

MEMORANDUM OF AGREEMENT
BETWEEN THE
HAVERHILL PUBLIC SCHOOLS SUPERVISORY
AND ADMINISTRATIVE GROUP
AND THE
HAVERHILL SCHOOL COMMITTEE
EVALUATION PROCEDURE

WHEREAS, the Haverhill School Committee (“the Committee”) and the Haverhill Public Schools Supervisory and Administrative Group (“the Group”) are parties to a Collective Bargaining Agreement covering the period from July 1, 2020 through June 30, 2023 (“the Contract”);

WHEREAS, pursuant to Article XIX of the Contract, the Group and the School Committee have negotiated over the terms of a new Evaluation Procedure;

NOW, THEREFORE, having bargained collectively, the Group and the Committee agree to the following terms and conditions:

1. The attached Evaluation Procedure Contract Language shall be incorporated into the Contract as Appendix G and shall take effect as of July 1, 2021.
2. The applicable Forms associated with the Contract Language shall be uploaded to Teachpoint and subject to review by the Group and the School Committee.
3. The attached Rubrics in the following categories have been developed by the Group and the School Committee and shall be the Rubrics that are utilized in the evaluation of Group Members:
 - A. Assistant Principals.
 - B. Supervisor of School Counseling.
 - C. Supervisor of Attendance.
 - D. Curriculum Supervisors and Assistant Director of Special Education.

Signed in the City of Haverhill on this 19th day of August, 2021.

HAVERHILL SCHOOL COMMITTEE

HAVERHILL PUBLIC SCHOOLS
SUPERVISORY AND
ADMINISTRATIVE GROUP

By: 

Toni Sapienza Donais

By: 

Kevin Higginbottom, President

EVALUATION PROCEDURE CONTRACT LANGUAGE

BETWEEN

HVERHILL SCHOOL COMMITTEE

AND

**HVERHILL PUBLIC SCHOOLS SUPERVISORY AND
ADMINISTRATIVE GROUP**

JULY 1, 2021

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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 and the Educator Evaluation regulations, 603 CMR 35.00 et seq.; and the Model System for Educator Evaluation developed and which may be updated from time to time by the Department of Elementary and Secondary Education. 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 regulatory 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);
 - ii. To provide a record of facts and assessments for personnel decisions, 35.01(2)(b);
 - iii. To ensure that every school committee has a system to enhance the professionalism and accountability of teachers and administrators that will enable them to assist all students to perform at high levels, 35.01(3); and
 - iv. To assure effective teaching and administrative leadership, 35.01(3).

2. **Definitions**

- A. **Administrator:** Inclusive term that applies to all Administrators covered by this article, unless otherwise noted. Administrators may include individuals who serve in positions involving teaching and other direct services to students.
- B. **Artifacts of Professional Practice:** Products of an Administrator's work and staff and student work samples that demonstrate the Administrator's knowledge and skills with respect to specific performance standards.
- C. **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 Administrative Leadership Practice (603 CMR 35.04).
- D. **Educator Plan:** The growth or improvement actions identified as part of each Educator's evaluation. The type of plan is determined by the Administrator'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 Administrator and the Evaluator for one school year or less for an Administrator without Professional Status; or, at the discretion of an Evaluator, for an Administrator with Professional Status in a new assignment. The Administrator shall be evaluated at least annually.
 - ii. **Self-Directed Growth Plan** shall mean a plan developed by the Administrator for Experienced Administrators who are rated proficient or exemplary.
 - iii. **Directed Growth Plan** shall mean a plan developed by the Administrator and the Evaluator of one school year or less for Experienced Administrators who are rated needs improvement overall. There shall be a summative evaluation at the end of the

period determined by the plan and if the Administrator does not receive a proficient rating he or she shall be rated unsatisfactory and placed on an improvement plan.

iv. **Improvement Plan** shall mean a plan developed by the Administrator and the Evaluator for a realistic time period sufficient to achieve the goals outlined in the Improvement Plan, but not less than 30 calendar days and no more than one school year for Experienced Administrators who are rated unsatisfactory with goals specific to improving the Administrator's unsatisfactory performance. In those cases where an Administrator is rated unsatisfactory near the close of a school year, the plan may include activities during the summer preceding the next school year upon mutual agreement between the Evaluator and the Administrator.

E. **Evidence of Student Learning:** Evidence of student learning, growth and achievement related to the Massachusetts Curriculum Frameworks, Massachusetts Vocational Technical Education Frameworks, or other relevant frameworks, that are comparable across grade or subject level district-wide. This evidence shall be locally bargained by the parties.

F. **ESE:** The Massachusetts Department of Elementary and Secondary Education.

G. **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").

H. **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 Administrator will have one primary Evaluator at any one time responsible for determining performance ratings.

