Remarks by BTU President Richard Stutman at the Educator of the Year Celebration on June 5, 2012

Welcome and good evening.

Good evening, Mayor Menino, and thank you for your ongoing commitment to our public schools. Good evening, Superintendent Johnson, and thank you for your work day in and day out to provide leadership to our district. Thank you, too, Reverend Groover, for your stewardship of the Boston School Committee. Each of us wants what is best for our schools, our students, and as worthy are our recipients are, our profession every day.

You each have much to be proud of, as recognition and nomination by your colleagues is the highest honor one can receive. We congratulate you, and we admire and respect your leadership and the positives you bring to our schools and our profession every day.

As rewarding as these ceremonies are, and as worthy are our recipients, our profession is under attack, and we have to understand that those attacks harm the very essence of what we celebrate here tonight.

In Wisconsin, there is a well-known group whose funders include the Walton Foundation and Bain Capital, that threatens to do in pieces with a carving knife what Wisconsin Governor Scott Walker has done with a meat cleaver. And in DC, we see an insensitive and misguided Dept of Education that pushes policies that distort the very essence of teaching and learning—bubble sheet answer by bubble sheet answer. Yes, even as we celebrate here tonight, we need to understand that there are forces beyond this room that are working against the accomplishments we recognize here today.

So we celebrate here tonight, with two hands clapping, but we have one hand out to ward off those who seek to destroy the creativity, the passion, and the individual spirit we celebrate here tonight.

Thank you very much, and congratulations to our esteemed colleagues we celebrate here tonight.

Those honored at the BPS Educator of the Year Celebration include: Emily Bozeman, English and Special Education Teacher at Brighton High School (Brighton); Jayme Drzewinski, Grade 3 Teacher at Thomas Edison K-8 School (Brighton); Patricia Flakes, Biology and Special Education at Madison Park Technical Vocational High School (Roxbury); Amy Gailunas, Grade 2 Inclusion Teacher at Dr. William W. Henderson Inclusion Elementary School (Dorchester); Harry “Chuck” Gilliam, Grade 8 English, Science, and Spanish Teacher at Richard J. Murphy K-8 School (Dorchester); Gregory Holt, Dirctor of Music at Boston Arts Academy (Fenway); Benadette Manning, Math Teacher at Fenway High School (Fenway); Jennifer Muhammad, Grade 4 Teacher at Joseph Hurley 2-way Bilingual K-8 School (South End); Clifford Tete, Music Teacher at Oliver Wendell Holmes Elementary School (Dorchester); Rosemary George White, Visual Arts Teacher at Henry Dearborn Middle School (Dorchester); Dora Yu, Math, Chinese, Sheltered English Instruction Teacher at Charlestown High School (Charlestown).
Commentary: Garret Vrichick

Corporate Influence in Public Education

A Fact Sheet

School Vouchers

In 1990, Milwaukee instituted the first voucher program. Vouchers were brought in under the guise of school choice. Money got siphoned off of public schools. The results: whole generations of students were stranded on the fringes of their vouchers on public schools. One school that received millions of dollars through the voucher program was founded by a convicted rapist. Another school reportedly entertained the students with Monopoly while cashing Social Security checks for students who showed up as no-show students. The Republican-controlled Congress in 2004 passed the first federally-funded voucher program for the DC public schools. There is absolutely no evidence that says school vouchers have improved educational equity.

Charter Schools

Originally an idea of Raymond bundle of UMASS and Albert Shankler of the American Federation of Teachers who both envisioned schools that were run by teachers with autonomy of curriculum and participatory governance. Today’s charters are far from that with the vast majority of them run by for-profit corporations or as non-profits with private boards of directors. The charter reflects the aims of the corporation, not of the teachers or parents. Charters have continuously fought oversight and regulation as well as any attempts to unionize the staff. Charters are often in high demand of special needs students and English Language learners, 2 groups that are more expensive to educate. Charters also counsel out students that do not test well or who have challenges. The attrition rate at Boston charter schools are far higher than public schools with the vast majority of the students that are counseled out coming back to the public schools, often right around MCAS testing.

For-profit schools

Many charter schools are for profit. One of the pioneers of for-profit was Whittle Schools. Christian Whittle started Edison Schools (now Edison Learning). In the first time, representing schools by CEOs, students are being replaced by corporate executives – most within the span of three weeks. Money got siphoned off of public schools; by CEOs, students are being replaced by corporate executives – most within the span of three weeks. Money got siphoned off of public schools; by CEOs, students are being replaced by corporate executives – most within the span of three weeks.

