goals the Educator has proposed using evidence of Educator performance and student growth and achievement based on the Educator's self-assessment and other sources that Evaluator shares with the Educator.
- c. Educator Plan Development Meetings shall be conducted as follows:
 - i. educators in the same school may meet with the Evaluator in teams and/or individually at the end of the previous evaluation cycle or by October 15th of the next academic year to develop their Educator Plan. Educators shall not be expected to meet during the summer hiatus.

- ii. for those Educators new to the school, the meeting with the Evaluator to establish the Educator Plan must occur by October 15th or within forty (40) school days of the start of their assignment in that school.
- iii. the Evaluator shall meet individually with Educators who have 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.
- d. The Evaluator completes the Educator Plan by November 1st. The Educator shall sign the Educator Plan within five (5) school days of its receipt and may include a written response within ten (10) school days, which shall be attached to the plan. The signature does not indicate agreement or disagreement with its contents. The Evaluator retains final authority over the content of the Educator’s Plan.

9. Evaluation Cycle: Observation of Practice and Examination of Artifacts and/or Evidence – Educators without PTS

- a. In the first year of practice or first year in the district:
 - i. the Educator shall have at least one (1) announced observation during the school year using the protocol described in section 11B; and
 - ii. the Educator shall have at least three (3) unannounced observations during the school year.
- b. In their second and third years of practice or second and third years in the district as a non-PTS Educator in the school:
 - i. the Educator shall have at least one (1) announced observation during the school year; and
 - ii. the Educator shall have at least two (2) unannounced observations during the school year.

10. Evaluation Cycle: Observation of Practice and Examination of Artifacts and/or Evidence – Educators with PTS

- a. The Educator whose overall rating is proficient or exemplary must have at least two (2) unannounced observations during the evaluation cycle, one of which must be completed by the Primary Evaluator.
- b. The Educator whose overall rating is “Needs Improvement” must be observed according to the Directed Growth Plan during the period of Plan which must include at least four (4) unannounced observations, two of which must be completed by the Primary Evaluator.
- c. The Educator whose overall rating is “Unsatisfactory” must be observed according to the Improvement Plan which must include both unannounced and announced observations. The number and frequency of the observations shall be determined by the Evaluator, but in no case, for improvement plans of one year, shall there be no fewer than two (2) announced and four (4) unannounced observations, two of which must be completed by the Primary Evaluator. For Improvement Plans of six (6) months or fewer, there must be no fewer than one (1) announced and two (2) unannounced observations.

11. Observations

The Evaluator's first observation of the non-PTS Educator shall take place by November 15th. Observations required by the Educator Plan shall be completed by May 15th. By mutual agreement with the Educator, The Evaluator may conduct additional observations after this date. The Evaluator is not required nor expected to review all the indicators in a rubric during an observation.

a. Unannounced Observations

- i. Unannounced observations can be anywhere from 15 minutes (required) up to a full class period.
- ii. The Educator will be provided with at least brief written feedback from the Evaluator within five (5) school days of the observation. The written feedback shall be delivered to the Educator in person, by secure electronic transmissions, placed in the Educator's mailbox or mailed to the Educator's home. Either the Evaluator or Educator can request a meeting within five (5) school days of receipt of written feedback of an unannounced observation. The Educator may respond in writing.
- iii. Any observation or series of observations resulting in one or more standards documented to be "Unsatisfactory" or "Needs Improvement" for the first time must be followed by at least one observation of at least 30 minutes in duration within twenty (20) school days.

b. Announced Observations

- i. All non-PTS Educators in their first, second, and third year in the district, and PTS Educators on Improvement Plans shall have at least one announced observation per Evaluation Cycle. Other educators, by mutual agreement with the evaluator, may have at least one announced observation.
- ii. 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.
 1. 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.
 - a. The Evaluator may request relevant documentation be brought to the pre-observation conference.
 - b. 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.
 2. 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 twenty-four (24) hours if possible.
 3. The Evaluator shall provide the Educator with written feedback within 5 school days of the post-observation conference. For any standard where the

Educator's practice was found to be "Unsatisfactory" or "Needs Improvement", the feedback must:

- a. Describe the basis for the Evaluator's judgment.
- b. Describe actions the Educator should take to improve his/her performance.
- c. Identify support and/or resources the Educator may use in his/her improvement.
- d. State that the Educator is responsible for addressing the need for improvement.
- e. The Educator may respond to the written feedback in writing within five (5) school days of receiving the feedback. The Educators responses shall be attached.

