

# Educator Evaluation System



November 13, 2012

# Educator Evaluation Model System

The screenshot shows a web browser window displaying the website for the Massachusetts Department of Elementary & Secondary Education. The address bar shows the URL <http://www.doe.mass.edu/eeval/>. The page features a navigation menu with categories like News, School/District Profiles, School/District Administration, Educator Services, Assessment/Accountability, and Family & Community. The main content area is titled "Educator Evaluation" and includes a headline stating that there are no current evaluation headlines. It provides a link to "Educator Evaluation News Archives" and a detailed paragraph about the new regulations adopted on June 28, 2011. The text explains that the Department of Elementary and Secondary Education (ESE) is committed to supporting effective Educator Evaluation implementation, developed the Model System, and is using federal Race to the Top grant funds for training materials and resources. It also mentions the development of guidelines for determining educator impact and incorporating student and parent feedback. A link to the Educator Evaluation FAQs is provided, along with contact information for inquiries. Below this, there is a section for "Educator Evaluation Resources" featuring a PowerPoint presentation titled "ESE Model System: S.M.A.R.T. Goals Workshops February-March 2012". The presentation is described as a tool for districts to use during regional workshops, developed in response to feedback from district leaders and principals.

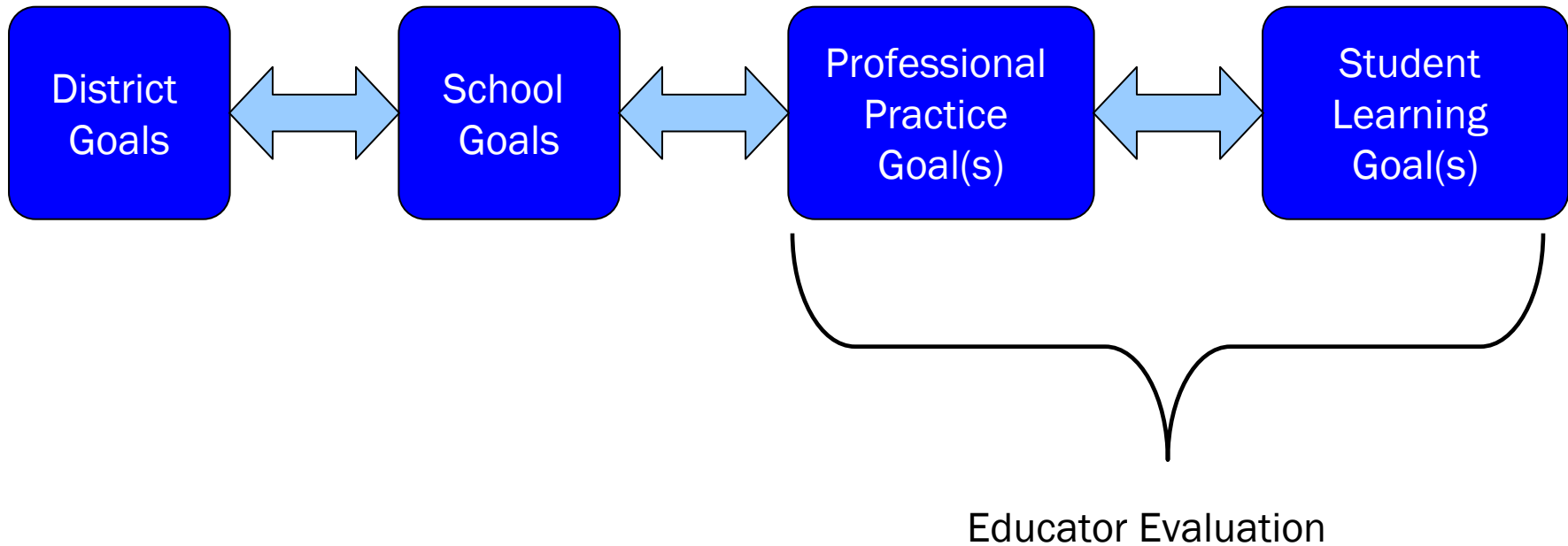
<http://www.doe.mass.edu/eeval/>

# Educator Evaluation

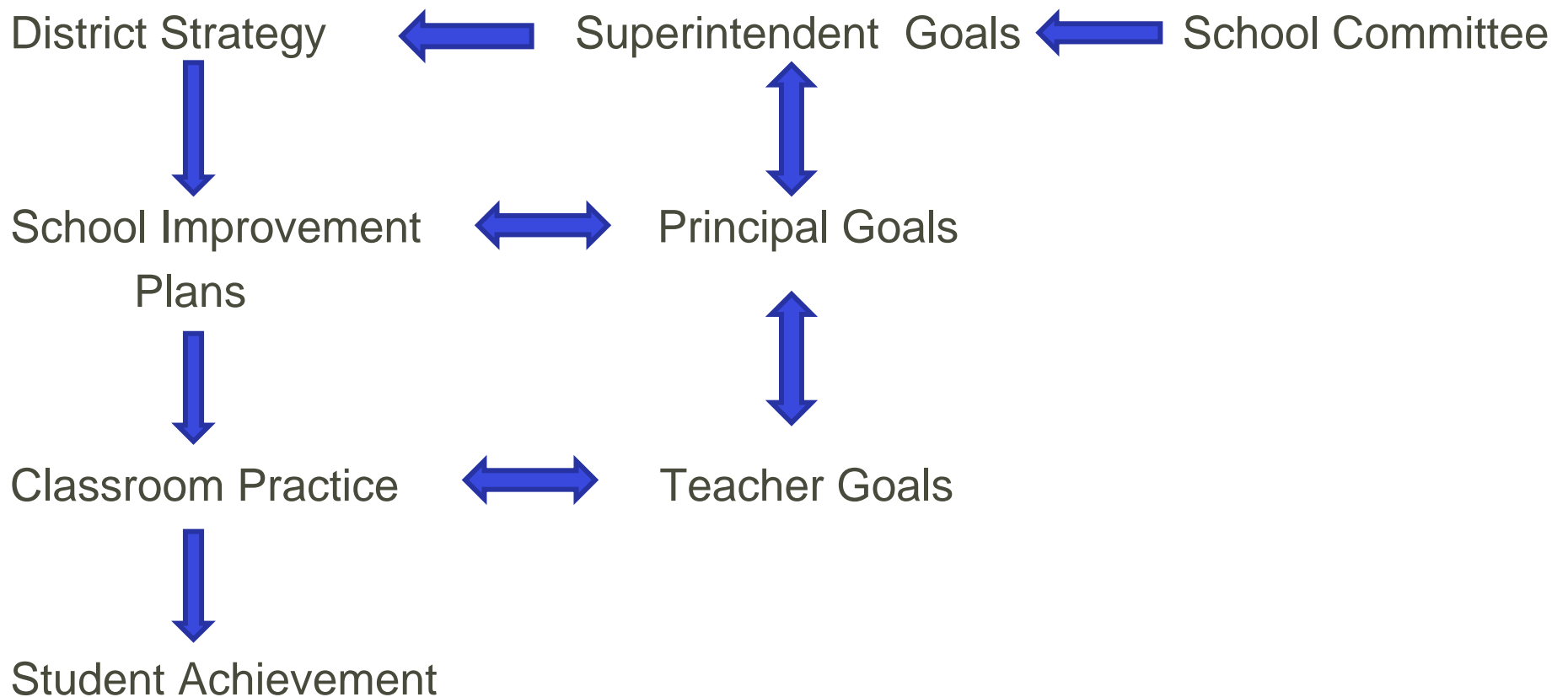
- ∞ **New DESE Regulations approved on June 28, 2011**
- ∞ **Collaboratively Designed by**
  - Massachusetts Teachers Association
  - Massachusetts Association of Secondary School Principals
  - Massachusetts Elementary School Principals Association
  - Massachusetts Association of School Superintendents
  - Department of Elementary and Secondary Education
- ∞ **Requires evaluation of all educators on a license**
- ∞ **Designed to promote leaders and teachers growth and development**
- ∞ **Designed to support and inspire excellent practice**

# Create a "Through Line" Across Goals

How can I manage my professional growth



# Goal Setting Process Focus-Coherence-Synergy



# System Overview

- ∞ Focuses on Educator Growth
- ∞ Educators are partners in the process
- ∞ Five Step Evaluation Cycle
  - Self-Assessment
  - Analysis, Goal Setting, Educator Plan Development
  - Implementation of Plan
  - Formative Assessment (Midyear or Mid-cycle)
  - Summative Evaluation (End of Year/Cycle Evaluation)
- ∞ Rubric for Evaluation
- ∞ Use of Artifacts for Evidence
  - Lesson Plans, Professional Development Activities, Fliers
  - Announced and Unannounced observations
- ∞ Differentiated Approach
  - New Teachers
  - Non-PTS Teachers
  - PTS Teachers
  - PTS Teachers who need additional support
- ∞ Use of Measurable Goals

# Components of System

## ∞ Four Standards

## ∞ Specificity of Rubric

- Standards
