



Westwood Public Schools
BCBA Growth & Evaluation
Manual

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Guiding Mission

The Westwood Public Schools are committed to:

- Ensuring that education professionals hold high learning expectations for all students and employ effective techniques so students meet those expectations.
- Providing a culture where professional growth and evaluation are inseparable aspects of the educational practice.
- Ensuring that education professionals have common understanding of high-quality educational practices and the language to discuss these practices.

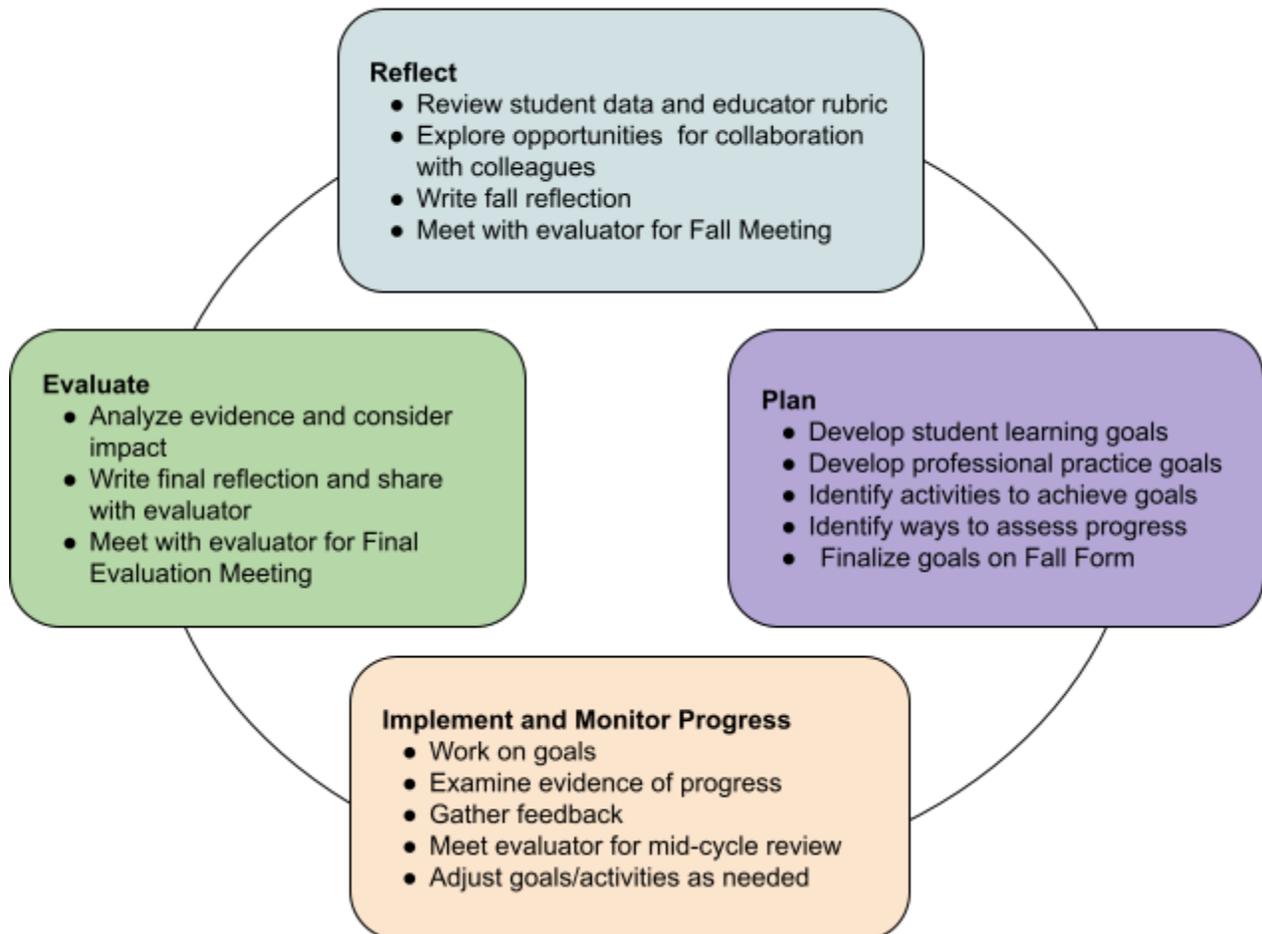
Introduction

Evaluation is an ongoing process. In addition to working toward professional practice and student learning goals, all aspects of professional practice rubrics are considered.

