

Evaluation of Professional Staff

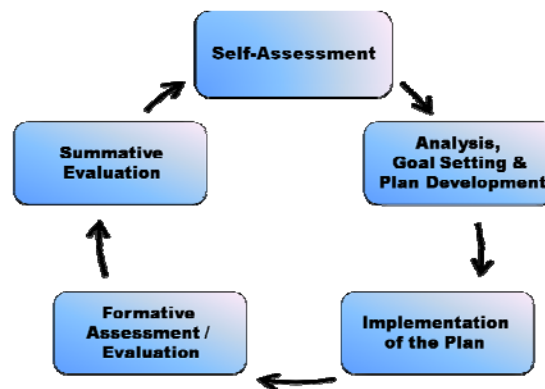
The School Committee believes that quality teaching is a critical component in providing an outstanding educational program for our students. The role of ongoing assessment, evaluation and supervision is integral to supporting the continuous improvement of our staff. An ongoing evaluation program of employee performance will be established and maintained. The purpose of this program is to ensure high quality teaching, support and administrative performance in order to improve educational opportunities for our students. Professional staff shall be evaluated by the building administration on a regular and ongoing basis (see evaluation handbook).

The evaluation process is designed to:

- Promote growth and development of leaders and teachers
- Place student learning at the center, using multiple measures of student learning, growth and achievement
- Recognize excellence in teaching and leading
- Set a high bar for professional teaching status
- Shorten timelines for improvement

The evaluation process will include:

- Self evaluation, supervisor initiated observations, walkthroughs, and teacher initiated observations
- Standards endorsed by the Department of Elementary and Secondary Education
- Rubrics agreed upon by the School Committee and Nashoba Regional Education Association
- Timelines in accordance with 603cmr35
- “District-determined Measures” that permit comparison of student learning, growth, and achievement for each grade and subject, and district-wide
- A 5-step Evaluation Cycle starting with educator self-assessment and goal setting:

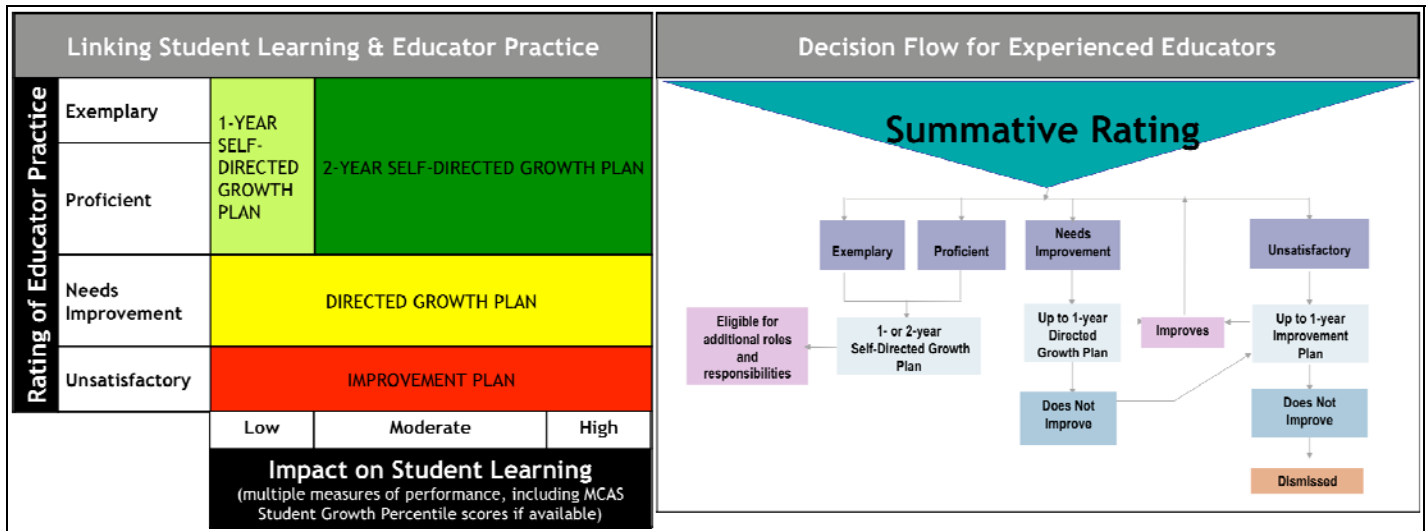


- For teachers, **statewide standards** with “core” indicators described in rubrics:

| Teachers |
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| Curriculum, Planning, & Assessment Teaching All Students Family & Community Engagement Professional Culture |

- **A statewide rating scale for all educators that identifies four levels of performance:**
 - *Exemplary, Proficient, Needs Improvement, Unsatisfactory*

- **Categories of required evidence to be used in determining performance ratings:**
 - Multiple measures of student learning, growth, and achievement (including classroom-based and, potentially, group or team-based measures)
 - Products of practice, including records of unannounced observations
 - Additional evidence relevant to the Performance Standards, including:
 - Educator’s collection of evidence regarding such aspects of practice as contributions to professional growth and culture, as well as family engagement efforts
 - Feedback from students, and from parents
- **A separate rating of teacher and administrator impact on student learning** at three levels (high, moderate, low), using a combination of MEPA and MCAS Growth Percentile scores, where available, and the “District-determined Measures.”
- **Different paths and plans for growth and improvement depending on educator career stage and performance** as determined by overall rating of practice and educator impact on student learning based on multiple measures.



The formal evaluation will be written, but may have many media components, and will be discussed by the supervisor and the educator. A final document must be signed before placement in the educator’s personnel file, but if not signed within ten (10) calendar days, a letter will be mailed to the individual noting that it is being inserted into the personnel file. The educator may, within ten (10) calendar days, submit a written document to be attached and inserted into the personnel file. The signature indicates that the evaluation has been read and discussed.

The written evaluation should be specific in terms of the person’s strengths and weaknesses. Those areas where improvement is needed should be clearly set forth with recommendations for improvement. Subsequent evaluations should address themselves to any improvement or to any continuing difficulty that is observed.

Contract Ref: NREA Agreement with the NRSD School Committee

Legal Ref: <http://www.doe.mass.edu/lawsregs/603cmr35.html>
M.G.L. 69:1B; 71:38; 71:38Q; 150E; 152B; 603 CMR 35

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| NRSC Policy Committee: | 11/13/13 |
| NRSC Policy Committee: | 9/17/14 |
| NRSC 1 st Reading: | 9/24/14 |
| NRSC Policy Committee 2 nd Reading: | 10/15/14 |