The Foundations

As Republicans have lobbied for lower taxes, cutbacks in social programs, and lower teacher salaries, the foundations have turned their back on public schools by giving cash strapped schools free VCRs and TVs. In exchange the students were required to watch a 10 minute standardized testing for students, merit scholarships or as non-profits with private boards of directors. The charter reflects the aims of the corporation, not of the teachers or parents. Charters have continuously fought oversight and regulation as well as any attempts to unionize the staff. Charters are often in high demand of special needs students and English Language learners, 2 groups that are more expensive to educate. Charters also counsel out students that do not test well or who have challenges. The attrition rate at Boston charter schools are far higher than public schools with the vast majority of the students that are counseled out coming back to the public schools, often right around MCAS testing.

The Membership Application Drive

By Charles R. Johnson, BTU Secretary-Treasurer

On behalf of the Boston Teachers Union, I want to thank all of you who filled out membership cards during our members’ card drive. This task needed to be completed at the end of a very tough year amidst testing and year-end classroom demands. We at the BTU realize this was an inconvenience, but we assure you that it was a necessary exercise.

During the upcoming weeks, we will tabulate the cards, scan them, store the information on a secure server, and keep the physical copies stored securely off site. We will notify members who have not returned a card; but if by chance you know that you have not completed a membership card, please contact us.

The Teaching Pulse: James Liu

Why BTU Votes and Mail-In Balloting are Good for our Union

Over the past few months, I’ve been happy to support the BTU Votes initiative, a grassroots movement of BTU members that has helped build broad support for and the leadership. Many of us have left the first time, representing schools from across the city, and have organized around the common cause of strengthening our union.

I’ve also learned a lot from the experience so far. I’ve been part of inspiring conversations, attended with different audiences, or cares for a sick parent, one with medical expenses, or whose mission is always proud of the work and dedication of our public schools.

For the next school year, we will continue this work. We will also work to ensure that all new teachers are trained and educated, and that all schools are equipped with the resources they need to provide the best possible education for every student.

And what is the central premise of this collective thoughtfulness, work and action? It’s the idea that teacher voice matters. We must continue to advocate for teachers and support our students. We will stand together in defense of the public schools that we hold so dear.

Garret Vrichick

Corporate Influence in Public Education

Schools as Markets

Education is a $2.5 trillion global market. Increasingly corporate lobbyists are pushing for the passing of laws that open up this market to corporations. Over the years we have seen public hospitals that charge more. Public utilities being replaced with energy corporations, and the skyrocketing energy costs that come with them. Prisons being privatized, some with severe obstacles as well as strong support from the first time, representing schools from across the city, and have organized around the common cause of strengthening our union.

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T he contract states, “All elementary teachers for grades K-3 will be provided with substitute teacher coverage while administering individualized benchmark testing. These teachers will receive substitute coverage for the equivalent of two days—equivalent of one in September and the equivalent of one in June per teacher per year. The substitute will be compensated at the rate of $15.00 per hour. The union will facilitate the hiring of retired teachers and others for this purpose. But if a regular substitute is used, he/she will be paid in accordance with the collective bargaining agreement.”

Is Summer School Treated Like the Regular School Year Contractually?

No, it is not. Summer school is not governed by the collective bargaining agreement in the same way the standard school year is. Some time ago the BTU took the issue of summer school salary not being agreement in the same way the standard school year’s equivalent of one in June—per teacher per year. The equivalent of one in September and the equivalent of one in June per teacher per year. The extra will be provided at the rate of $15.00 per hour. The union will facilitate the hiring of retired teachers and others for this purpose.

What’s the substitute coverage policy when I’m out?

The BTU Collective Bargaining Agreement contract outlines “In the event that the Committee after a good faith effort fail to hire a substitute a classroom teacher who works with a paraprofessional, that paraprofessional may be requested to serve as a substitute teacher under the following conditions: (1) The paraprofessional has a teaching certificate or ten or more years of service. (2) The paraprofessional is requested to substitute only in those classes in which he or she normally works. (3) The paraprofessional is paid $6.00 per hour in addition to his or her regular salary.” This is not a list of either. For all three conditions must be met in order for a paraprofessional to be utilized as a substitute in their own class only. If these conditions have been met, then there should check with the school secretary and administrator in charge of coverage to make sure the additional pay has been credited to the substitute teacher Payroll Department for their substitute work.