All evaluations are based on 1) multiple measures of student learning including measures of progress on classroom assessments that align with Massachusetts Curriculum Frameworks, measures of student progress on learning goals, statewide growth measures where available, common assessments, and other contributions to student learning, growth and achievement; 2) judgments based on observations and artifacts of professional practices, including unannounced observations of practice of any duration; and 3) evidence of fulfillment of professional responsibilities and outreach to families, student feedback and any other relevant information.

Visual Overview

WPS Evaluation Cycle



The evaluation process typically takes place over a **two-year cycle**¹ for educators with secured employment status (SES), and over a **one-year cycle** for educators without secured employment status (non-SES). The evaluation cycle always begins with a fall meeting.

¹ SES educators may opt for a one-year self-directed growth plan if agreed upon with the evaluator

**Fall Meeting (All Educators)
October 15th**

Deadline:

The Year One Fall Meeting focuses on the educator’s self-reflection on students’ learning and on their professional practice. The educator and evaluator meet to discuss the educator’s strengths and areas for growth.

- **Before the meeting:** The educator uses the planning form and completes the fall reflection section of the [Educator Growth Plan](#).
- **During the meeting:** The educator and evaluator discuss and draft proposed goals.
- **After the meeting:** The educator submits a draft of the [Educator Growth Plan](#) to the evaluator for approval within five days of the meeting.
- **Finalizing a Growth Plan:** The educator submits growth plan for final approval.

Educator Growth Plan

Deadline: Oct. 15th for educators on a one-year plan, Nov. 15th for educators on a two-year plan

The [Educator Growth Plan](#) documents the educator’s goals for student learning and professional practice for the upcoming evaluation cycle. Educators should consider activities and assessments to support their goals while creating the [Educator Growth Plan](#). See the [Educator Growth Planning Sheet](#) for support as the Educator Growth Plan is created.

Creating the Educator Growth Plan:

- Goals should be agreed upon between the educator and evaluator
- Goals may be related and may be individual or team based
- Goals must be aligned to state-wide or national standards
- Goals must be aligned to school and district goals

Observations (All Educators)
Ongoing

Deadline:

Observations give the evaluator the opportunity to provide educators with feedback about their practice and offer action-oriented suggestions for improvement and growth. For educators with more than one evaluator primary and secondary evaluators share responsibility for conducting the observations.

Educators with secured employment status (SES) receive **at least four (4)** observations of unspecified duration by an evaluator. Educators without secured employment status (non-SES) also receive multiple observations of unspecified duration annually.

What is the process for observations?

- **During observations:** The evaluator assesses professional practice. Evaluators utilize the framework of effective teaching and student learning outlined in the Professional Practice Rubric. Observations may be conducted in a classroom setting or anywhere else educators are acting in their professional capacity.
- **Observation feedback:** Every effort should be made by the evaluator to provide feedback in a timely manner, ideally within 1 to 3 days of the observation. Evaluators must clearly articulate strengths and concerns.
- **Scope:** While generally observations are unannounced, educators are encouraged to suggest observation dates and times if there is a certain aspect of their practice they would like to share or receive feedback about. Evaluators will not conduct observations during J-term, unless invited to do so by the educator.