4. Not all indicators on the rubric may be observed during one class or lesson.

c. Number of Evaluations

- i. Educators with non-PTS in year 1 will have one (1) announced observation prior to November 15th and three (3) additional unannounced observations by the end of the evaluation cycle, one (1) of which must be completed by the Primary Evaluator.
- ii. Educators with non-PTS in year 2 or 3 will have at least one (1) announced observation prior to November 15th and two (2) unannounced observations by the end of the evaluation cycle, one (1) of which must be completed by the Primary Evaluator.
- iii. Educators on a Self Directed Growth Plan will have a minimum of two (2) observations per cycle, one (1) by a Primary Evaluator, with a maximum of four (4) observations per cycle (2 per year), as long as a no observation is deemed as "Needs Improvement" or "Unsatisfactory".

12. Evaluation Cycle: Formative Assessment - 1 Year Plan

- 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 unannounced visits to classrooms. Evaluators are expected to give targeted constructive feedback to Educators based on their observations of practice and examination of artifacts in relation to the Standards and Indicators of Effective Teaching Practice and educator goals.
- b. Formative Assessment may be ongoing throughout the evaluation cycle but typically takes place mid-cycle when a Formative Assessment report is completed.
- c. The Formative Assessment report provides written feedback to the Educator on his/her progress towards attaining the goals set forth in the Educator Plan and a summary of overall performance against the standards.
- d. By January 15th, the Educator shall provide to the Evaluator evidence of family outreach and engagement, fulfillment of professional responsibility and growth, and progress on attaining professional practice and student learning goals. The educator may provide to the evaluator additional evidence of the educator's performances against the four Performance Standards.

- e. The Evaluator and the Educator will meet prior to the completion of the Formative Assessment Report and no later than February 1st.
- f. The Evaluator shall complete the Formative Assessment report and provide a copy to the Educator. All Formative Assessment reports must be signed by the Evaluator and provided to the Educator no later than the day following February vacation and delivered face-to-face, by secure electronic transmissions, or to the Educator's school mailbox or home.
- g. The Educator may respond in writing to the Formative Assessment report within five (5) school days of receiving the report. The Educator's response shall be attached to the Formative Assessment Report.
- h. The Educator shall sign the Formative Assessment report within five (5) school days of receiving the report. The signature does not indicate agreement or disagreement with its contents.
- i. As a result of the Formative Assessment Report, the Evaluator, with Educator input, may change the activities in the Educator Plan.
- j. After the Formative Assessment and upon request of the Educator, another trained Evaluator shall be assigned to perform a formal observation to be used as evidence in the Educator's Summative Evaluation

13. Evaluation Cycle: Formative Evaluation for Two Year Self-Directed Plans Only

- a. Educators on two year Self-Directed Growth Educator Plans receive a Formative Evaluation report no later than June 10th. of the first year 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 new rating.
- b. The Formative Evaluation report provides written feedback and ratings to the Educator about his/her progress towards attaining the goals set forth in the Educator Plan. If the evaluator is assigning a rating in any standard or overall that differs from the prior summative ratings, written feedback is required in areas that have changed.
- c. The Educator shall provide to the Evaluator evidence of progress on attaining professional practice and student learning goals no later than the day before April vacation.
- d. The Evaluator shall complete the Formative Evaluation report and provide a copy to the Educator. All Formative Evaluation reports must be signed by the Evaluator and delivered face-to-face, by secure electronic transmissions, or to the Educator's school mailbox or home.
- e. The Evaluator and the Educator will meet before the completion of the Formative Evaluation Report and no later than June 5th.
- f. The Educator may respond in writing to the Formative Evaluation report within five (5) school days of receiving the report. The Educator's response shall be attached to the Formative Evaluation Report.

- g. The Educator shall sign the Formative Evaluation report by within five (5) school days of receiving the report. The signature does not indicate agreement or disagreement with its contents.
- h. As a result of the Formative Evaluation report, the Primary Evaluator, with educator input, may change the activities in the Educator Plan.
- i. If the rating in the Formative Evaluation report differs from the last summative rating the Educator received, the Primary Evaluator may place the Educator on a different Educator Plan, appropriate to the new rating.
- j. After the Formative Evaluation and upon request of the Educator, another trained Evaluator shall be assigned to perform a formal observation to be used as evidence in the Educator's Summative Evaluation.