- i. **Primary Evaluator** shall be the person who determines the Administrator's performance ratings and evaluation.
- ii. **Supervising Evaluator** shall be the person responsible for developing the Educator Plan, supervising the Administrator's progress through formative assessments, evaluating the Administrator's progress toward attaining the Educator Plan goals, and making recommendations about the evaluation ratings to the primary Evaluator at the end of the Educator Plan. The Supervising Evaluator may be the primary Evaluator or his/her designee.
- iii. **Administrators Assigned to More Than One Building:** The superintendent or designee will determine who the primary evaluator is for each Administrator who is assigned to more than one building.

iv. The Primary Evaluator for Group Members shall be as follows:

Assistant Principals	Building Principal
Supervisors	Assistant Superintendent/ Chief Academic Officer
Assistant Director	Applicable Director

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- I. **Evaluation Cycle:** A five-component process that all Administrators 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.
 - J. **Experienced Administrator:** An administrator who has completed three school years in the same position in the district.
 - K. **Family:** Includes students' parents, legal guardians, foster parents, or primary caregivers.
 - L. **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.
 - M. **Formative Evaluation:** An evaluation conducted at the end of Year 1 for an Administrator 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 Administrative Leadership Practice, or both.
 - N. **Goal:** A specific, actionable, and measurable area of improvement as set forth in an Educator Plan. A goal may pertain to any or all of the following: Administrator practice in relation to Performance Standards, Administrator practice in relation to indicators, or specified improvement in student learning, growth and achievement. Goals may be developed by individual Administrators, by the Evaluator, or by a team of Administrators, departments, or other groups of Administrators who have the same role. Team goals can be developed by grade level or subject area teams. Evaluators shall use evidence of Administrator performance and evidence of student learning (in circumstances where administrators are empowered to directly impact student learning), growth and achievement to set the goal with the Administrator, based on the Administrator's self-assessment and other sources that the Evaluator shares with the Administrator.
 - O. **Measurable:** That which can be classified or estimated in relation to a scale, rubric, or standards.
 - P. **Multiple Sources of Evidence of Student Learning:** Evidence must include a combination of classroom, school and district assessments, student growth percentiles on state assessments, if state assessments are available, and student ACCESS scores. This definition may be revised as required by regulations or agreement of the parties upon issuance of future ESE guidance.
 - Q. **New Administrator:** An administrator who has not completed three years in the position in the district.
 - R. **Observation:** A data gathering process specifically undertaken pursuant to this Agreement that includes notes and judgments made during one or more school or worksite visits(s) of at least ten (10) minutes in duration by the Evaluator and may include examination of artifacts of practice including student work. An observation shall occur in person. School or worksite observations conducted pursuant to this article must result in feedback to the Administrator. Normal supervisory responsibilities of evaluators will also cause them to drop in on other activities in the school or worksite at various times as deemed necessary by the evaluator. Carrying out these supervisory responsibilities, when they do not result in targeted and constructive feedback to the Administrator, are not observations as defined in this Article.

S. **Parties:** The parties to this agreement are the Haverhill School Committee and the Haverhill Public Schools Supervisory and Administrative Group (hereinafter “the Group,” “the Association” or “the Union”).

T. **Performance Rating:** Describes the Administrator’s performance on each performance standard and overall. There shall be four performance ratings:

Exemplary: the Administrator’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.

Proficient: the Administrator’s performance fully and consistently meets the requirements of a standard or overall. Proficient practice is understood to be fully satisfactory.

Needs Improvement: the Administrator’s performance on a standard or overall is below the requirements of a standard or the overall evaluation, but is not considered to be unsatisfactory at this time. Improvement is necessary and expected.

Unsatisfactory: the Administrator’s performance on a standard or overall has not significantly improved following a rating of needs improvement, or the Administrator’s performance is consistently below the requirements of a standard or the overall evaluation, and is considered inadequate, or both.

U. **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 35.04.

V. **Professional Status:** Professional Status is the status granted to an Educator pursuant to M.G.L. c. 71, § 41 which is attained after serving for three (3) consecutive years as an Administrator in the District.

W. **Rating of Overall Administrator Performance:** The Administrator’s overall performance rating is based on the Evaluator’s professional judgment and examination of evidence of the Administrator’s performance against the four Performance Standards and the Administrator’s attainment of goals set forth in the Educator Plan, as follows:

- i. **Standard 1:** Instructional Leadership
- ii. **Standard 2:** Management and Operations
- iii. **Standard 3:** Family and Community Engagement
- iv. **Standard 4:** Professional Culture
- v. **Attainment of Professional Practice Goal(s)**
- vi. **Attainment of Student Learning Goal(s).**

When the four Standards of Effective Administrative Leadership Practice are referenced, it is understood that they may be supplemented or substituted in part in the Educator

Plan by appropriate Standards of Effective Teaching Practice for those administrators who also serve as teachers or caseload educators, at the discretion of the evaluator.