- Indicators
- Elements

## ∞ Levels of Performance on Rubric

- Exemplary (Exceeding the Standard)
- Proficient (Meeting the Standard)
- Needs Improvement (Progressing Toward the Standard)
- Unsatisfactory (Does not meet standard)

## ∞ Multiple Measures of Student Performance (School Year – To Be Determined)

## ∞ Use of Student Surveys (School Year – To Be Determined)

# The framework establishes four standards of practice with supporting rubrics defining four levels of effectiveness

Principals & Administrators	Teachers
Instructional Leadership*	Curriculum, Planning & Assessment*
Management and Operations	Teaching All Students*
Family & Community Partnerships	Family & Community Engagement
Professional Culture	Professional Culture

\* denotes standard on which educator must earn proficient rating to earn overall proficient or exemplary rating; earning professional teaching status without proficient ratings on all four standards requires superintendent review



# Standards, Indicators, and Rubrics

## ∞ **Standards (4) - Required in Regulations**

- Instructional Leadership (5 Indicators)
- Management and Operations (5 Indicators)
- Family and Community Engagement (4 Indicators)
- Professional Culture (6 Indicators)

## ∞ **Indicators (20)**

## ∞ **Elements (32)**

## ∞ **Rubrics**

- A tool for making explicit and specific the behaviors and actions present at each level of performance

# Teacher Rubric At-A-Glance

Standard I: Curriculum, Planning, and Assessment	Standard II: Teaching All Students	Standard III: Family and Community Engagement	Standard IV: Professional Culture
<b>A. Curriculum and Planning Indicator</b> 1. Subject Matter Knowledge 2. Child and Adolescent Development 3. Rigorous Standards-Based Unit Design 4. Well-Structured Lessons	<b>A. Instruction Indicator</b> 1. Quality of Effort and Work 2. Student Engagement 3. Meeting Diverse Needs	<b>A. Engagement Indicator</b> 1. Parent/Family Engagement	<b>A. Reflection Indicator</b> 1. Reflective Practice 2. Goal Setting
<b>B. Assessment Indicator</b> 1. Variety of Assessment Methods 2. Adjustments to Practice	<b>B. Learning Environment Indicator</b> 1. Safe Learning Environment 2. Collaborative Learning Environment 3. Student Motivation	<b>B. Collaboration Indicator</b> 1. Learning Expectations 2. Curriculum Support	<b>B. Professional Growth Indicator</b> 1. Professional Learning and Growth
<b>C. Analysis Indicator</b> 1. Analysis and Conclusions 2. Sharing Conclusions With Colleagues 3. Sharing Conclusions With Students	<b>C. Cultural Proficiency Indicator</b> 1. Respects Differences 2. Maintains Respectful Environment	<b>C. Communication Indicator</b> 1. Two-Way Communication 2. Culturally Proficient Communication	<b>C. Collaboration Indicator</b> 1. Professional Collaboration
	<b>D. Expectations Indicator</b> 1. Clear Expectations 2. High Expectations 3. Access to Knowledge		<b>D. Decision-Making Indicator</b> 1. Decision-making
			<b>E. Shared Responsibility Indicator</b> 1. Shared Responsibility
			<b>F. Professional Responsibilities Indicator</b> 1. Judgment 2. Reliability and Responsibility