Announced Observations (Non-SES Educators Only)

Deadline: **Ongoing**

Announced observations of non-SES educators will be conducted accordingly:

- a pre-observation conference held one to three days before the observation
- a full class period observation or its equivalent
- a post-observation conference held one to five days after the observation

Educators without secured employments status (non-SES) receive announced and unannounced observations according to the following timetable²:

Year 1: Three announced observations and at least two unannounced observations

Year 2: Two announced observations and at least four unannounced observations

Year 3: One announced observation and at least four unannounced observations

Before the Pre-Observation Conference:

The educator completes the [Pre-Observation Form](#) and submits it to the evaluator in advance of the scheduled conference.

During the Pre-Observation Conference:

The educator and evaluator discuss the objectives and activities planned for the upcoming lesson, as well as more general issues related to the educator's practice. The discussion is guided by the educator's Professional Practice Rubric.

During the Post-Observation Conference:

This meeting is an opportunity for the educator to reflect on the lesson observed and for the evaluator to provide feedback and suggestions for growth. Discussion during the post-observation conference should also center on the standards for professional practice articulated in the rubric.

After the Post-Observation Conference:

Following the meeting, the evaluator completes the [Post-Observation Form](#) and provides the educator with a copy of the form for their signature within five days of the lesson observed.

² See page 12 for a more detailed timetable of the non-SES evaluation cycle.

Mid-Cycle Review (All Educators)

Deadline: March 15th for educators on a one-year plan, **May 15th** for educators on a two-year plan

What do educators and evaluators do during the Mid-Cycle Review?

- Consider evidence of student and professional growth (e.g., student work samples, assessment data, lesson or unit plans) and reflect on individual progress toward goals. The type of evidence depends on the educator’s goal(s).
- Reflect on successes and challenges in other areas of their professional practice and student learning, including feedback from the evaluator that may need continued conversation.

What do educators and evaluators do after the Mid-Cycle Review?

- The educator completes Part I (goals mid-cycle update) of the [Mid-Cycle Review Form](#) in the “Educator Comment” section.
- The evaluator documents additional discussion in Part II (overall educator practice) of the [Mid-Cycle Review Form](#).
- If the educator is on track to meet their goals, they simply continue to work on those goals for the following year.
- The evaluator and educator may make amendments to [Educator Growth Plan](#) as needed.
- (SES Only) If an educator is not on track to achieve at least a “Proficient” rating in all domains of the rubric, the evaluator may move the educator to an *Improvement Plan*.

Final Evaluation Meeting

(End of Year 1 for a One-Year Plan, End of Year 2 for a Two-Year Plan)

Before the final meeting

- Educator fills out Part I (“Reflection”) of the *Final Form*.
- Educators may reflect on any area of their professional practice or student learning.
- Educators collect evidence of their progress towards the goals in the [Educator Growth Plan](#) and with respect to all domains of their professional practice rubric.
- Evaluator reviews the educator’s goals, reviews their observations, and reflects on previous discussions

During the final meeting

- The educator and the evaluator discuss the educator’s completion of goals
- The educator and the evaluator discuss the educator’s impact on student achievement
- The evaluator shares the overall performance rating of the educator for each domain of the [Specialized Instructional Support Personnel Rubric](#)
- The evaluator documents the meeting by completing the [Final Form](#)

After the final meeting

- The evaluator completes and shares the [Final Form](#) with the educator no later than June 10th.
- The educator has the option of providing additional comments on the completed form.
- The district is required to report to the state each educator’s professional performance ratings on each rubric domain and overall; as well as if an educator has secured employment status or not.³

³ Secured Employment Status will only be granted to educators who receive a rating of Proficient or Exemplary on each of the four domains and an overall Proficient or Exemplary rating.

Final Ratings

The overall educator rating is based on the educator’s attainment of student learning and professional practice goals as well as rubric ratings. In order to be rated Proficient overall, an educator must, at minimum, have been rated Proficient in the first four domains.

The type and length of plan for an educator’s subsequent evaluation cycle is determined in part by overall rating.