- X. **Rubric:** A scoring tool that describes characteristics of practice or artifacts at different levels of performance. The rubrics contain standards and indicators of effective administrative leadership practice and are used to rate Administrators on performance standards, as are standards and indicators of effective teaching practice in cases where the Administrator teaches. These rubrics consist of:
 - i. Standards: Describes broad categories of professional practice, including those required in 603 CMR 35.04, and, where appropriate 35.03
 - ii. Indicators: Describes aspects of each standard, including those required in 603 CMR 35.04, and where appropriate 35.03
 - iii. Elements: Defines the individual components under each indicator
 - iv. Descriptors: Describes practice at four levels of performance for each element
- Y) **Self Assessment:** The evaluation cycle shall include self-assessment addressing Performance Standards. The Administrator shall provide such information, in the form of self-assessment, by October 1st (except for the first year when the deadline is November 1st) to the Evaluator at the point of goal setting and plan development.
- Z) **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 Administrator's performance against Performance Standards and the Administrator's attainment of goals set forth in the Educator Plan. The summative evaluation rating must be based on evidence from multiple categories of evidence. Standardized state testing scores cannot be the sole basis for a summative evaluation rating. To be rated Proficient overall, an educator shall, at a minimum, have been rated Proficient on the Instructional Leadership Standard. Evaluations used to determine the educator's overall performance rating and the rating on each of the four standards may inform personnel decisions such as reassignments, transfers, Professional Status or dismissal pursuant to Massachusetts general laws.
- AA) **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.
- BB) **Trends in student learning:** At least two (2) years of evidence of student learning from the locally bargained data sources and state assessments used in determining the Administrator's performance on the Student Learning Indicator.

3. **Evidence Used In Evaluation**

Categories of evidence must be agreed upon between the Administrator and the Evaluator during the goal setting process:

- A) Multiple measures of student learning, growth, and achievement, which shall include:
 - i. Measures of student progress on classroom assessments that are aligned with the Massachusetts Curriculum Frameworks or other relevant frameworks and are comparable within grades or subjects in a school;

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- ii. At least two district-determined measures of student learning related to the Massachusetts Curriculum Frameworks or the Massachusetts Vocational Technical Education Frameworks or other relevant frameworks that are comparable across grades and/or subjects district-wide. These measures may include: portfolios, approved commercial assessments and district-developed pre and post unit and course assessments, and capstone projects. One such measure shall be the state standardized testing, if applicable, in which case at least two years of data is required.
 - iii. Other agreed upon sources of evidence between the Administrator and the Evaluator.
 - iv. Measures of student progress and/or achievement toward student learning goals set between the Administrator and Evaluator for the school year or some other period of time established in the Educator Plan.
 - v. The appropriate evidence of the Administrator's contribution to student learning, growth, and achievement shall be locally bargained. The evidence shall be based on the Administrator's role and responsibility.
- B) Judgments based on observations and artifacts of practice including:
- i. Unannounced observations of practice.
 - ii. Announced observations of practice.
 - iii. Examination of Administrator work products.
 - iv. Examination of student and educator work samples.
- C. Evidence relevant to one or more Performance Standards, including but not limited to:
- i. Evidence compiled and presented by the Administrator, including :
 - (a) Evidence of fulfillment of professional responsibilities and growth such as self-assessments, peer collaboration, professional development linked to goals in the Educator Plan, contributions to the school community and professional culture;
 - (b) 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 and Staff Feedback – see # 23-24, below; and
 - v) Any other relevant evidence from any source that the Evaluator shares with the Administrator. Other relevant evidence could include information provided by other administrators, principals and/or the superintendent.

4. **Rubric**

- A) The rubrics are a scoring tool used for the Administrator's self-assessment, the formative assessment, the formative evaluation and the summative evaluation. The Rubrics that are applicable to the Group's positions are attached to this Agreement.
- B) The parties agree that Power Elements shall be identified and agreed upon between the Group and the School Committee prior to the start of each school year. To the extent possible, the parties shall attempt to align the Group's Power Elements to those of the Teachers. While the focus of the Administrator's Evaluation shall be upon the Power Elements, the Administrator may also be evaluated on other Elements provided that evidence has been submitted from the Administrator to the Evaluator in connection with those other Elements or if there is an area of concern in which case evidence would be provided by the Evaluator to the Administrator.

5. **Evaluation Cycle: Training**

- A. Prior to the implementation of the new evaluation process contained in this article, districts shall arrange training for all Educators, principals, and other Administrators and evaluators that outlines the components of the new evaluation process and provides an explanation of the evaluation cycle. The district through the superintendent shall determine the type and quality of training based on guidance provided by ESE.
- B. By November 1st of the first year of this agreement, all Administrators shall complete a professional learning activity about self-assessment and goal-setting satisfactory to the superintendent. Any Administrator hired after the November 1st date, and who has not previously completed such an activity, shall complete such a professional learning activity about self-assessment and goal-setting within three months of the date of hire. The district through the superintendent and based upon Administrator need shall determine the type and quality of the learning activity based on guidance provided by ESE.

6. **Evaluation Cycle: Annual Orientation**

- A) At the start of each school year (no later than September 15) or before the conclusion of the previous school year, the superintendent, or designee shall conduct a meeting for Administrators focused substantially on Administrator evaluation. The superintendent or designee shall:
 - i) Provide an overview of the evaluation process, including goal setting and the Educator Plan.
 - ii) Provide all Administrators with directions for obtaining a copy of the forms used by the district. These may be electronically provided.
 - iii) The meeting may be digitally recorded to facilitate orientation of Administrators hired after the beginning of the school year, provided that an announcement is made at the beginning of the meeting that it is being recorded and no one objects.