The contract continues, “The [School] Department will make a good faith effort to hire a substitute when a regularly assigned nurse is absent for more than one day. In any event, a substitute will be provided whenever a nurse is absent for three or more days.”

When a qualified Vocational Education substitute is not available the shop is to be closed.” When a qualified Occupational Education or Home Economics teacher is not available the shop is to be closed.” In the latter case, one would be hard pressed to find a Home Economics teacher in the BPS in order to substitute for.

What is the ‘Contractual Hourly Rate’ for Teachers?

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What Does COBRA Mean Concerning Health Insurance?

COBRA, or the Consolidated Omnibus Reconciliation Act of 1985. It is the law that requires employers who offer group health insurance plans to give their employees the option to enroll in their group health plan if they are no longer employed by the employer and the former employee isn’t eligible for health insurance coverage through a spouse’s insurance. If a teacher is terminated from the BPS/City of Boston, they will be mailed information about COBRA benefits. For further inquiries concerning COBRA continuation of coverage, get in touch with the Health Benefits Insurance Office, Room 807/808, City Hall, at 617-635-4570.

The Boston Teachers Union Health & Welfare Fund which we negotiate to provide you with dental, eye care, glasses, prepaid legal, and the like also has a COBRA benefits which are separate from your health care benefits. Please contact BTU Health & Welfare at 617-288-0500 for more details.

Commentary: Michael J. Maguire

Time to Evangelize

Then He said to his disciples, “The harvest is plentiful but the workers are few. Ask the Lord of the harvest, therefore, to send out workers into His harvest field.”

Matthew 9:37-38

Lateyly I’ve become a union evangelist on Facebook and in various blogs. I like many of you, post a few thoughts and “share” various union-friendly memes. Recently my conservative friends have been more aggressive than usual in their ongoing harassment campaign. I think, mind you, but the volume of right wing rhetoric has increased dramatically since the recall election in Wisconsin and MTAs “compromise” with Stand For Children.

I rather enjoy the give-and-take, for it allows me to sharpen my thoughts. Occasionally I modify my views based upon these friendly challenges. My hope is to change other people’s assumptions. It is this last part that inspires me to write.

For too often, we (and I certainly include myself in the we) tell each other in the union hall or in the lunchroom the righteousness of our cause. What we need to do is convince others. We need to go out into the greater community to spread our message of unionism, of cooperation, of helping the less fortunate. But we should not merely have a pleasant conversation; we ought to build our union like an evangelist adding souls to a congregation.

For better or worse, charter schools are here to stay. Argue as we might about how unfair they are, about how they sap money from real public school; they still exist. Since we cannot make them vanish, let us unionize them.

I propose that we – the BTU, the AFT-MA, and the AFT national – visit each school to preach the good news of collective bargaining. We need both field agents and volunteers so that we can conduct a proper canvass. The ground appears to be fertile if Nancy Bloom’s recent blog is any indication. (http://colabradio.mit.edu/ting/Day- at-the-charter-school/)

Like the civil rights movement in the South, we must be non-confrontational. We cannot give the other side any excuse to say that we are trespassing or intimidating or agitating or whatever. We must always be polite, we must always listen to their concerns, and we must always guide and never dictate. Must offer people just need.

(continued on page 4)
**Time to Evangelize…**

(continued from page 3)

to vent their preconceived notions before they are willing to listen to a different opinion. Instead of telling them what we think, we ought to be like Socrates and ask them to explain why they believe what they believe. Sooner or later, a flaw will develop in their argument. If we let them ruminate on it, they will slowly modify their thinking.

Hoping, however, if not enough. We ought to walk a mile in their shoes, literally. I propose we send in union friendly teachers to apply for jobs at the charter schools. Once employed, these teachers could begin signing up their co-workers for union membership.

Should there be any illegal obstruction on the part of the charter school administrators, our guys could document the abuses and challenge the offenders to court. All we would need is one good win in court to show the world how hostile the charter school movement is.

To entice teachers to undertake such a task, the aforementioned trio of unions should supplement the salaries of the teachers I propose to send into the charter schools. Imagine if a teacher from a real public school makes $68,000 per annum. If he agrees to work at the charter school, and that school pays only $55,000; then the union would pay the $13,000 difference (provided he works to unionize the school).