14. Evaluation Cycle: 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 June 10th.
- b. The Primary 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. The summative evaluation rating must be based on evidence from multiple categories of evidence.
- e. 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.
- f. No later than the first day before April vacation, the Educator will provide to the Primary Evaluator evidence of the Educator's performance against the four Performance Standards and progress on attaining professional practice and student learning goals.
- g. The Summative Evaluation report should recognize areas of strength as well as identify recommendations for professional growth.
- h. The Primary Evaluator shall deliver a signed copy of the Summative Evaluation report to the Educator face-to-face, by secure electronic transmission or to the Educator's school mailbox or home no later than June 10th.
- i. The Primary Evaluator shall meet with the Educator no later than June 5th to discuss the Summative Evaluation.

- j. If the educator is rated “Needs Improvement” or “Unsatisfactory” in the Summative Evaluation, they may request another trained evaluator be assigned by the Superintendent to perform as the Primary Evaluator in the next evaluation cycle.
- k. 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.
- l. The Educator shall sign the final Summative Evaluation report by June 15th. The signature does not indicate agreement or disagreement with its contents.
- m. The Educator shall have the right to respond in writing to the summative evaluation which shall become part of the final Summative Evaluation report.
- n. A copy of the signed final Summative Evaluation report shall be filed in the Educator’s personnel file.

15. Educator Plans – General

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

16. Educator Plans: Developing Educator Plan

- a. Developing Educator Plan shall mean a plan developed by the Educator and the Evaluator for one school year for an Educator without Professional Teacher Status (PTS) or, at the discretion the Primary Evaluator, Principal or Superintendent for an Educator with PTS in a new assignment. A new assignment shall be defined as the first year working under a different educator’s license.
- b. If the Primary Evaluator determines that the educator is not making substantial progress

towards proficiency, the Primary Evaluator will place the Educator on an Improvement Plan for the next Evaluation Cycle.

17. Educator Plans: 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. A formative evaluation report is completed at the end of year 1 and a summative evaluation report at the end of year 2.
- b.** Alternative Pathway for Educators on a 2 Year Self Directed Growth Plan:
 - i.** An educator can propose an independent project related to curriculum, assessment, or instruction.
 - 1.** Request for proposal will include:
 - a.** how it is applicable to any or all of the 4 standards;
 - b.** how it could be measured in an observation;
 - c.** what the evidence would look like;
 - d.** the rationale for the project;
 - e.** the anticipated impact on students;
 - f.** the anticipated end result; and
 - g.** the action steps.
 - ii.** The educator's student learning goal and professional practice goal must be tied to the project.
 - iii.** The educator's evidence is the completion of the project - not based on initial hypothesis. Action steps must be completed and the educator must be reflective.
 - iv.** Formative would be a reflection on goals.
 - v.** Educators will have 2 observations (that could be related to the project) during the 2 year cycle.
 - vi.** Project must be approved by the Superintendent and the team of evaluators by October 15th.

18. Educator Plans: Directed Growth Plan

- a.** A Directed Growth Plan shall mean a plan developed by the Educator and the Primary Evaluator of one school year or less for Educators with PTS who are rated "Needs Improvement".
- b.** The goals in the Plan must address areas identified as needing improvement as determined by the Primary Evaluator.
- c.** The Primary 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 May 15th.
- d.** If the Primary Evaluator determines that the Educator has improved his/her practice to the level of proficiency, the Educator will be placed on a 2 Year Self-Directed Growth Plan.
- e.** If the Evaluator determines that the Educator is making substantial progress toward proficiency, the Primary Evaluator will continue the Directed Growth Plan for a period of not less than 60 school days and not more than one school year.
- f.** If the Primary Evaluator determines that the educator is not making substantial progress

towards proficiency, the Evaluator will place the Educator on an Improvement Plan for the next Evaluation Cycle.