7. **Evaluation Cycle: Self-Assessment**

- A) Completing the Self-Assessment

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- i) The evaluation cycle begins with the Administrator completing and submitting to the Primary or Supervising Evaluator a self-assessment by October 1st or within four (4) weeks of the start of his/her-employment at the school except for the first year of this agreement when it shall be completed by November 1st.
 - ii) The self-assessment includes:
 - (a) An analysis of evidence of student learning, growth and achievement for students under the Administrator's responsibility.
 - (b) An assessment of practice against each of the four Performance Standards of Effective Leadership practice and any relevant Standards of Effective Teaching Practice, using the district's rubric(s).
 - (c) Proposed goals to pursue:
 - (1) At least one goal directly related to improving the Administrator's own professional practice.
 - (2) At least one goal directed related to improving student learning.
- B) Proposing the goals
- i) Administrators must consider goals for grade-level, subject-area, department teams, school-level teams, district-level teams, or other groups of Administrators who share responsibility for student learning and results, except as provided in (ii) below. Administrators may meet with teams to consider establishing team goals. Evaluators may participate in such meetings.
 - ii) For New Administrators in their first year in a position, the Evaluator or his/her designee will meet with each Administrator by October 1st-(or within four weeks of the Administrator's first day of employment if the Administrator begins employment after September 15th) to assist the Administrator 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 a New Administrator in his/her second or third years in the current position should continue to address induction and mentoring goals pursuant to 603 CMR 7.12, they may address appropriate shared team goals.
 - iv) For Experienced Administrators with ratings of proficient or exemplary, the goals may be team goals. In addition, these Administrators may include individual professional practice goals that address enhancing skills that enable the Administrator to share proficient practices with colleagues or develop additional leadership skills.
 - v) For Experienced Administrators with 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 team goals.

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

- A) Every Administrator 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 Administrator must take to attain the goals established in the Plan and benchmarks to assess progress. Goals may be developed by individual Administrators, by the Evaluator, or by teams of Administrators 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 Administrator has proposed in the Self-Assessment, using evidence of Administrator performance and impact on student learning, growth and achievement based on the Administrator's self-assessment and other sources that Evaluator shares with the Administrator. The process for determining the Administrator's impact on student learning, growth and achievement will be determined after ESE issues guidance on this matter. See #22, below. Evaluators and Administrators shall consider team goals. The evaluator retains authority over goals to be included in an Administrator's plan.
- C) Educator Plan Development Meetings shall be conducted as follows:
 - i) Administrators meet with the Evaluator at the end of the previous evaluation cycle or by October 15th of the next academic year to develop their Educator Plan. Administrators shall not be expected to meet beyond their normal contractual work year unless mutually agreed upon between the Administrator and his/her Evaluator.
 - ii) For those Administrators new to the school or district, the meeting with the Evaluator to establish the Educator Plan must occur by October 15th or within six (6) weeks of the start of their assignment in that school
 - iii) The Evaluator shall meet individually with Experienced Administrators with 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 team goals.
 - iv) For Experienced Administrators with ratings of Proficient and Exemplary, the professional practice goal may be team goals. In addition, these educators may include professional practice goals that address enhancing skills that enable the educator to share proficient practices with colleagues or develop leadership skills.
 - v) Unless the evaluator indicates that educators in their second and third years of practice should continue to address induction and mentoring goals, the educator may propose team goals.
- D) The Evaluator completes the Educator Plan by November 1st. The Administrator shall sign the Educator Plan within 5 school days of its receipt and may include a written response. The Administrator's signature indicates that the Administrator 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 Plan.

9. **Evaluation Cycle: Observation of Practice and Examination of Artifacts – New Administrators**

- A) In the first year of practice or first year in a new position:
 - i) The Administrator shall have at least two announced observations during the work year using the protocol in Section 11B below.
 - ii) The Administrator shall have at least four unannounced observations during the work year.
- B) In their second and third years in the position:
 - i.) Administrators shall have at least one (1) announced observation during the work year.
 - ii.) Administrators shall have at least three unannounced observations during the work year.

10. **Evaluation Cycle: Observation of Practice and Examination of Artifacts – Experienced Administrators**

- A) The Administrator whose overall rating is proficient or exemplary must have at least one unannounced observation during the evaluation cycle.
- B) The Administrator 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 two unannounced observations.
- C) The Administrator whose overall rating is unsatisfactory must be observed according to the Improvement Plan which must include both unannounced and announced observation. 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 fewer than one announced and four unannounced observations. For Improvement Plans of six months or fewer, there must be no fewer than one announced and two unannounced observations.

11. **Observations**

The Evaluator's first observation of the Administrator should take place by November 15. Observations required by the Educator Plan should be completed by May 15th.

The Evaluator is not required nor expected to review all the indicators in a rubric during an observation. However, every effort will be made to observe for a period of time sufficient to observe as many indicators as possible.