If he agrees to work at the charter school which is due the next day. The crowd left happier than Oprah audience members when everyone was given a free copy of *All Souls* to take home. Michael Patrick MacDonald kindly stayed until he had autographed and written a message to every single person who asked for it. The line for autographs was long, but everyone left happy.

(Lillie Marshall teaches Eighth Grade Humanities at Boston Latin Academy.)

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**The Mozart School Shows Its BTUnity!**

Front row (L to R): Shelley McConoghy, Katy Gonzalez, Jeannette Lake-Jackson, Deanna Kelliher, Clare Giacoppo.

Middle Row (L to R): Dave Matthews, Kim Haynes, Beatrice Brown, Maria Ryan, Andrea Simmons.

Boston Day & Evening Academy

Boston Day & Evening Academy (BDEA) is an alternative high school near Dudley Square that serves over-age students who are at risk of dropping out or have already dropped out. What an amazing place! In last spring’s student newsletter, Lakiya Furtado-Betts wrote movingly about her experience: “I walked through BDEA’s doors with a closed mind and a broken heart, but now I’m leaving here with a smile on my face and so much to give.”

The school is open 12 hours/day and students are enrolled in a Day, Evening, or Distance Learning Program. BDEA is competency based, which means that classes are ungraded and students move at their own pace. Every three months new students enter and spend their first trimester in an intensive “Seminar” which introduces them to the culture and expectations of the school, assesses their academic strengths and needs, and helps place them in appropriate classes. Regular “Advisory” periods are built into the schedule to address students’ personal challenges.

I was invited to visit BDEA by Head of School Beatriz Zapater, and welcomed by everyone I met. School secretary Tanairy Alvarado, a graduate of BDEA and current Quincy College nursing student, was especially helpful. My guide through the school was Arkeem Samuel, an articulate and enthusiastic young man who is working on his “Capstone” project prior to graduation. Capstone students do independent research, often related to a career they’re interested in pursuing.

We started in a science class, where Aaron Stone was leading a discussion of the ways fast food companies load up on addictive substances such as fat, salt, and sugar. In another class, students had examined a sheep’s brain and were learning about the human nervous system. One student handed me his “creative writing” piece about the journey a breath of air takes after it enters the body!

BDEA’s administrators, teachers, students, former students, and a host of support staff working together make for a remarkable learning community. Math teacher Chris Johnson and his colleagues all commented on the sense of “family” at BDEA. Arkeem expressed it this way: “I owe this school my whole life.”

I was working on systems of equations (combining or comparing two sets of data) in math class. I’ve learned how to create a system of equations from a word problem, pulling out equations that can be used to solve it.

Stephanie Natal

I am writing a persuasive essay about how women are perceived in hip hop culture. This is in my genre writing class, where I’ve been learning how to research and express myself in different writing styles.

Andre Devereaux

We are studying the human body in science. Here we were sharing our comments and questions about the relationship between obesity and high fructose syrup. We’ve learned that one reason people are overweight is because many foods are loaded with addictive substances like salt, sugar, and fat.

Mr. Stone’s Seminar Class

This is during our Capstone class, where we prepare for graduation and work on a research project related to our interests or occupational goals. We’ve learned that it’s much easier to do research when you choose something you care about: our topics are Novel Writing and the Occupy Movement.

Li Yu & Josey Smith

I was trying to figure out what scene to use in my paper on Shakespeare. Ms. Pastrana is always there to help me; she pushes me to do my best and explains everything until I understand. She makes sure I’m always on point and never gives up on me. She’s a great teacher!

Panetikly Diejuste (“Junior” to all)
Why BTUVotes and Mail-In Balloting are Good for Our Union

- Mail in balloting is the way to go.
- Members support the union, but don’t feel like voting is a good first step in helping more voices be heard.
- Increased access to voting is simply the right thing to do.
- It’s what a democratic union should do.
- It’s what BTU members want.
- BTU members value voting.
- BTU members are a broad cross section of our membership. I fully support BTU Votes.
- BTU members want to vote.
- BTU members are well informed. They know what is happening.
- BTU members value our union and its decisions.
- BTU members want to be heard.
- BTU members want to be part of the process.
- BTU members want to have a say in union activities and power.
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Pension COLA Update

By Sandra M. Carle and Lawrence J. Connolly, RTC Legislative Committee Co-Chairs

Over the past several weeks the Legislative Committee has been busy attempting to bring pressure on the Retirement Board to increase our COLA from the $12,000 base ($360/year) to the $16,000 base ($480/year), allowed under legislation passed in 2010. Last year, Boston turned it down but many retirement boards accepted the higher base.