# School Level Administrator Rubric At-A-Glance

Standard I: Instructional Leadership	Standard II: Management & Operations	Standard III: Family and Community Engagement	Standard IV: Professional Culture
<b>A. Curriculum Indicator</b> 1. Standards-Based Unit Design 2. Lesson Development Support	<b>A. Environment Indicator</b> 1. Plans, Procedures, and Routines 2. Operational Systems 3. Student Safety, Health, and Social and Emotional Needs	<b>A. Engagement Indicator</b> 1. Family Engagement 2. Community and Business Engagement	<b>A. Commitment to High Standards Indicator</b> 1. Commitment to High Standards 2. Mission and Core Values 3. Meetings
<b>B. Instruction Indicator</b> 1. Instructional Practices 2. Quality of Effort & Work 3. Diverse Learners' Needs	<b>B. Human Resources Management &amp; Development Indicator</b> 1. Recruitment & Hiring Strategies 2. Induction, Professional Development, and Career Growth Strategies	<b>B. Sharing Responsibility Indicator</b> 1. Student Support 2. Family Collaboration	<b>B. Cultural Proficiency Indicator</b> 1. Policies and Practices
<b>C. Assessment Indicator</b> 1. Variety of Assessments 2. Adjustment to Practice	<b>C. Scheduling &amp; Management Information Systems Indicator</b> 1. Time for Teaching and Learning 2. Time for Collaboration	<b>C. Communication Indicator</b> 1. Two-Way Communication 2. Culturally Proficient Communication	<b>C. Communications Indicator</b> 1. Communication Skills
<b>D. Evaluation Indicator</b> 1. Educator Goals 2. Observations & Feedback 3. Ratings 4. Alignment Review	<b>D. Law, Ethics &amp; Policies Indicator</b> 1. Laws and Policies 2. Ethical Behavior	<b>D. Family Concerns Indicator</b> 1. Family Concerns	<b>D. Continuous Learning Indicator</b> 1. Continuous Learning of Staff 2. Continuous Learning of Administrator
<b>E. Data-Informed Decision Making Indicator</b> 1. Knowledge & Use of Data 2. School and District Goals 3. Improvement of Performance, Effectiveness, and Learning	<b>E. Fiscal Systems Indicator</b> 1. Fiscal Systems		<b>E. Shared Vision Indicator</b> 1. Shared Vision Development
			<b>F. Managing Conflict Indicator</b> 1. Response to Disagreement 2. Conflict Resolution 3. Consensus Building

# Superintendent Rubric At-A-Glance

Standard I: Instructional Leadership	Standard II: Management & Operations	Standard III: Family and Community Engagement	Standard IV: Professional Culture
<b>A. Curriculum Indicator</b> 1. Standards-Based Unit Design 2. Lesson Development Support	<b>A. Environment Indicator</b> 1. Plans, Procedures, and Routines 2. Operational Systems 3. Student Safety, Health, and Social and Emotional Needs	<b>A. Engagement Indicator</b> 1. Family Engagement 2. Community and Business Engagement	<b>A. Commitment to High Standards Indicator</b> 1. Commitment to High Standards 2. Mission and Core Values 3. Meetings
<b>B. Instruction Indicator</b> 1. Instructional Practices 2. Quality of Effort & Work 3. Diverse Learners' Needs	<b>B. Human Resources Management &amp; Development Indicator</b> 1. Recruitment & Hiring Strategies 2. Induction, Professional Development, and Career Growth Strategies	<b>B. Sharing Responsibility Indicator</b> 1. Student Support 2. Family Collaboration	<b>B. Cultural Proficiency Indicator</b> 1. Policies and Practices
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# Model Rubrics: Structure