- Non-SES Educators pursue a Developing Educator Growth Plan.
- SES Educators rated Proficient or Exemplary overall pursue either a one-year or two-year Self-Directed Growth Plan, based on the evaluator’s judgment.
- Educators rated Needs Improvement pursue a Directed Growth Plan (1 year or less).
- Educators rated Unsatisfactory pursue an Improvement Plan (30 days - 1 year).

Overall Rating <i>(circle one)</i>	Exemplary Proficient Needs Improvement Unsatisfactory
Next Plan	<input type="checkbox"/> Developing Educator Plan (non-SES) <input type="checkbox"/> 2-Year Self-Directed Plan (SES) <input type="checkbox"/> 1-Year Self-Directed Plan (SES) <input type="checkbox"/> Directed Growth Plan <input type="checkbox"/> Improvement Plan

Secured Employment Status will only be granted to educators who receive a rating of Proficient or Exemplary on each of the four domains and an overall Proficient or Exemplary rating.

Timeline for Evaluation of Non-SES Educators

All Non-SES educators have the following evaluation timelines:

Deadlines	Year 1 Educator	Year 2 Educator	Year 3 Educator
<i>October 15</i>	Fall Meeting	Fall Meeting	Fall Meeting
<i>October 15</i>	Growth Plan (Educator)	Growth Plan (Educator)	Growth Plan (Educator)
<i>November 30</i>	Unannounced Observation	Unannounced Observation	Unannounced Observation
<i>December 15</i>	Announced Observation #1	Announced Observation #1	Announced Observation #1
<i>February 15</i>	Mid-Cycle Self-Reflection (Educator)	Mid-Cycle Self-Reflection (Educator)	Mid-Cycle Self-Reflection (Educator)
<i>March 15</i>	Announced Observation #2 Mid-Cycle Review Meeting	Announced Observation #2 Mid-Cycle Review Meeting	Unannounced Observation Mid-Cycle Review Meeting
<i>March 20</i>	Mid-Cycle Review Document (Evaluator)	Mid-Cycle Review Document (Evaluator)	Mid-Cycle Review Document (Evaluator)
<i>May 15</i>	Unannounced observations complete Final Self-Reflection Worksheet (Educator) Announced Observation #3	Unannounced observations complete Final Self-Reflection Worksheet (Educator)	Unannounced observations complete Final Self-Reflection Worksheet (Educator)
<i>June 10</i>	End of Year Meeting	End of Year Meeting	End of Year Meeting
<i>June 15</i>	Final form (Evaluator)	Final form (Evaluator)	Final form (Evaluator)

Timeline for Evaluation of SES Educators

Deadlines for Year One	
<i>October 15</i>	Fall Meeting
<i>November 15</i>	Growth Plan (Created by Educator)
<i>December 15</i>	Unannounced Observation 1 Complete
<i>May 15</i>	Unannounced Observation 2 Complete Mid-Cycle Self-Reflection Worksheet (Educator)
<i>June 10</i>	Mid-Cycle Review Meeting
<i>June 15</i>	Mid-Cycle Review Form (Evaluator)
Deadlines for Year Two	
<i>October 15</i>	Fall Meeting (Optional)
<i>March 15</i>	Unannounced Observations 3 and 4 Complete
<i>June 10</i>	End of Year Meeting
<i>June 15</i>	Final Form (Evaluator)

Professional Practice Rubrics

The purpose of the Westwood Growth and Evaluation System is to promote educator growth over time. The [professional practice rubric](#) developed by DESE for specialized instructional support personnel is designed to help educators reflect on current professional practices. The rubric divides the craft of specialized instructional support into four domains. There are several rows within each domain. All domains and rows on the rubrics are not equally significant. While the goal is growth towards proficiency in the ratings over time, educators do not need to be rated proficient in all rows within a domain in order to achieve domain proficiency.