19. Educator Plans: 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 sixty (60) school 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, but not require, activities that occur during the summer before the next school year begins.
- c. The Evaluator must complete a summative evaluation for the Educator at the end of the period determined by the Evaluator for the Plan.
- d. An Educator on an Improvement Plan shall be assigned a Primary Evaluator (see definitions). The Primary Evaluator is responsible for providing the Educator with guidance and assistance in accessing the resources and professional development outlined in the Improvement Plan.
- e. Each Educator on an Improvement Plan shall be assigned a trained mentor.
- f. The Improvement Plan shall define the problem(s) of practice identified through the observations and evaluation and it will 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.
- g. The Improvement Plan process shall include:
 - i. within ten (10) school days of notification to the Educator that the Educator is being placed on an Improvement Plan, the Primary Evaluator shall schedule a meeting with the Educator to discuss the Improvement Plan. The Primary Evaluator will develop the Improvement Plan, which will include the provision of specific assistance to the Educator;
 - ii. the Educator may request that a representative of the Association attend the meeting(s); and
 - iii. if the Educator consents, the Association will be informed that an Educator has been placed on an Improvement Plan.
- h. The Improvement Plan shall:
 - i. define the improvement goals directly related to the performance standard(s) and/or student learning outcomes that must be improved;
 - ii. describe the activities and work products the Educator must complete as a means of improving performance;
 - iii. describe the assistance and resources that the district will make available to the Educator;

- iv. articulate the measurable outcomes that will be accepted as evidence of improvement;
 - v. 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);
 - vi. identify the individuals assigned to assist the Educator which must include minimally the Primary Evaluator and a trained mentor;
 - vii. include the signatures of the Educator and Primary Evaluator; and
 - viii. if there is no agreement on the contents of the plan, the Educator, with Association representation if desired, may submit the issue to the Superintendent for approval.
- i. A copy of the signed Improvement Plan shall be provided to the Educator. The signature does not indicate agreement or disagreement with its contents. The Educator may respond in writing to the Improvement Plan within ten (10) school days of receiving the plan. The educator's response shall be attached to the Improvement Plan.
 - j. Decision on the Educator's status at the conclusion of the Improvement Plan.
 - i. All determinations below must be made no later than June 1st. One of these decisions must be made at the conclusion of the Improvement Plan:
 - 1. if the Evaluator determines that the Educator has improved his/her practice to the level of proficiency, the Educator will be placed on a 2 Year Self-Directed Growth Plan;
 - 2. if the Evaluator determines that the Educator is making substantial progress toward proficiency, the Evaluator shall place the Educator on a Directed Growth Plan;
 - 3. if the Evaluator determines that the Educator's practice remains at the level of "Unsatisfactory", and the Improvement Plan is less than one (1) year, the Evaluator shall recommend to the superintendent that the Educator be placed on another Improvement Plan, or be dismissed; or
 - 4. 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.

20. Career Advancement

- a. A principal considering making an employment decision that would lead to PTS for any Educator who has not been rated proficient or exemplary on each performance standard and overall on the most recent evaluation shall confer with the Superintendent by May 1st. The Principal's decision is subject to review and approval by the Superintendent.
- b. In order to qualify to apply for a teacher leader position, the Educator must have had a Summative Evaluation performance rating of proficient or exemplary for at least the previous two years.
- c. Educators with PTS whose summative performance rating is exemplary may be recognized by the district through collective bargaining where applicable.

21. Using Student Feedback in Educator Evaluation

Each teacher may administer student surveys on a yearly basis. Teachers may include the results of those student surveys as a piece of evidence for their formative and summative evaluations.

Student

survey data will be used to inform professional practice, guide goal setting, and stimulate dialog with their Evaluator.

22. Using Staff Feedback in Administrator Evaluation

Faculty and staff will be asked on a yearly basis for feedback and/or complete a survey designed to inform the Administrator's Evaluation. All participation by faculty and staff is confidential.