**Vertical  
Alignment  
within Rubrics**

**Standards**

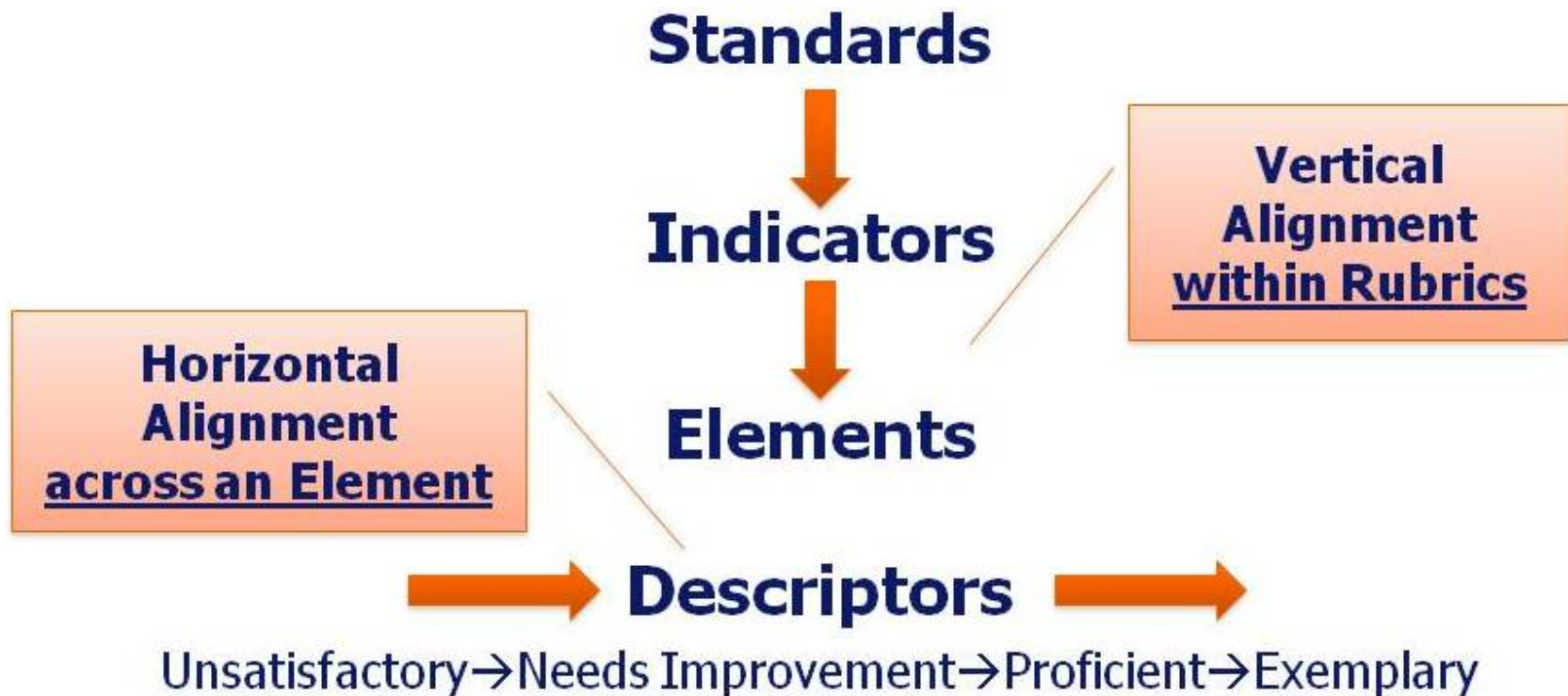


**Indicators**



**Elements**

# Model Rubrics: Structure



# The Model Rubrics Are Aligned

**Superintendent Rubric**



**Principal/School-Level Administrator Rubric**



**Teacher Rubric + Specialized Instructional  
Support Personnel Rubrics**

# Rubric Alignment, e.g., Goal Setting

## **Superintendent Rubric (I-D-1):**

Supports administrators and administrator teams to develop and attain meaningful, actionable, and measurable professional practice, student learning, and, where appropriate, district/school improvement goals.

## **Principal/School-level Administrator Rubric (I-D-1):**

Supports educators and educator teams to develop and attain meaningful, actionable, and measurable professional practice and student learning goals.

## **Teacher Rubric (IV-A-2):**

Proposes challenging, measurable professional practice, team, and student learning goals that are based on thorough self-assessment and analysis of student learning data.



# Alignment of Rubrics, e.g., Goal Setting

## **Superintendent Rubric (I-D-1):** Supports

administrators and administrator teams to develop and attain meaningful, actionable, and measurable professional practice, student learning, and, where appropriate, district/school improvement goals.

## **Principal/School-level Administrator Rubric (I-D-1):** Supports educators and educator teams to

develop and attain meaningful, actionable, and measurable professional practice and student learning goals.

**Teacher Rubric (IV-A-2):** Proposes challenging, measurable professional practice, team, and student learning goals that are based on thorough self-assessment and analysis of student learning data.

# Model Rubrics: Vertical Alignment within Rubrics

## ∞ Example: Teacher Rubric

- Standard I
  - “Standard I. Curriculum, Planning, and Assessment”
- Indicator B
  - “Indicator I-B. Assessment”
- Elements 1 & 2
  - I-B-1: Variety of Assessment Methods
  - I-B-2: Adjustments to Practice

# Example of Teacher Rubric

## **Standard I: Curriculum, Planning, and Assessment.**

*The teacher promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.*

# Example

**Indicator IA. Curriculum and Planning: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards based units of instruction consisting of well structured lessons with measurable outcomes.**

I-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-1. Subject Matter Knowledge	Demonstrates limited knowledge of the subject matter and/or its pedagogy; relies heavily on textbooks or resources for development of the factual content. Rarely engages students in learning experiences focused on complex knowledge or skills in the subject.	Demonstrates factual knowledge of subject matter and the pedagogy it requires by sometimes engaging students in learning experiences around complex knowledge and skills in the subject.	<b>Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and skills in the subject.</b>	Demonstrates expertise in subject matter and the pedagogy it requires by engaging all students in learning experiences that enable them to synthesize complex knowledge and skills in the subject. Is able to model this element.
I-A-2. Child and Adolescent Development	Demonstrates little or no knowledge of developmental levels of students this age or differences in how students learn. Typically develops one learning experience for all students that does not enable most students to meet the intended outcomes.	Demonstrates knowledge of developmental levels of students this age but does not identify developmental levels and ways of learning among the students in the class and/or develops learning experiences that enable some, but not all, students to move toward meeting intended outcomes.	<b>Demonstrates knowledge of the developmental levels of students in the classroom and the different ways these students learn by providing differentiated learning experiences that enable all students to progress toward meeting intended outcomes.</b>	Demonstrates expert knowledge of the developmental levels of the teacher's own students and students in this grade or subject more generally and uses this knowledge to differentiate and expand learning experiences that enable all students to make significant progress toward meeting stated outcomes. Is able to model this element.

# Exemplary

“The educator’s performance significantly exceeds *Proficient* and could serve as a model for leaders district-wide or even statewide. Few educators—principals and superintendents included—are expected to demonstrate *Exemplary* performance on more than a small number of Indicators or Standards.”

# Proficient

“*Proficient* is the expected, rigorous level of performance for educators. It is the demanding but attainable level of performance for most educators.”

# Needs Improvement

Educators whose performance on a Standard is rated as *Needs Improvement* may demonstrate inconsistencies in practice or weaknesses in a few key areas. They may not yet fully integrate and/or apply their knowledge and skills in an effective way. They may be new to the field or to this assignment and are developing their craft.

# Unsatisfactory

Educators whose performance on a Standard is rated as *Unsatisfactory* are significantly underperforming as compared to the expectations. *Unsatisfactory* performance requires urgent attention.



