

# ATTACHMENT Q(a)

**Clarke, Anne**

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**From:** Toner, Paul [mailto:PToner@massteacher.org]  
**Sent:** Thursday, April 10, 2014 6:52 AM  
**To:** Chester, Mitchell (DOE); Sullivan, Courtney  
**Subject:** Toner to Chester re Holyoke and New Bedford turnaround plans  
**Attachments:**

Commissioner Chester:

Here are the materials we would like to discuss on Friday. Please bring any and all pertinent staff from DESE to the meeting.

Sincerely,

Paul

Paul Toner  
President  
Massachusetts Teachers Association  
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Boston, MA 02108  
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Fax: (617) 722-9384  
PToner@massteacher.org

***"Change is the law of life. And those who look only to the past or present are certain to miss the future." President John F. Kennedy***

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**From:** Clarke, Ann  
**Sent:** Wednesday, April 09, 2014 6:18 PM  
**To:** Toner, Paul; Sullivan, Timothy  
**Cc:** Trainor, Ann Marie  
**Subject:** Draft - Toner to Chester re Holyoke and New Bedford turnaround plans

Attached is the draft we were working on for the Friday meeting with Chester. We were correcting the last draft when we learned he has issued the Parker plan. I have a call in to Alex to see if the Holyoke plan is out.

There is also a letter from Rhoda Schneider saying the New Bedford appeal is due May 9 and giving the NBEA president 10 minutes to address the Board on Monday May 19 at a special meeting on the appeal scheduled

from 5-6 at the Dennis-Yarmouth high school – BESE holds a spring meeting in the home town of the student member, but that would usually be (I assume) the regular May meeting...

**ATTACHMENT Q(b)**

Revised Draft 4/9/14 6:00 p.m.

April 11, 2014

TO: Mitchell D. Chester,  
Commissioner, Department of Elementary and Secondary Education

FR: Paul Toner  
President, Massachusetts Teachers Association

RE: Preliminary Turnaround Plans:  
Morgan Full Service Community School, Holyoke  
John Avery Parker Elementary School, New Bedford

As you know, the Holyoke Education Association and the New Bedford Education Association are participating in the process outlined in M.G.L. c. 69, Section 1J, pertaining to your establishment of a turnaround plan for the Morgan Full Service Community School in Holyoke and the John Avery Parker Elementary School in New Bedford.

The Holyoke Teachers Association and the New Bedford Educators Association have raised many issues in the statutory process which is underway. MTA will support its local associations and members in their efforts as the process moves forward.

My purpose is to assure that the turnaround plans are consistent with fundamental statewide understandings MTA has with DESE regarding the Massachusetts system of teacher evaluation, based on the work MTA did with the Department and other stakeholders on the 2011 Evaluation Task Force and DESE's Model Contract Language. MTA agrees that student achievement must be considered in teacher evaluation, but it must be considered in a way that is fair to teachers, as set forth in the Model Contract Language.

As I understand it from speaking with you myself, and based on your remarks at the MTA Board meeting on March 22, 2014, you do not intend student test scores to be used in educator personnel decisions at Morgan or Parker, other than as prescribed in DESE's January 2012 Model Contract Language. Specifically, then, neither student test scores nor student growth scores derived from student test scores, will be used as an independent factor in any personnel decisions at Morgan and Parker. Instead, student test scores will be used in the manner described in Massachusetts' teacher evaluation system and Model Contract Language.

In accordance with my understanding of your intent, I am request that the preliminary turnaround plans you issued on March 7, 2014, be changed as set forth in the enclosed chart.

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# ATTACHMENT Q(c)

ATTACHMENT # 1:

Preliminary Turnaround Plan – Morgan Full Service Community School

Clarify that the Commissioner is directing the receiver to use the Holyoke evaluation system as set forth in \_\_\_\_\_, so that the use of student test scores is consistent with the DESE evaluation model.

3/7/14 Preliminary Plan – Page #	Text Change
5	We will also look at educator evaluation data.
7	These activities will focus on goals of the school and the Student Learning Goals identified in the Holyoke Educator Evaluation system.
7	Effective in School Year 2015-2016, a new performance-based compensation system will be used to compensate Morgan staff. It will be based on performance evaluation.
8	During August professional development, school leaders will have articulated a transparent process for classroom observation and evaluation and feedback, including the tools, expectations, and purpose. The Holyoke educator evaluation tool will be used to evaluate teachers.
36	Central to the School Turnaround Plan is the requirement that the School make effective use of its resources to maximize student achievement. In particular, the School Turnaround Plan requires the Receiver to develop a new performance-based compensation system, which will contain a career path and which will compensate employees based on performance evaluation. The compensation plan must be affordable and sustainable and serve as a model for the district to consider in setting future compensation policies.
38	• Project GRAD shall use the Holyoke evaluation tool to evaluate teachers.
38	• Teachers will be evaluated according to the Holyoke educator evaluation tool.
40	The compensation plan must be affordable and sustainable”
40	Prior to the release of the Turnaround Plan, the Receiver (in coordination with the District and the Commissioner) reviewed with the Holyoke Teachers Association the performance-based compensation system, which will contain a career path and will compensate teachers based on performance evaluation.
40	The plan will include a career ladder for teachers and salary increases based on evaluation,
51	and performance evaluation.