23. General Provisions

- a. Only the following who are licensed may serve as Primary Evaluators of Educators: district-wide directors, principals, assistant principals, associate principals.
- b. Evaluators shall not make negative comments about the Educator's performance, or comments of a negative evaluative nature, in the presence of students, parents or other staff, except in the unusual circumstance where the Evaluator concludes that s/he must immediately and directly intervene. Nothing in this paragraph is intended to limit an administrator's ability to investigate a complaint, or secure assistance to support an Educator.
- c. The superintendent shall ensure that Evaluators have initial and ongoing training in supervision and evaluation, including the regulations and standards and indicators of effective teaching practice promulgated by ESE (35.03), and the evaluation Standards and Procedures established in this Agreement.
- d. Should there be a serious disagreement between the Educator and the Evaluator regarding an overall summative performance rating of "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. The Evaluator may attend any such meeting at the discretion of the superintendent. At the request of the Educator, an Association Representative shall attend any such meeting.
- e. Upon the request of the Superintendent or the EAPC a joint labor-management evaluation team shall be established to review the evaluation processes and procedures to recommend adjustments to the parties.
- f. Walkthroughs are not observations for the sake of this evaluation system. There are no limits on the number of walkthroughs that can be conducted, provided that all educators in a school shall have a similar number of such visits.
- g. Violations of this article are subject to the grievance and arbitration procedures.

EDUCATOR: 1ST YEAR TEACHERS

Activity:	Completed By:
Superintendent, Principal or designee meets with new evaluators and educators to explain evaluation process.	September 15
Evaluator meets with first-year educators to assist in self-assessment and goal setting process.	October 1
Educator submits Educator Plan within forty (40) school days of the start of the Educator's employment if hired after September 15.	see description
Evaluator meets with Educators in teams or individually to establish Educator Plans (Educator Plan may be established at Summative Evaluation Report meeting in prior school year) or within forty (40) school days of the start of their employment or assignment to a new school.	October 15
Evaluator signs off on Educator Plan.	November 1
The Educator shall sign the Educator Plan within five (5) days of its receipt and may include a response within ten (10) school days.	see description
Evaluator should complete first observation of Non-Professional Status (NPST) Educator.	November 15
Educator submits evidence on progress on goals and self-reflection on Standards 3 & 4.	January 15
Evaluator holds Formative Assessment Meeting.	February 1
Evaluator should complete mid-cycle Formative Assessment Reports for Educators on One Year Educator Plans.	Day after Feb. Vacation
Educator submits evidence on goals and all 4 standards.	Day before April Vacation
Evaluator completes unannounced observation(s).	May 15
Evaluator meets with Educator to discuss progress towards meeting goals and standards.	June 5
Evaluator completes Summative Evaluation Report.	June 10
Educator signs the Summative Evaluation Report and adds response, if any, within 5 days of receipt.	June 15

EDUCATORS: ONE YEAR PLAN (including all NPST)

Activity:

Completed By:

Evaluator meets with Educators in teams or individually to establish Educator Plans (Educator Plan may be established at Summative Evaluation Report meeting in prior school year) or within forty (40) school days of the start of their employment or assignment to a new school.	October 15
Evaluator signs off on Educator Plan.	November 1
The Educator shall sign the Educator Plan within five (5) days of its receipt and may include a response within ten (10) school days.	see description
Evaluator should complete first observation of Non-Professional Status (NPST) Educator.	November 15
Educator submits evidence on progress on goals and self-reflection on Standards 3 & 4.	January 15
Evaluator holds Formative Assessment Meeting.	February 1
Evaluator should complete mid-cycle Formative Assessment Reports for Educators on One Year Educator Plans.	Day after Feb. Vacation
Educator submits evidence on goals and all 4 standards.	Day before April Vacation
Evaluator completes unannounced observation(s).	May 15
Evaluator meets with Educator to discuss progress towards meeting goals and standards.	June 5
Evaluator completes Summative Evaluation Report.	June 10
Educator signs the Summative Evaluation Report and adds response, if any, within 5 days of receipt.	June 15

EDUCATOR: TWO YEAR PLAN

Activity:

Completed By:

Evaluator meets with Educators in teams or individually to establish Educator Plans (Educator Plan may be established at Summative Evaluation Report meeting in prior school year) or within forty (40) school days of the start of their employment or assignment to a new school.		October 15
Evaluator signs off on Educator Plan.		November 1
The Educator shall sign the Educator Plan within five (5) days of its receipt and may include a response within ten (10) school days.		see description
Evaluator completes unannounced observation(s).		May 15
YEAR 1 OF 2	Educator submits evidence on goals only.	Day before April Vacation
	Evaluator conducts Formative Evaluation meeting.	June 5
	Evaluator completes Formative Evaluation Report.	June 10
	Educator signs the Formative Evaluation Report and adds reponse, if any within 5 days of receipt.	June 15
YEAR 2 OF 2	Educator submits evidence on goals and all 4 standards.	Day before April Vacation
	Evaluator conducts Summative Evaluation meeting.	June 5
	Evaluator completes Summative Evaluation Report.	June 10
	Educator signs the Summative Evaluation Report and adds response, if any, within 5 days of receipt.	June 15

- **Educator Plan Form:**

This form is intended to be used in support of Self Assessment, Goal Setting and Plan Development.