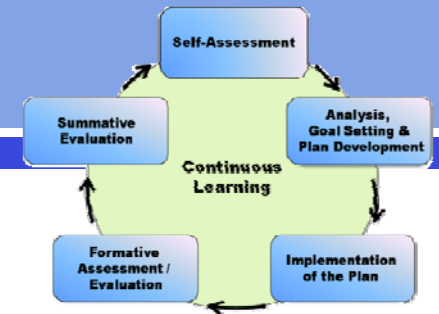
# Self-Assessment: Three Parts

## 35.06 (2) (a)

- (a) Each educator shall be responsible for gathering and providing to the evaluator information on the educator's performance, which shall include:
  - 1) an analysis of evidence of student learning, growth, and achievement for students under the educator's responsibility;
  - 2) an assessment of practice against Performance Standards; and
  - 3) proposed goals to pursue to improve practice and student learning, growth, and achievement.
  
- (b) The educator shall provide such information, in the form of self-assessment, in a timely manner to the evaluator at the point of goal setting and plan development.

# Two Types of Goals

In Regulations – 35.02



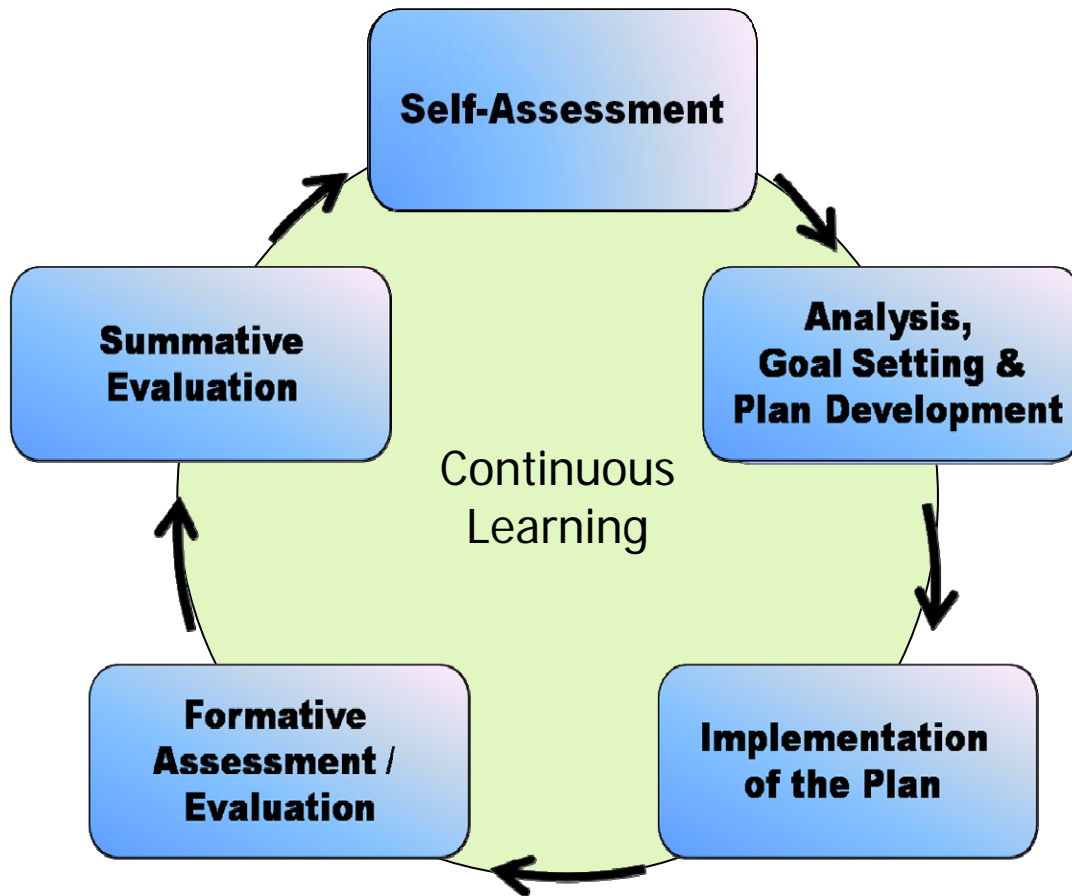
## ∞ Student Learning Goals:

“specified improvement in student learning, growth, and achievement”