- A) Unannounced Observations. All unannounced observations shall be conducted according to the following:
 - i) The evaluator shall observe the Administrator for at least ten (10) minutes.
 - ii) Unannounced observations may be in the form of a school site or work site visitation or any other means deemed useful by the Evaluator. Visitations may include, but are not limited to: staff meetings, team meetings, classroom visits

with supervising evaluator, walkabouts within the school or department, or individual conferences with students or parents.

- iii) The Administrator will be provided with at least brief written feedback from the Evaluator within 3-5 school days of the observation. The written feedback shall be delivered to the Administrator by means of the agreed upon evaluation software.
- iv) Any observation or series of observations resulting in one or more standards judged to be unsatisfactory or needs improvement must be followed by at least one observation of a similar administrative activity of at least ten (10) minutes in duration within twenty (20) school days. The Administrator shall be given a written document that summarizes the issues, the action(s) to be taken to correct it, and a timeframe for the subsequent observation to demonstrate the completion of such action(s).
- v) Any unannounced observation, which may result in disciplinary action, shall be brought to the attention of the educator within 48 hours at a post-observation conference where both the educator and the evaluator can be present.

B) Announced Observations

- i) All non-Experienced Administrators and Experienced Administrators on Improvement Plans shall have at least one Announced Observation conducted in accordance with the following:
 - (a) The Evaluator shall select the date and time of the activity to be observed and discuss with the Administrator any specific goal(s) for the observation. The observation shall be at least ten (10) minutes in duration.
 - (b) Within 5 school days of the scheduled observation, upon request of either the Evaluator or Administrator, the Evaluator and Administrator shall meet for a pre-observation conference. In lieu of a meeting, the Administrator may inform the Evaluator in writing of the nature of the activity, the purpose served, the desired outcome, and any other information that will assist the Evaluator to assess performance
 - (1) The Administrator shall provide the Evaluator a draft of the activity plan or agenda. If the actual plan or agenda is different, the Administrator will provide the Evaluator with a copy prior to the observation.
 - (2) The Administrator 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 Administrator as soon as reasonably practical.
 - (c) Within 5 school days of the observation, the Evaluator and Administrator shall meet for a post-observation conference. This timeframe may be extended due to unavailability on the part of either the Evaluator or the Administrator, but shall be rescheduled within 24 hours if possible.

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- (d) The Evaluator shall provide the Administrator with written feedback within 5 school days of the post-observation conference. For any standard where the Administrator's practice was found to be unsatisfactory or needs improvement, the feedback must:
- (1) Describe the basis for the Evaluator's judgment.
 - (2) Describe actions the Administrator should take to improve his/her performance.
 - (3) Identify support and/or resources the Administrator may use in his/her improvement.
 - (4) State that the Administrator is responsible for addressing the need for improvement.

12. Evaluation Cycle: Formative Assessment

- A) A specific purpose for evaluation is to promote student learning, growth and achievement by providing Administrators with feedback for improvement. Evaluators are expected to make frequent unannounced visits to classrooms and administrative worksites. Evaluators are expected to give targeted constructive feedback to Administrators 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 Administrative Leadership Practice.
- B) Formative Assessment may be ongoing throughout the evaluation cycle but typically takes places mid-cycle when a Formative Assessment report is completed. For an Administrator on a two-year Self-Directed Growth Plan, the mid-cycle Formative Assessment report is replaced by the Formative Evaluation report at the end of year one. See section 13, below.
- C) The Formative Assessment report provides written feedback and ratings to the Administrator about his/her progress towards attaining the goals set forth in the Educator Plan, performance on Performance Standards and overall, or both
- D) No less than two weeks before the due date for the Formative Assessment report, which due date shall be collaboratively agreed upon between the Administrator and the Evaluator, the Administrator 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 Administrator may provide to the evaluator additional evidence of the Administrator's performances against the four Performance Standards.
- E) Upon the request of either the Evaluator or the Administrator, the Evaluator and the Administrator 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 Administrator. All Formative Assessment reports must be signed by the Evaluator and delivered by means of the agreed upon software.

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- G) The Administrator may reply in writing to the Formative Assessment report within ten (10) school days of receiving the report. The Administrator's reply shall be included in the Report.
 - H) The Administrator shall sign the Formative Assessment report within 5 school days of receiving the report. The signature indicates that the Administrator 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.
 - J) If the rating in the Formative Assessment report differs from the last summative rating the Administrator received, the Evaluator may place the Administrator on a different Educator Plan, appropriate to the new rating.

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

- A) Administrators on two year Self-Directed Growth Educator Plans receive a Formative Evaluation report no later than May 15 of the first year of the two year cycle (unless a later due date is mutually agreed upon between the Evaluator and the Administrator but in any event no later than June 10). The Administrator'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 Administrator on a different Educator plan, appropriate to the new rating.
- B) The Formative Evaluation report provides written feedback and ratings to the Administrator about his/her progress towards attaining the goals set forth in the Educator Plan, performance on each performance standard and overall, or both.
- C) No later than May 1st, the Administrator 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 Administrator may also provide to the evaluator additional evidence of the Administrator's performance against the four Performance Standards. It is also understood that Administrators may submit additional evidence for consideration by the Evaluator after the Formative Evaluation conference with the Evaluator and prior to the provision of the Formative Evaluation Report.
- D) The Evaluator shall complete the Formative Evaluation report and provide a copy to the Administrator. All Formative Evaluation reports must be signed by the Evaluator and delivered by means of the agreed upon software.
- E) The Evaluator shall meet with the Administrator to discuss the Formative Evaluation at least one (1) week prior to the due date for the Formative Evaluation.
- F) The Administrator may reply in writing to the Formative Evaluation report within ten (10) school days of receiving the report. The Administrator's reply shall be attached to the report.