- Self-Assessment: The educator's initial step of the cycle used to support Goal Setting and Plan Development.
- Goal Setting: Individuals and teams may use this section of the form to propose goals (a minimum of one student learning goal and one professional practice goal.) If the goals undergo further refinement, edits may be made to the original, or the form may be rewritten.
- Plan Development: It will either be completed by the educator for a Self-Directed Growth Plan, by the educator and the evaluator together for a *Directed Growth Plan* and a *Developing Educator Plan*, and by the evaluator for an *Improvement Plan*.

- **Educator Evidence Form:**

This form is intended to be used to support the educator in collecting evidence of his/her practice. It will be completed by the educator and shared with the evaluator prior to Formative Assessment/Evaluation and Summative.

- **Formative Assessment – Mid Year 1 Year Plan Form:**

This form is intended to be used in support of an educator's formative assessment at the mid-point of the evaluation cycle, at minimum; it can be used multiple times as Formative Assessment can be ongoing. It will be completed by the evaluator. Educators sign off to indicate that they have received a copy of the report.

- **Formative Evaluation Report for Teachers in Year 1 of a 2 Year Self-Directed Growth Plan Form:**

This form is intended to be used in support of an educator's formative evaluation at the end of year one of a two-year *Self-Directed Growth Plan*. It will be completed by the evaluator. At the point of Formative Evaluation, the overall rating is assumed to be the same as the prior summative evaluation unless evidence demonstrates a significant change in performance leading to a change in Overall Rating. If there is a change in rating, evaluators must provide comments on each of the standards that changed briefly describing *why* the rating has changed, the *evidence* that led to a change in rating, and offering feedback. Educators sign off to indicate that they have received a copy of the report and may provide a written response.

- **Summative Evaluation Report Form:**

This form applies to all Educator Plans. It will be completed by the Primary Evaluator. The evaluator must complete all sections, which are: "Attainment of Student Learning Goal(s)," "Attainment of Professional Practice Goal(s)," "Rating on each Standard," "Overall Performance Rating," and "Plan Moving Forward." Evaluators must provide comments on the student learning goal(s), professional practice goal(s), each of the four Standards, and the overall rating briefly describing the level of attainment or performance rating, the *evidence* that led to the level of attainment/rating, and offering feedback. Educators sign off to indicate that they have received a copy of the report and may provide a written response.

- **Observation Form:**

This form is intended to be used by the evaluator during and after observations.

Carver Public Schools

Educator Plan Form

Educator Name & Title:

Primary Evaluator – Name/Title:	
Secondary Evaluator, if any – Name/Title/Role in evaluation:	
School(s):	

Educator Plan				
Select:				
	Self Directed Growth Plan	Directed Growth Plan	Developing Educator Plan	Improvement Plan

Plan Duration			
Select:			
	2 Year	1 Year	Less than a Year

Start Date:	
--------------------	--

End Date:	
------------------	--

Carver Public Schools

Educator Plan Form

Educator Name & Title:

SECTION I: Analysis of Student Learning, Growth, and Achievement to Inform Goals.

Briefly summarize areas of strength and high-priority concerns for students under your responsibility for the upcoming school year. Cite evidence such as results from available assessments. This form should be individually submitted by educator, but Section I can also be used by individuals and/or teams who jointly review and analyze student data. 603 CMR 35.06 (2)(a)

SECTION II: Student Learning Goal(s):

GOAL: Individual Team

ACTION STEPS / TIMELINE:

Carver Public Schools

Educator Plan Form

Educator Name & Title:

SUPPORT OR RESOURCES from SCHOOL / DISTRICT

SECTION III: Professional Practice Goal(s):

GOAL: Individual Team

ACTION STEPS / TIMELINE:

Carver Public Schools

Educator Plan Form

Educator Name & Title:

SUPPORT OR RESOURCES from SCHOOL / DISTRICT

Note: This Educator Plan is designed to provide educators with feedback for improvement, professional growth, and leadership, is aligned to statewide Standards and Indicators in [603 CMR 35.00](#) and local Performance Standards, and is consistent with district and school goals. ([see 603 CMR 35.06 \(3\) \(d\)](#) and [603 CMR 35.06 \(3\) \(f\)](#)).