## ∞ Professional Practice Goals:

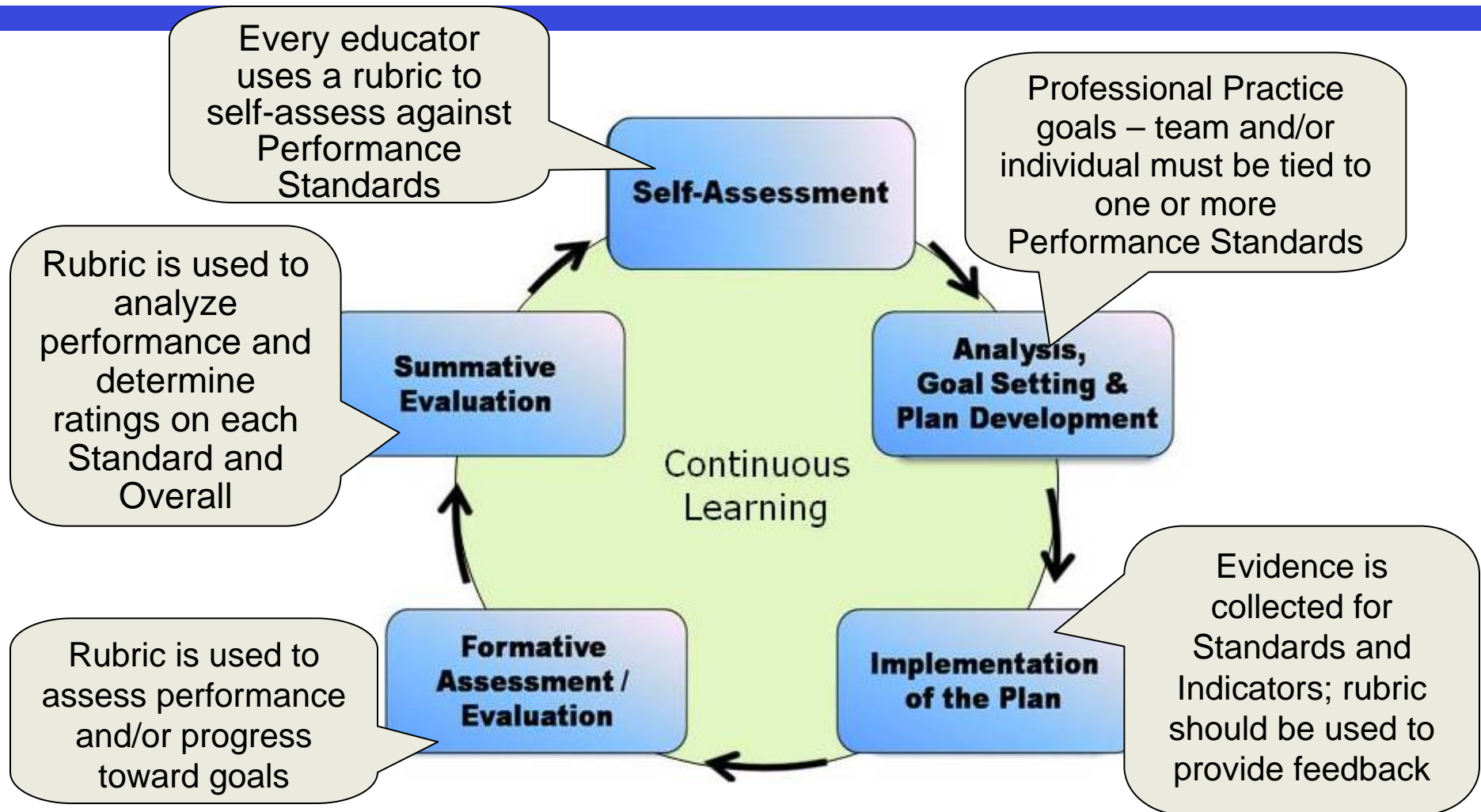
“educator practice in relation to performance standards, educator practice in relation to indicators”

# 5-Step Evaluation Cycle



- ★ Every educator is an active participant in an evaluation
- ★ Process promotes collaboration and continuous learning
- ★ Foundation for the Model

# 5 Step Evaluation Cycle: Rubrics



# A Massachusetts SMARTer GOAL =

A Goal Statement

+

Key Actions

+

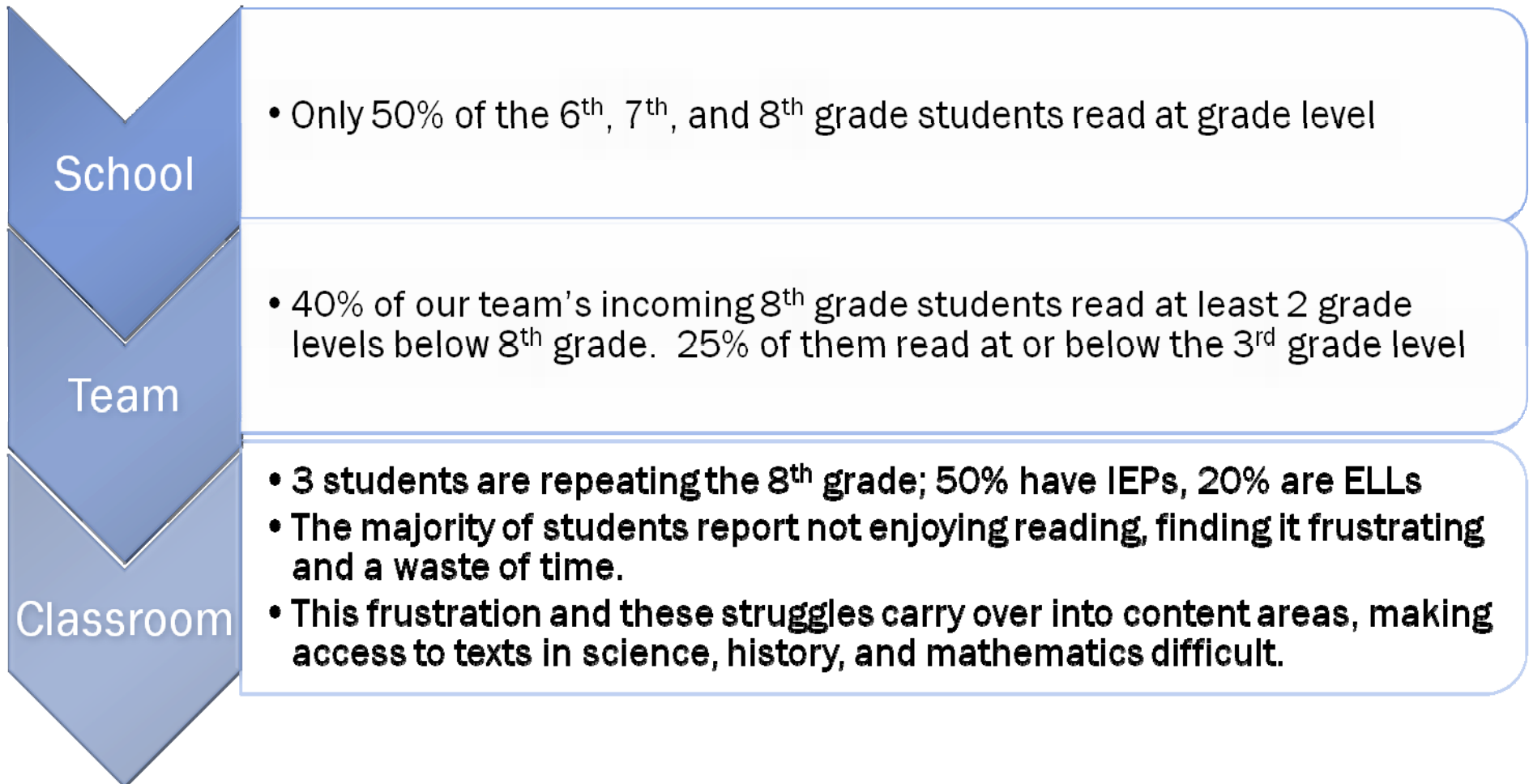
Benchmarks (Process & Outcome)