**Deleted:** (e.g. educator evaluation data, prior student performance, student growth percentile (SPG)) that show previous success improving student achievement

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**Deleted:** the Massachusetts Department of Elementary and Secondary Education model system. Project GRAD reserves the right to implement modest modifications to the DESE, such as timelines.

**Deleted:** In particular, the School Turnaround Plan requires the Receiver to develop a new performance-based compensation system, which will contain a career path and which will compensate employees based on performance evaluation individual effectiveness, professional growth, and student academic growth

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**Deleted:** and once developed could serve as a model for the District to consider in setting compensation policies.

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**Deleted:** Effective in School Year 2015-16, a new performance-based compensation system will be employed to compensate employees based on responsibilities and leadership roles,

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**Deleted:** individual effectiveness, professional growth, and student academic growth

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In order to direct school fiscal resources to most directly promote rapid improvement of student achievement, the performance-based compensation plan at Morgan School will include the following basic principles: 1) provide competitive compensation for teachers; 2) reward teachers for excellent performance and effectiveness; and 3) provide a career path for teachers to grow professionally without leaving the classroom.

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**Deleted:** ; and 4) reward teachers for their contribution to student growth.

ATTACHMENT # 2:

Preliminary Turnaround Plan – John Avery Parker Elementary School

Clarify that the Commissioner is directing the receiver to use the New Bedford evaluation system as set forth in \_\_\_\_\_, so that the use of student test scores is consistent with the DESE evaluation model.

3/7/14 Preliminary Plan – Page #	Text Change	
3	Implementing a new career ladder that rewards teachers <del>based on performance evaluation</del>	<b>Deleted:</b> for improving student achievement
4	<ul style="list-style-type: none"> <li>o Retaining, hiring, and developing teachers who are committed to rapidly improving student performance through a cycle of continuous improvement and who have a track record of success <del>as reflected in their evaluations.</del></li> </ul>	<b>Deleted:</b> in improving student achievement
4	<ul style="list-style-type: none"> <li>o Creating incentives to reward teachers <del>based on performance evaluation</del> through a new career ladder.</li> </ul>	<b>Deleted:</b> for improving student achievement
10	<ul style="list-style-type: none"> <li>• Use the educator evaluation tool for the principal to provide <del>feedback to teachers</del> that is aligned between teacher skill and evidence of student outcomes.</li> </ul>	<b>Formatted:</b> No Spacing, Space After: 0 pt, Line spacing: single, Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"
14	<ul style="list-style-type: none"> <li>• Beginning in the 2014-15 school year, Superintendent and principal identify teachers to retain through a thorough assessment based on:               <ul style="list-style-type: none"> <li>o Teachers' expressed interest in remaining at the school for at least three years</li> <li>o <del>Student growth data</del></li> <li>o Classroom observations</li> <li>o Educator evaluation ratings, including educators' portfolios of evidence, using the educator evaluation system used within New Bedford Public Schools</li> <li>o Principal's assessment of teachers' skill to provide rigorous instruction, continually improve their practice, and commit to working in an environment where staff feel an urgency for raising student performance</li> <li>o Evidence of commitment to working as part of a high-performing team</li> <li>o Teacher willingness to participate in a four-week summer institute, extensive professional development, an extended school day and school year, occasional weekends for Saturday Academy, and other requirements of a Level 5 school</li> <li>o Additional evidence as determined by the principal and Superintendent. An example of this includes, but is not limited to teachers providing sample lessons.</li> </ul> </li> </ul>	<b>Deleted:</b> growth producing
16	Effective starting in the 2014-2015 school year, a new performance-based compensation	<b>Formatted:</b> No Spacing, Space After: 0 pt, Line spacing: single