As the evaluator retains final authority over goals to be included in an educators plan ([see 603 CMR 35.06 \(3\) \(c\)](#)), the signature of the educator indicates that he/she has received the Goal Setting Form with the Final Goal box checked, indicating evaluator approval of the goals. The educator signature does not necessarily denote agreement with the goals. Regardless of agreement with the final goals, signature indicates recognition that it is the educator responsibility to attain the goals in the plan and to participate in any trainings and professional development provided through the state, district, or other providers in accordance with the Educator Plan. ([see 603 CMR 35.06 \(4\)](#)).

Must identify means for educator to receive feedback for improvement per [603 CMR 35.06 \(3\) \(d\)](#).

Form Owner Signature:

Signature of Evaluator: _____ Date: _____

Educator Response Attach additional pages as needed

Attachment(s) Included

Signature of Educator: _____ Date: _____

Carver Public Schools
Educator Evidence Form

Educator Name & Title:

Primary Evaluator – Name/Title:	
Secondary Evaluator, if any – Name/Title/Role in evaluation:	
School(s):	

- | | | |
|---|---|--|
| <input type="checkbox"/> Mid Year Formative
1 Year Plan
Goals + Standards III & IV
Due: January 15 | <input type="checkbox"/> End of Year Formative
2 Year Plan
Goals Only
Due: Day before April Vacation | <input type="checkbox"/> End of Year Summative
All Plans
Goals + All 4 Standards
Due: Day before April Vacation |
|---|---|--|

Teacher Summary of Performance on Student Learning Goal(s): <i>Include 1 Piece of Evidence (Paragraph, Bullets or Both)</i>

Teacher Summary of Performance on Professional Practice Goal(s): <i>Include 1 Piece of Evidence (Paragraph, Bullets or Both)</i>

Carver Public Schools
Educator Evidence Form

Educator Name & Title:

Teacher Summary of Performance on Each Standard
(Paragraph, Bullets or Both)

I: Curriculum, Planning, & Assessment:

II: Teaching All Students:

III: Family & Community Engagement:

IV: Professional Culture

Notes: Mid-year formatives: do not need to complete a summary for Standards I and II.

OPTIONAL**

** Teachers may submit a portfolio of evidence either digitally or in hard copy for any of the above standards instead of the summary.

Carver Public Schools

Formative Assessment - (Mid Year) 1 Year Plan

Due: Day After February Vacation

Educator Name & Title:

Primary Evaluator – Name/Title:	
Secondary Evaluator, if any – Name/Title/Role in evaluation:	
School(s):	

Progress Toward Student Learning Goal(s)
<i>Describe the current level of progress and feedback for improvement. Attach additional pages as needed.</i>

Progress Toward Professional Practice Goal(s)
<i>Describe the current level of progress and feedback for improvement. Attach additional pages as needed.</i>

Overall Summary of Performance Against Standards
<i>(Not necessarily all 4 standards)</i>

Carver Public Schools
**Formative Evaluation Report for Teachers
in Year 1 of a 2 year Self Directed Growth Plan**

Educator Name & Title:

Primary Evaluator – Name/Title:	
Secondary Evaluator, if any – Name/Title/Role in evaluation:	
School(s):	

Progress Toward Student Learning Goal(s) Attach additional pages as needed.
<input type="checkbox"/> No Progress <input type="checkbox"/> In Progress <input type="checkbox"/> Met
<u>Rationale, evidence, and feedback for improvement:</u>

Progress Toward Professional Practice Goal(s) Attach additional pages as needed.
<input type="checkbox"/> No Progress <input type="checkbox"/> In Progress <input type="checkbox"/> Met
<u>Rationale, evidence, and feedback for improvement:</u>

Carver Public Schools
**Formative Evaluation Report for Teachers
 in Year 1 of a 2 year Self Directed Growth Plan**

Educator Name & Title:

- Evaluator is assigning the same ratings as prior Summative Evaluation, no comments required.
- Evaluator is assigning ratings that differ from prior Summative Evaluation; comments are required in any standard for which the rating has changed.