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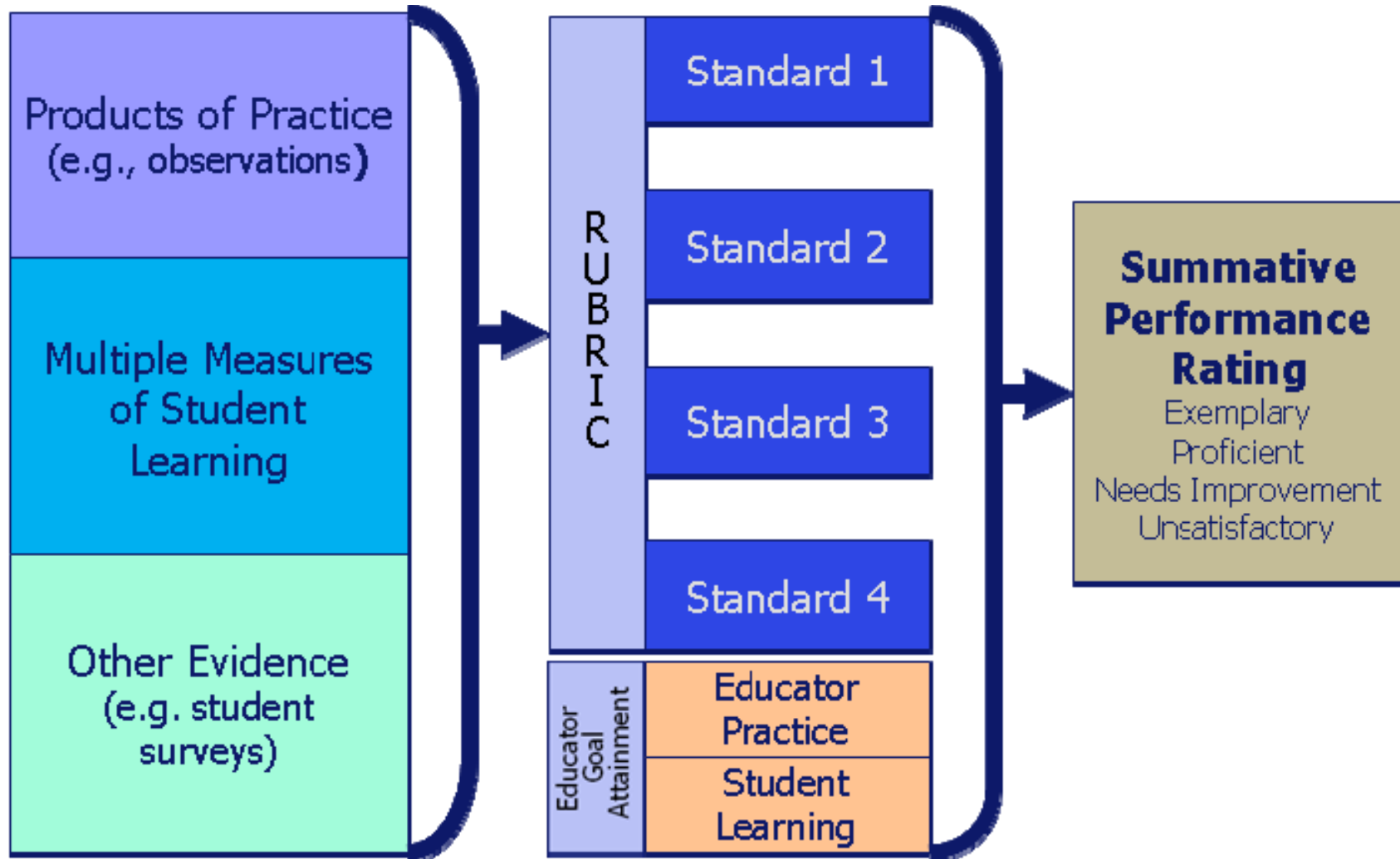
**The Heart of the Educator Plan**