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- G) The Administrator shall sign the Formative Evaluation report by within 5 school days of receiving the report. The signature indicates that the Administrator received the Formative Evaluation report in a timely fashion. The signature does not indicate agreement or disagreement with its contents.
 - H) As a result of the Formative Evaluation report, the Evaluator may change the activities in the Educator Plan.
 - I) The Administrator's performance rating for that year shall be assumed to be the same as the previous summative rating unless the evidence demonstrated a significant change in performance in which case the Evaluator may place the Administrator on a different Educator Plan, appropriate to the new rating.

14. **Evaluation Cycle: Summative Evaluation**

- A) The evaluation cycle concludes with a summative evaluation report which must be written and provided to the Administrator by May 15th (unless a later due date is mutually agreed upon between the Evaluator and the Administrator, but, in any event, no later than June 10).
- 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 evaluator shall determine the summative rating that the Administrator receives.
- D) The summative evaluation rating must be based on evidence from multiple categories of evidence. Applicable state-wide testing shall not be the sole basis for a summative evaluation rating.
- E) To be rated proficient overall, the Administrator shall, at a minimum, have been rated proficient on the Instructional Leadership Standard of Effective Administrative Leadership Practice.
- F) No later than May 1st, the Administrator will 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 Administrator may also provide to the evaluator additional evidence of the Administrator's performance against the four Performance Standards. It is also understood that Administrators may submit additional evidence for consideration by the Evaluator after the Summative Evaluation conference with the Evaluator and prior to the provision of the Summative Evaluation Report.
- G) The Summative Evaluation report should recognize areas of strength as well as identify recommendations for professional growth.
- H) The Evaluator shall deliver a signed copy of the Summative Evaluation report to the Administrator by means of the agreed upon software by no later than May 15th. (unless a later due date is mutually agreed upon between the Evaluator and the Administrator but in any event no later than June 10).

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- I) The Evaluator shall meet with the Administrator to discuss the summative evaluation at least one (1) week prior to the due date for the Summative Evaluation Report.
 - J) Following the issuance of the Summative Evaluation Report, the Evaluator shall meet with the Administrator if either the Administrator or the Evaluator requests such a meeting. The meeting shall occur within one (1) week after the issuance of the Summative Evaluation Report.
 - K) Upon mutual agreement, the Administrator and the Evaluator may develop the Self-Directed Growth Plan for the following work year during the meeting on the Summative Evaluation report.
 - L) The Administrator shall sign the final Summative Evaluation report by June 15th. The signature indicates that the Administrator received the Summative Evaluation report in a timely fashion. The signature does not indicate agreement or disagreement with its contents.
 - M) The Administrator 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 Administrator's personnel file.

15. **Educator Plans – General**

- A) Educator Plans shall be designed to provide Administrators with feedback for improvement, professional growth, and leadership; and to ensure Administrator 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 the learning, growth and achievement of the students under the Administrator's responsibility;
 - iii) An outline of actions the Administrator must take to attain the goals and benchmarks to assess progress. Actions must include specified professional development and learning activities that the Administrator 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 Administrator's 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.

16. **Educator Plans: Developing Educator Plan**

- A) The Developing Educator Plan is for all New Administrators and, at the discretion of the Evaluator, Experienced Administrators in new positions.
- B) The Administrator shall be evaluated at least annually.

17. **Educator Plans: Self-Directed Growth Plan**

- A) A Two-year Self-Directed Growth Plan is for those Experienced Administrators 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) A One-year Self-Directed Growth Plan is for Experienced Administrators who have an overall rating of proficient or exemplary.

18. **Educator Plans: Directed Growth Plan**

- A) A Directed Growth Plan is for those Experienced Administrators whose overall rating is needs improvement.
- B) The goals in the Plan must address areas identified as needing improvement as determined by the Evaluator.
- C) The Evaluator shall complete a summative evaluation for the Administrator at the end of the period determined by the Plan, but at least annually, and in no case later than May 15th. (unless a later due date is mutually agreed upon between the Evaluator and the Administrator but in any event no later than June 10).
- D) For an Administrator on a Directed Growth Plan whose overall performance rating is at least proficient, the Evaluator will place the Administrator on a Self-Directed Growth Plan for the next Evaluation Cycle.
- E) For an Administrator on a Directed Growth Plan whose overall performance rating is not at least proficient, the Evaluator will rate the Administrator as unsatisfactory and will place the Administrator on an Improvement Plan for the next Evaluation Cycle.