Rating on Each Standard				
Standard I: Curriculum, Planning, & Assessment	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
<u>Rationale, evidence, and feedback for improvement:</u>				
Standard II: Teaching All Students:	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
<u>Rationale, evidence, and feedback for improvement:</u>				
Standard III: Family & Community	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
<u>Rationale, evidence, and feedback for improvement:</u>				
Standard IV: Professional Culture	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
<u>Rationale, evidence, and feedback for improvement:</u>				

Carver Public Schools
Summative Evaluation Report

Educator Name & Title:

Primary Evaluator – Name/Title:	
Secondary Evaluator, if any – Name/Title/Role in evaluation:	
School(s):	

Current Plan:

<input type="checkbox"/> Self-Directing Growth Plan	<input type="checkbox"/> Directed Growth Plan
<input type="checkbox"/> Developing Educator Plan	<input type="checkbox"/> Improvement Plan

Progress Toward Student Learning Goal(s) <i>Attach additional pages as needed.</i>		
<input type="checkbox"/> No Progress	<input type="checkbox"/> In Progress	<input type="checkbox"/> Met
<u>Rationale, evidence, and feedback for improvement:</u>		

Progress Toward Professional Practice Goal(s) <i>Attach additional pages as needed.</i>		
<input type="checkbox"/> No Progress	<input type="checkbox"/> In Progress	<input type="checkbox"/> Met
<u>Rationale, evidence, and feedback for improvement:</u>		

Carver Public Schools
Summative Evaluation Report

Educator Name & Title:

Rating on Each Standard				
Standard I: Curriculum, Planning, & Assessment	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
<u>Rationale, evidence, and feedback for improvement:</u>				
Standard II: Teaching All Students:	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
<u>Rationale, evidence, and feedback for improvement:</u>				
Standard III: Family & Community	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
<u>Rationale, evidence, and feedback for improvement:</u>				
Standard IV: Professional Culture	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
<u>Rationale, evidence, and feedback for improvement:</u>				

Carver Public Schools
Summative Evaluation Report

Educator Name & Title:

Overall Performance Rating

- Unsatisfactory Needs Improvement Proficient Exemplary

Rationale, evidence, and feedback for improvement:

Plan Moving Forward

- Self Directed Growth Plan Directed Growth Plan Improvement Plan Developing Educator Plan

Form Owner Signature:

Signature of Evaluator: _____ Date: _____

Educator Response
Attach additional pages as needed

- Attachment(s) Included

Signature of Educator: _____ Date: _____

Carver Public Schools

Observation Form

Due: 5 Days Post Observation

Educator Name & Title:

Evaluator – Name/Title:	
School Class Activity:	
Date and Time Frame:	

Announced Observation

Unannounced Observation

Assessing progress toward (check all that apply)¹:

Student Learning Goal

Professional Practice Goal

Standard I: Curriculum, Planning, and Assessment

Standard III: Family and Community Engagement

Standard II: Teaching All Students

Standard IV: Professional

Observation Feedback

Provide notes and judgments made during the observation resulting in targeted and constructive feedback. It may include examination of artifacts of practice including student work. Attach artifacts if appropriate.

¹ As per [603 CMR 35.02](#) and [603 CMR 35.06\(5\)](#), formative assessment shall mean the process used to assess progress toward attaining goals set forth in Educator Plans, performance on Performance Standards, or both.



Carver Public Schools
Observation Form

Due: 5 Days Post Observation

Educator Name & Title:

Check here if this observation results in one or more standards judged to be unsatisfactory or needs improvement for the first time. If so, it must be followed by at least one observation of at least 30 minutes in duration within 20 school days.

_____ Yes

Note:

Signature of the educator indicates acknowledgement of this report; it does not necessarily denote agreement with the contents of the report. Educators have the opportunity to respond to this report in writing and may use the Educator Response Form.

Form Owner Signature:

Signature of Evaluator: _____ Date: _____

Educator Response
Attach additional pages as needed

Attachment(s) Included

Signature of Educator: _____ Date: _____