We decided to attend the monthly Board meetings held in City Hall on the second Wednesday of each month from 10 AM to 2 PM. At the April meeting, thanks to Sean Kelly, the Board chairperson, we were given a chance to testify and make a strong case for an increase. We planned to go to the May meeting – despite the fact the date was changed from the usual Wednesday to the same date as our spring luncheon – as we feel it is harder to turn us down when we are sitting in the same room.

Additionally, we have been collecting signatures on a petition at union meetings and insurance workshops to send to public officials and board members. We have collected 1,357 signatures on 78 petition sheets from active and retired teachers as well as 255 signatures from firefighters on 16 sheets for a total of 1,612 signatures on 94 sheets.

On April 30, we sent individual letters to Mayor Menino, the 13 city councilors, and all five members of the Retirement Board along with a fact sheet outlining the short comings of the Massachusetts retirement system in comparison to other systems, and a four-page spread sheet of other Massachusetts systems that have already turned it down but many retirement boards accepted the higher base.

As a result of these findings, our committee began to lobby our elected officials on Beacon Hill to correct the inadequacies of the benefit system. Legislation worked its way out of the Public Service Committee and what started out as a full COLA became a COLA on the maximum Social Security benefit, then on $22,000, and, in its final version, Chapter 188 of the Acts of 2010, on $16,000. This amounts to an increase of only $10 per month. With the average pension being around $26,000 per year (and many older and lower paid workers getting much less), this will allow one to buy a gallon of milk and a loaf of bread each month!

Retirees have a vested interest in the full funding of the pension system. We assert that the cause of the unhappy龟retirees was the fiscal irresponsibility of past elected officials who, instead of matching employee contributions, chose to pay retirees with current employee contributions. It is unfair to now try to aggressively fund this unfunded liability by using the investment returns on the contributions of these same employees. Full funding by 2025 is an ideal, but not if it necessitates an inadequate COLA which impoverishes retirees.

Many other municipal retirement systems have already tried to balance their fiscal obligation of full funding with their social obligation to temper devastating effects of inflation on public employee retirees by accepting the $16,000 base allowed under Chapter 188 of the Acts of 2010. Please see attached Local Option Legislation Information chart.

To illustrate the inadequacy of our COLA, consider a teacher retiring in 2001 at full pension, who has received COLAs increasing the pension by a total of 7.2% over 10 years. If that teacher receives a small Social Security check for private sector employment, that check has increased by over 31.2% in that same 10 year period, despite no Social Security COLA for two of these years! 7.2% vs. 31.2% – pretty clear!!

Attached please find copies of petitions that we have collected at a couple of our meetings. We appreciate your fiscal prudence but also hope you do not let it cloud your social obligation to provide minimal relief to those employees who taught your children, fought your fires, policed your streets, answered your sick calls, swept and plowed your streets and parks, prepared your paycheck, and maybe even put an orange greeting under your windshield wiper. They and their successors are the reason Boston works.

Sincerely,

Sandra M. Carle, Cochair
Laurence J. Connolly, Cochair
Legislative Committee
Retired Teachers Chapter/Boston Teachers Union

Larry Connolly, Marilyn Marion and Dave Donovan.

INFORMATION FOR NEW RETIREES

When you retire, you are no longer a member of the Union because you no longer pay dues. And, you are no longer a member of the Health and Welfare Fund, which means you no longer have dental coverage and eyeglass coverage.

If you wish to continue your connection to the union, you can join the Retired Teachers Chapter (RTC). The dues will be taken from your retirement check each month ($5 for teachers, $2.50 for para). The RTC offers a dental insurance benefit to its members for a fee each month. Our Dental Plan covers members only and their spouse. You can also avail yourself of COBRA coverage through Health and Welfare for 18 months after retiring. For info on COBRA call 1-617-288-0500.

FILL IN THE COUPON AND RETURN TO THE RTC TO RECEIVE A PACKET OF INFORMATION ON THE RTC. Hopefully, after reading the info, you will fill in the blue card and return it to us.

[Signature]

Complete the information below and we will send you the application form.