19. **Educator Plans: Improvement Plan**

- A) An Improvement Plan is for those Experienced Administrators whose overall rating is unsatisfactory.
- B) The parties agree that in order to provide effective leadership for students, staff and the community and provide students with the best instruction, it may be necessary from time to time to place an Administrator 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 Administrator receiving a rating of unsatisfactory near the close of one school year, the Improvement Plan may include activities that occur during the summer before the next school year begins upon mutual agreement between the Evaluator and the Administrator.
- C) The Evaluator must complete a summative evaluation for the Administrator at the end of the period determined by the Evaluator for the Plan.

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- D) An Administrator on an Improvement Plan shall be assigned a Supervising Evaluator (see definitions). The Supervising Evaluator is responsible for providing the Administrator with guidance and assistance in accessing the resources and professional development outlined in the Improvement Plan. The primary evaluator may be the Supervising Evaluator.
- E) 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 Administrator must take to improve and the assistance to be provided to the Administrator by the district.
- F) The Improvement Plan process shall include:
- i) Within ten school days of notification to the Administrator that the Administrator is being placed on an Improvement Plan, the Evaluator shall schedule a meeting with the Administrator to discuss the Improvement Plan. The Evaluator will develop the Improvement Plan, which will include the provision of specific assistance to the Administrator.
 - ii) The Administrator may request that a representative of the Group attend the meeting(s).
 - iii) If the Administrator consents, the Group will be informed that an Administrator has been placed on an Improvement Plan.
- G) The Improvement Plan shall:
- i) Define the improvement goals directly related to the performance standard(s) indicator(s), element(s) and/or student learning outcomes that must be improved;
 - ii) Describe the activities and work products the Administrator must complete as a means of improving performance;
 - iii) Describe the assistance that the district will make available to the Administrator;
 - 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 Administrator which must include minimally the Supervising Evaluator; and,
 - vii) Include the signatures of the Administrator and Supervising Evaluator.
- H) The Evaluator shall deliver a signed copy of the Improvement Plan to the Administrator by means of the agreed upon software. The Administrator's signature indicates that the Administrator received the Improvement Plan in a timely fashion. The signature does not indicate agreement or disagreement with its contents.
- I) Decision on the Administrator's status at the conclusion of the Improvement Plan.

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- i) All determinations below must be made no later than June 1st. One of three decisions must be made at the conclusion of the Improvement Plan:
- (a) If the Evaluator determines that the Administrator has improved his/her practice to the level of proficiency, the Administrator will be placed on a Self-Directed Growth Plan.
 - (b) If the Evaluator determines that the Administrator is making substantial progress toward proficiency, the Evaluator shall place the Administrator on a Directed Growth Plan.
 - (c) If the Evaluator determines that the Administrator is not making substantial progress toward proficiency, the Evaluator shall recommend to the superintendent that the Administrator be dismissed.
 - (d) If the Evaluator determines that the Administrator's practice remains at the level of unsatisfactory, the Evaluator shall recommend to the superintendent that the Administrator be dismissed.

20. **Timelines (Dates in italics are provided as guidance)**

Activity:	Completed By:
Superintendent, principal or designee meets with evaluators and administrators to explain evaluation process	September 15
Evaluator meets with first-year New Administrators to assist in self-assessment and goal setting process Administrator submits self-assessment and proposed goals	October 1
Evaluator meets with Administrators in teams or individually to establish Educator Plans (Educator Plan may be established at Summative Evaluation Report meeting in prior school year)	October 15
Evaluator completes Educator Plans	November 1
Evaluator should complete first observation of each Administrator	November 15
Administrator submits evidence on parent outreach, professional growth, progress on goals (and other standards, if desired) * or two weeks before Formative Assessment Report date established by Evaluator	January 20*
Evaluator should complete mid-cycle Formative Assessment Reports for Administrators on one-year Educator Plans	February 1
Evaluator holds Formative Assessment Meetings if requested by either Evaluator or Administrator	February 15
Administrator submits evidence on parent outreach, professional growth, progress on goals (and other standards, if desired)	May 1
Evaluator meets with Administrators to discuss the Summative Evaluation	At least one week prior to due date (May 15)
Evaluator completes Summative Evaluation Report *unless a later due date is mutually agreed upon between the Evaluator and the Administrator but in any event no later than June 10	May 15*
Evaluator meets with Administrators upon request	Within one week after issuance of Summative Evaluation Report

Administrator signs Summative Evaluation Report and adds response, if any within 5 school days of receipt	No later than June 15
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A) Experienced Administrators on Two Year Plans

Activity:	Completed By:
Evaluator completes unannounced observation(s)	Any time during the 2-year evaluation cycle
Evaluator conducts Formative Evaluation Meeting.	At least one week prior to due date (May 15)
Evaluator completes Formative Evaluation Report *unless a later due date is mutually agreed upon between the Evaluator and the Administrator but in any event no later than June 10	May 15 of Year 1*
Evaluator meets with Administrators to discuss the Summative Evaluation Report	At least one week prior to due date (May 15)
Evaluator completes Summative Evaluation Report *unless a later due date is mutually agreed upon between the Evaluator and the Administrator but in any event no later than June 10	May 15 of Year 2*
Administrator signs Summative Evaluation Report and adds response, if any within 5 school days of receipt	No later than June 15

B) Educator Administrators on Plans of Less than One Year

- i) The timeline for Administrators on Plans of less than one year will be established in the Educator Plan.