# Isaac Foster

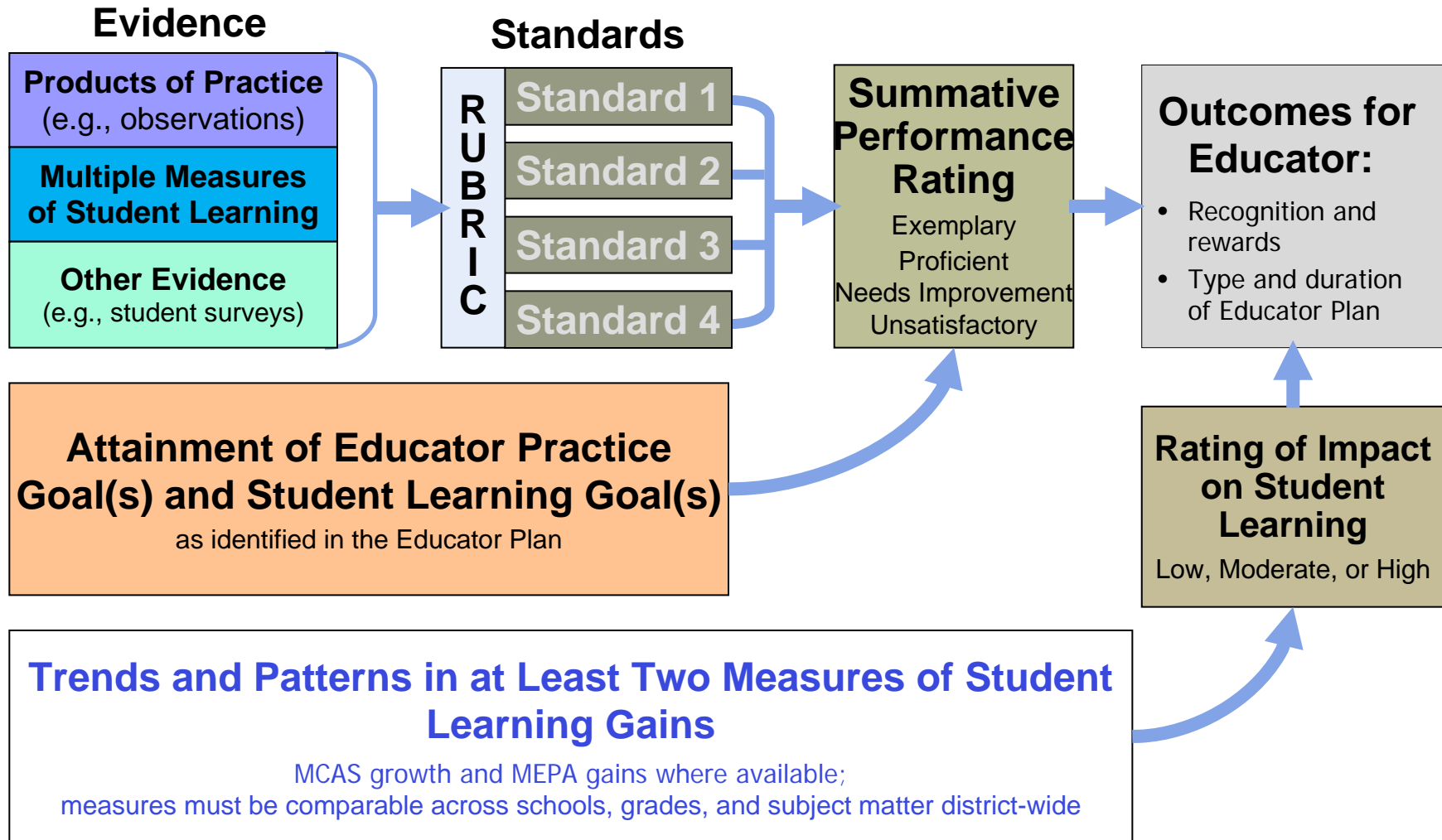
## Analysis of Student Learning Needs



# Multiple Sources of Evidence Inform the Summative Performance Rating



# Multiple Sources of Evidence Inform the Evaluation





# Educators Earn Two Separate Ratings

<b>Summative Rating</b>	<b>Exemplary</b>	<b>1-YEAR SELF-DIRECTED GROWTH PLAN</b>	<b>2-YEAR SELF-DIRECTED GROWTH PLAN</b>	
	<b>Proficient</b>			
	<b>Needs Improvement</b>	<b>DIRECTED GROWTH PLAN</b>		
	<b>Unsatisfactory</b>	<b>IMPROVEMENT PLAN</b>		
		<b>Low</b>	<b>Moderate</b>	<b>High</b>
		<b>Rating of Impact on Student Learning</b> (multiple measures of performance, including MCAS Student Growth Percentile and MEPA where available)		

# Educators Earn Two Separate Ratings

<b>Summative Rating</b>	<b>Exemplary</b>	1-YEAR SELF-DIRECTED GROWTH PLAN	2-YEAR SELF-DIRECTED GROWTH PLAN		
	<b>Proficient</b>				
	<b>Needs Improvement</b>	DIRECTED GROWTH PLAN			
	<b>Unsatisfactory</b>	IMPROVEMENT PLAN			
		<b>Low</b>	<b>Moderate</b>	<b>High</b>	
		<b>Rating of Impact on Student Learning</b> (multiple measures of performance, including MCAS Student Growth Percentile and MEPA where available)			

**Based on:  
Rating of Performance on each of 4 Standards + Attainment of Goals**

**Based on Trends and Patterns on state- and district-determined measures of student learning gains**

# Four Different Educator Plans

- ∞ The ***Developing Educator Plan*** (*Non-PTS Teachers and teachers new to a position*) is developed by the educator and the evaluator and is for one school year or less.
- ∞ The ***Self-Directed Growth Plan*** (*PTS Teachers*) applies to educators rated Proficient or Exemplary and is developed by the educator. When the Rating of Impact on Student Learning is implemented (beginning in 2014-15), educators with a Moderate or High Rating of Impact will be on a two-year plan; educators with a Low Rating will be on a one-year plan.
- ∞ The ***Directed Growth Plan*** (*PTS Teachers*) applies to educators rated Needs Improvement and is a plan of one school year or less developed by the educator and the evaluator.
- ∞ The ***Improvement Plan*** (*PTS Teachers*) applies to educators rated Unsatisfactory and is a plan of no less than 30 calendar days and no longer than one school year, developed by the evaluator.

# Phase-in Over the Next Few Years

- ☞ **Phase 1** – Summative ratings based on attainment of goals and performance against the four Standards defined in the educator evaluation requirements (September 2013)
- ☞ **Phase 2a** – Rating of educator impact on student learning gains based on trends and patterns of multiple measures of student learning gains (TBD)
- ☞ **Phase 2b** – Using feedback from students (for teachers) and teachers (for administrators) – (TBD)

# Next Steps for Lexington

- ∞ Collective bargaining process for areas not in regulations
- ∞ 2012-2013 evaluation pilots in all schools (up to 50 teachers)
- ∞ Establishment of an ad hoc advisory committee to advise the LEA and administration throughout the pilot
- ∞ Training for all supervisors and educators during the next two years

# What Plan Will I Be On Next Year?

2012-13 School Year	2013-14 School Year
Non-PTS (Will be Non-PTS Next Year)	Developing Educator Plan
Non-PTS (Will be PTS Next Year)	Self-Directed Growth Plan
PTS Cycles (Years 1 to 4)	50% - Year 1 of Self-Directed Growth Plan
PTS Cycles (Years 1 to 4)	50% - To Be Determined
PTS New to An Assignment	Developing Educator Plan or Self-Directed Growth Plan
PTS on Tier 2 or Tier 2 Warning	Next Steps To Be Determined

Thank You!