Name __________________________
Address __________________________
City/State/Zip __________________________
Email __________________________
Telephone __________________________

Circle your previous position: Teacher Paraprofessional

Send this form to: RTC, 180 Mount Vernon Street, Dorchester, MA 02125

BOSTON UNION TEACHER ◆ June, 2012 ◆ 7
There has been much talk, anticipation, consternation and frustration about the new teacher performance evaluation system that will go into effect in all Boston Public Schools for the 2012–2013 school year. The Massachusetts Board of Elementary and Secondary Education passed regulations that required the Turnaround Schools to implement a new plan this year (11–12) and each district across the Commonwealth that has Turnaround Schools to implement it district-wide in the 2012–2013 school year. Additionally all districts across the state must implement these new regulations in 2013-2014. So what are the changes that are coming? The following is an attempt to describe in broad strokes the new performance evaluation system.

The first change is that the current Meets Standards / Does Not Meet Standards rating is replaced with a four category rating system. The categories are Exemplary, Proficient, Needs Improvement, and Unsatisfactory. Gone also are Interim and Year End Evaluations. Timelines and specific dates are generally abolished. For example, the year end evaluation prior to May 15th is gone. Likewise the twenty to fifty day period between evaluations no longer applies. The requirement for written notice within five days of an informal visit in which a need for improvement is noted has been replaced with an electronic notification system.

Educators must complete a self assessment and develop goals that align with the goals of their school and the BPS. Each teacher must develop a plan that needs to be approved by the school administrator. If not approved the plan would go back to the educator for revision. This will require time and thought on the part of the educator to ensure that the goals are realistic and attainable.

There is also a great focus on the collection of evidence, both on the part of the evaluator and the teacher. Evidence to support, supplement, and/or possibly refute some statements may be entered on the educator’s electronic evidence log. Each educator will have their own site where information about their plan and status and progress towards standards and goals will be stored.

The type and length of the plan will vary according to the category of the teacher’s performance rating. For example an educator with a rating of Needs Improvement could have a Directed Growth Plan with a duration “No shorter than 60 days.” Many variables will influence the type of plan an educator may have. All teachers are scheduled to receive some type of evaluation during the 2012–2013 school year, though some teachers may be on a two year cycle. Self-Directed Growth Plan.

A major question and concern is what type of plan will each educator have at the start of the cycle. Nearby is a chart which attempts to explain the process for the placement of teachers in various categories as the system transitions to the new evaluation system. There will be many questions. Please email comments to pconnolly@btu.org.

There is at present no contractual language to deal with issues that may arise from the implementation of this new system. The BPS and the BTU spent many hours during and outside the negotiating sessions to develop and design the rubrics, instruments, and processes that would guide the evaluation system. The plan for the transitional year contains some of the elements both sides wanted. It is not a final product and further negotiations may alter some of the components of the evaluation system. The intent here is to ensure that Boston educators have clarity on the plans for next school year and to provide an understanding of what the BTU and the BPS have developed so far.

The photo was taken at Brighton High School’s announcement of their newly-selected “Educator of the Year,” the red sweatered Emily Bozeman.

Brighton High Shows Its Support to the Boston Teachers Union and Congratulates Educator of the Year Emily Bozeman.

The photo was taken at Brighton High School’s announcement of their newly-selected “Educator of the Year,” the red sweatered Emily Bozeman.

Boston High School has turned a new leaf and is showing its support for the teachers union. The photo captures the moment when the union honored Emily Bozeman as the “Educator of the Year.”

There are several important changes in the new teacher performance evaluation system.

1. **Self-Directed Growth Plan**: For educators with a rating of Needs Improvement, they can develop a self-directed growth plan. This plan must be approved by the administrator and must have a duration “No shorter than 60 days.”

2. **Directed Growth Plan**: For educators with a rating of Unsatisfactory, they may be placed on a directed growth plan. This plan also must be approved by the administrator and must have a duration “No shorter than 60 days.”

3. **Improvement Plan**: For educators with a rating of Unsatisfactory Improvement Plan, they may be placed on an improvement plan. This plan must be approved by the administrator and must have a duration “No shorter than 60 days.”

4. **No Shorter than 60 Days**: This means that educators with a rating of Needs Improvement or Unsatisfactory must have their plans reviewed and approved every 60 days until they improve.

5. **Evidence Log**: Each educator will have an electronic evidence log tracking progress towards standards and goals. Educators will be able to submit evidence to this electronic system.

6. **Self-Assessment**: Educators will submit an analysis of a past record of student learning, growth, and achievement on an assessment of practice against Performance Standards by October 1st.

Boston Union Teacher June, 2012