21. Career Advancement

In order to attain Professional Status, the Educator should achieve ratings of proficient or exemplary on each Performance Standard and overall. An Evaluator 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 1. The supervisor's decision is subject to review and approval by the superintendent. In the event that an Administrator without PTS will be non-renewed at the conclusion of a given school year, the Administrator shall be provided with his/her Summative Evaluation Report on or before May 15 and shall also be provided with written notification of his/her non-renewal on or before May 15.

22. **Using Student feedback in Administrator Evaluation**

Each Administrator may administer student surveys on a yearly basis. Administrators may choose to include the results of those student surveys as a piece of evidence for their formative and summative evaluations. Student survey data will not impact the overall Administrator rating. Student survey data may be used to inform professional practice and stimulate dialogue with his/her evaluator.

Student surveys will be reviewed by the Group's Executive Board prior to release. If not approved, the joint labor-management evaluation team established in Section 26 General Provisions E will meet until consensus is reached. The following preamble will be included on all surveys:

"As the most important partner in your education in the Haverhill Public Schools, we are asking you to take part in a short survey. This brief survey is designed to give you, the student, a voice that will provide administrators with an understanding of how they are doing in the eyes of their students.

The information obtained through this survey is only available to an individual administrator. Therefore, we ask that you answer the multiple choice questions as honestly as you can."

23. **Using Staff feedback in Administrator Evaluation**

Each Administrator may administer staff/faculty surveys on a yearly basis. Administrators may choose to include the results of those staff/faculty surveys as a piece of evidence for their formative and summative evaluations. Staff/faculty survey data will not impact the overall Administrator rating. Staff/faculty survey data may be used to inform professional practice and stimulate dialogue with his/her evaluator.

Staff/faculty surveys will be reviewed by the Group's Executive Board prior to release. If not approved, the joint labor-management evaluation team established in Section 26 General Provisions E will meet until consensus is reached. The following preamble will be included on all surveys:

"As the most important partner in teaching and learning in the Haverhill Public Schools, we are asking you to take part in a short survey. This brief survey is designed to give you, the staff/faculty, a voice that will provide administrators with an understanding of how they are doing in the eyes of the staff/faculty.

The information obtained through this survey is only available to an individual administrator. Therefore, we ask that you answer the multiple choice questions as honestly as you can."

24. **Transition from Existing Evaluation System**

The provisions of this new Evaluation Procedure shall take effect as of July 1, 2021 upon ratification by the Group and the School Committee.

25. **General Provisions**

- A) Only Administrators who are licensed as administrators and full-time employees of the School Committee may serve as primary evaluators of Administrators.

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- B) Evaluators shall not make negative comments about the Administrator'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 a supervisor's ability to investigate a complaint, or secure assistance to support an Administrator.
 - C) The superintendent shall insure that Evaluators have training in supervision and evaluation, including the regulations and standards and indicators of effective teaching practice promulgated by ESE (35.04), and the evaluation Standards and Procedures established in this Agreement.
 - D) Should there be a serious disagreement between the Administrator and the Evaluator regarding an overall summative performance rating of unsatisfactory, the Administrator may meet with the Evaluator's supervisor to discuss the disagreement. Should the Administrator request such a meeting, the Evaluator's supervisor must meet with the Administrator. The Evaluator may attend any such meeting at the discretion of the superintendent.
 - E) The parties agree to establish a joint labor-management evaluation team which shall review the evaluation processes and procedures annually through the first three years of implementation (starting in 2021-2022) and recommend adjustments to the parties as well as discuss other parts of the evaluation process noted as needed further negotiations. Recommendations from this Team shall be forwarded to the parties for further negotiation and ratification.
 - F) Violations of this article are subject to the grievance and arbitration procedures.

26. **Reporting Requirement and Administrator Confidentiality**

The regulations require districts to provide DESE with individual educator evaluation data for each educator. The regulations are explicit that educator evaluation data for each educator will not be made public. The single exception is the superintendent whose evaluation must be conducted in public and whose summative evaluation is a public document, consistent with state open meeting and public records laws. For all other educators, the regulations guarantee that any information concerning an educator's formative assessment, formative evaluation or summative evaluation is considered personnel information and is not subject to disclosure under the public records law. However, aggregate data that do not identify individual educators may be made public. ESE will also produce detailed collection guidance for the ongoing school year implementations. Appendix B details district reporting requirements beginning for some districts at the close of the 2011-12 school year, and for most districts at the close of the 2012-13 school year.

27. **Teachpoint**

The Evaluation Procedure shall be conducted utilizing electronic software, currently Teachpoint. In the event that either party seeks a change in electronic software from Teachpoint, no change shall occur unless the issue is discussed by the Evaluation Team and agreed upon between the Group and the School Committee.