The rubric should be used as a means of self-reflection and goal setting at the beginning of the year, ongoing discussion throughout the evaluation cycle and final evaluation ratings at the end of the cycle. At the fall meeting, the educator and the evaluator use the educator's self-reflections as a basis for determining the educator's goals and planned activities to meet those goals. In the fall, if an evaluator has specific concerns about areas of the rubric, they may be directive about the goals for growth for the educator that year.

Notice of Concern

A [*Notice of Concern*](#) can be issued to an educator when their evaluator has concerns about a pattern of behavior/events related to an educator's performance or professional responsibilities (such as missing several faculty meetings) or about a one-time event that shows a serious lack of judgment on the educator's part. If an evaluator has concerns about an emerging pattern of behavior, they will endeavor to provide feedback to the educator so that the situation can be remedied prior to issuing a Notice of Concern.

Prior to issuing the written Notice of Concern, the educator and the evaluator must schedule, in a timely manner, a meeting to discuss the evaluator's concern(s). During that meeting, the educator is advised of: the evaluator's concern(s), the content of the Notice of Concern, and necessary steps to address the concern. A date for a follow-up meeting will be established, so the evaluator and educator have an opportunity to discuss progress or changes since the original meeting.

A Notice of Concern may or may not result in an educator being moved to an Improvement Plan. Whether or not an educator is moved to an Improvement Plan depends on the nature and severity of the one-time event and/or if the pattern of behavior has improved. If the Notice of Concern is dated after the ninetieth day of school, the Improvement Plan will begin immediately and continue into the next school year.

Though a Notice of Concern may result in movement to an Improvement Plan, an educator can be moved to an Improvement Plan at the Mid-Cycle review meeting or at the end-of-cycle Final Meeting without having been issued a Notice of Concern. Situations that violate School Committee policy or involve illegal activity are not subject to Notice of Concern.

Improvement Plan

An educator can be moved from a self-directed evaluation cycle to an Improvement Plan when their evaluator has significant concerns about an aspect of the educator's performance. Movement to an Improvement Plan follows the conversation at the Mid-Cycle Review meeting or the end-of-cycle Final Meeting, or as a result of a Notice of Concern.

The evaluator and educator meet to establish the Improvement Plan. The evaluator completes the Improvement Plan form and is directive about plan goals, activities, and categories of evidence to demonstrate growth. Improvement plans that begin within the first ninety days of school may be completed at the end of the school year or extended into the following school year. Improvement plans that begin after the first ninety days of school will run through the following school year, unless the evaluator determines that the goals of the plan have been met.

At the end of an Improvement Plan year, the evaluator assesses the educator's progress and determines one of the following outcomes:

- 1) Goals for improvement have been met. Return to regular evaluation system.
- 2) Progress made on goals for improvement. Remain on Improvement Plan for the following year. If the educator remains on the Improvement Plan for a second year, he/she may ask for additional supports.
- 3) Insufficient progress. Educator's contract may be non-renewed.

The District is committed to supporting all educators in their endeavors to improve their practice. Every effort will be made to support educators to meet the goals of their Improvement Plans.

Situations that violate School Committee policy or involve illegal activity are not subject to Improvement Plan.

Timeline for Evaluation of Educators on an Improvement Plan

Deadlines for Improvement Plan	
<i>October 15</i>	Fall Meeting Improvement Plan (Created by Evaluator)
<i>December 15</i>	Unannounced Observations 1 and 2 Complete
<i>February 15</i>	Improvement Plan Mid-Cycle Self-Reflection (Educator)
<i>March 15</i>	Unannounced Observations 3 and 4 Complete Mid-Cycle Review Meeting
<i>March 20</i>	Improvement Plan Mid-Cycle Review Document (Evaluator)
<i>May 15</i>	Optional Improvement Plan Final Self-Reflection Worksheet (Educator) Unplanned observations 5 and 6 Complete Planned Observation #3
<i>June 10</i>	End of Year Meeting
<i>June 15</i>	Improvement Plan Final Form (Evaluator)