	system will be developed and used to compensate teachers based on <u>performance evaluation</u> .	<b>Deleted:</b> individual effectiveness, profession growth, and student academic growth
17	By April 2014, the Superintendent and principal will assess 100% of core K-5 teachers to determine who will remain at the school based on observational information, and teacher's educator evaluation ratings, etc.	<b>Formatted:</b> No Spacing, Space After: 0 pt, Line spacing: single <b>Deleted:</b> student growth data,
17	By March 2014, a new career ladder <u>based on performance evaluation</u> will be developed for teachers.	<b>Formatted:</b> No Spacing, Space After: 0 pt, Line spacing: single
31	Central to the School Turnaround Plan is the requirement that the John Avery Parker Elementary School make effective use of its resources to maximize student achievement. In particular, the John Avery Parker Elementary School Turnaround Plan requires Superintendent Durkin develop and utilize the new performance-based compensation system, which will contains a career path and which compensates employees based on <u>performance evaluation</u> . The compensation plan must be affordable and sustainable.	<b>Deleted:</b> that is aligned with performance measures <b>Formatted:</b> No Spacing, Space After: 0 pt, Line spacing: single
33	<b>Personnel:</b> <ul style="list-style-type: none"> <li>Superintendent Durkin shall use the New Bedford Public School educator <u>evaluation tool to evaluate teachers</u>.</li> </ul>	<b>Deleted:</b> individual effectiveness, professional growth, and student academic growth <b>Deleted:</b> and may serve as a model for the district to consider in setting future compensation policies.
36	<u>compensation system which contains a career path and which compensates professional employees based on <u>performance evaluation</u>. This new system replaces the salary schedule in the NEBA Unit A collective bargaining agreement.</u>  Basic Principles of the plan: Provides competitive compensation for teachers Rewards teachers for excellent performance and effectiveness Provides a career path for teachers to grow professionally without leaving the classroom Provides opportunities to reward teachers <u>based on performance evaluation</u>  It is envisioned that student outcomes will improve by creating a professional compensation system that will attract new high-potential teachers and retain our best performance and leaders.  The new professional compensation system will be implemented for professional employees in the John Avery Parker Elementary School that includes a teacher career ladder containing five tiers – Novice, Developing, Career, Advanced, <u>and Master</u> – that will compensate teachers commensurate with their development and <u>performance</u> . This new system replaces the salary schedule in effect during the 2013-2014 school year. It is envisioned that student outcomes will improve by creating a professional compensation system that will attract new high-potential teachers and retain our best performers and leaders.  <u>shall use the New Bedford public schools educator evaluation tool to evaluate teacher</u> performance and determine teacher compensation.	<b>Formatted:</b> No Spacing, Space After: 0 pt, Line spacing: single <b>Formatted:</b> No Spacing, Space After: 0 pt, Line spacing: single, Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5" <b>Deleted:</b> Effective July 1, 2014, Superintendent Durkin will implement the following new performance based <b>Deleted:</b> individual effectiveness, professional growth, and student academic growth <b>Deleted:</b> for their contributions to student growth  <b>Deleted:</b> , and <b>Deleted:</b> impact students <b>Deleted:</b> The Commissioner's designee for the John Avery Parker Elementary School may include student performance measures in the evaluation of <b>Formatted:</b> No Spacing, Space After: 0 pt, Line spacing: single <b>Deleted:</b> ation <b>Deleted:</b> of
37	Effective July 1, 2014, each New Bedford Public Schools teacher assigned to the John Avery Parker Elementary School will be placed on one of the Levels based on such <u>teacher's evaluation</u> . Teachers newly hired and assigned to the John Avery Parker Elementary School will be placed on one of the Levels as determined by the Commissioner's designee:	<b>Formatted:</b> No Spacing, Indent: Left: 0", Space After: 0 pt, Line spacing: single <b>Deleted:</b> teacher's
38	A Developing II teacher shall advance to Career I and all Career level teachers shall advance a level annually provided that an end-of-year overall evaluation rating of "proficient" or	<b>Deleted:</b> performance as determined by the Commissioner's designee <b>Formatted:</b> No Spacing, Indent: Left: 0", Space After: 0 pt, Line spacing: single

	<p>“exemplary” is received, with “proficient” or better ratings on all four standards. <del>The New Bedford Public Schools educator evaluation tool will be used to evaluate teachers.</del> A teacher with an end-of-year overall rating of “proficient” who has achieved less than “proficient” ratings in the third and fourth standards may still advance to the next level with the recommendation of the building principal and the approval of the Commissioner’s designee.</p>
38	<p><del>an Advanced teacher through a cumulative career portfolio.</del></p>
38	<p><del>The portfolio may include 1) endorsements from peers, parents, students, and administrators; 2) evidence of effective instruction.</del></p>
49	<p>The development of a performance-based compensation system is an essential strategy for maximizing the rapid academic achievement of students at Parker Elementary School.</p> <p><del>Effective in School Year 2014-15, a new performance-based compensation system will be employed to compensate employees based on responsibilities and leadership roles and performance evaluation.</del> The Superintendent will restructure compensation to ensure that the district’s investment in the school promotes, supports, and values effective performance. The new compensation system will help to improve student learning by attracting new high potential teachers and allowing the school to retain its most effective leaders and teachers.</p>

**Deleted:** It is expected that educator evaluation ratings and student performance data will be major components of the teacher’s evaluation.

**Deleted:** A teacher who has attained the status of Career III or a higher level and received “proficient” or “exemplary” overall end-of-year ratings the previous two years can apply to become

**Deleted:** , including demonstrated success in attaining specific student growth benchmarks as determined by the Commissioner’s designee.

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**Deleted:** A teacher who has attained the status of Career III or a higher level and received “exemplary” overall end-of-year ratings the previous two years can apply to become a Master teacher through a cumulative career portfolio with demonstrated success in attaining specific student growth benchmarks as determined by the Commissioner’s designee

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4/9/14