

New State Educator Evaluation Overview

Educational Supervision For Excellence



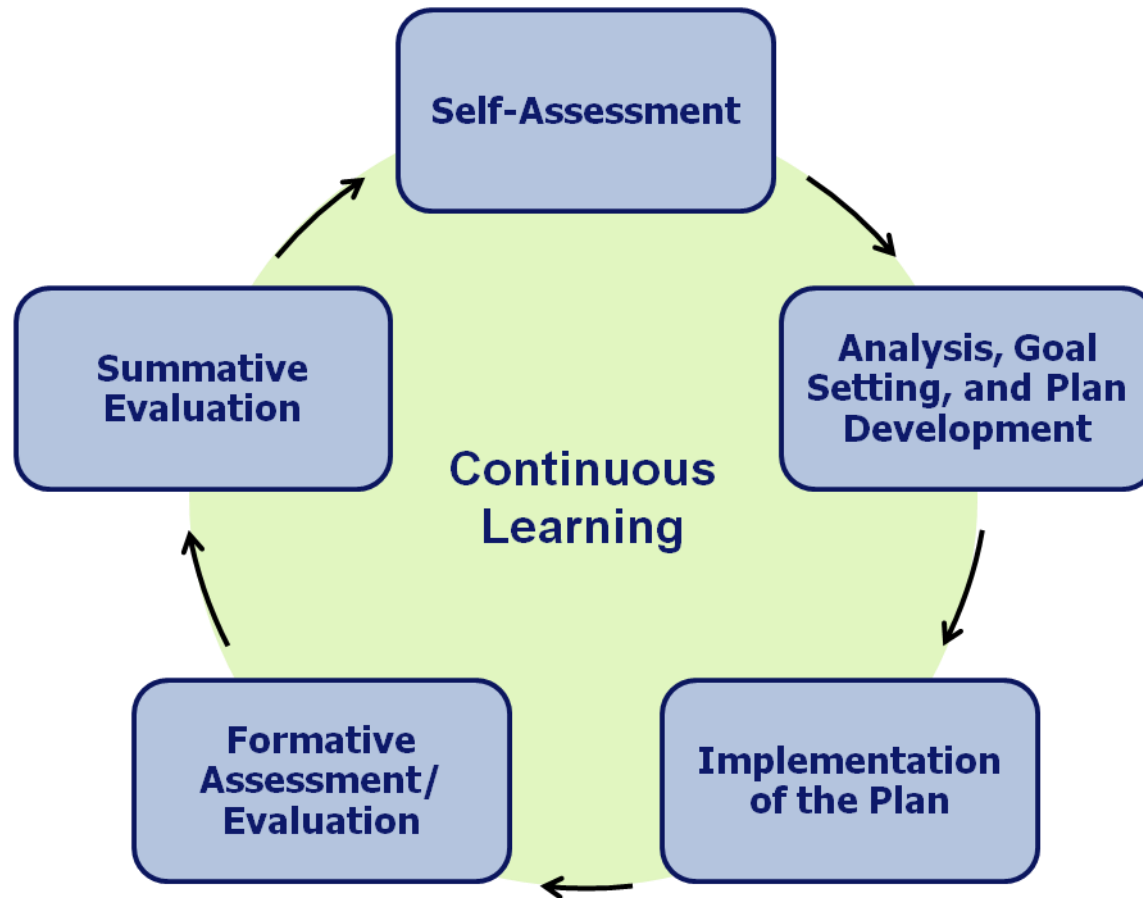
The National Perspective: Research and Reports

- Research confirms that teachers and leaders matter most to students' achievement
- Recent studies find current educator evaluation systems lacking in three key ways:
 - Lack sufficient connection to goals for student learning and growth
 - Do not provide educators with adequate feedback for improvement
 - Fail to differentiate variability of educator effectiveness within schools and across districts

Purposes of MA's System for Effective Educator Evaluation

- Empower Every Educator to Take Ownership of Their Evaluation
- Promote Growth and Development
- Place Student Learning at the Center
- Recognize Excellence
- Set a High Bar for Tenure
- Shorten Timelines for Improvement

The 5-Step Cycle of Evaluation



Collaboration and Continuous Learning are the focus

MSEC Implementation – Year I Timeline

Step	Timeline
One element under each of the four standards is identified for evaluation	August, 2012
Teachers and administrators determine the evidence for proficiency under each element	September, 2012
Leadership team develops rubrics for the evaluation of each element	September, 2012
Principals meet with individual teachers to establish two SMART goals	Beginning of October, 2012
Principals conduct professional practice observations	October - May
Principals and teachers collect artifacts of professional practice	October - May
Formative evaluation – principals give ongoing feedback	October - May
Summative Evaluation	June, 2013

MSEC Training Schedule

In addition to the consultation training outlined below, staff will participate in school based sessions, including an ‘unpacking the rubric’ activity in the fall.

<i>Date</i>	<i>Topic</i>	<i>Audience</i>
September 4, 2012	Overview of the New Evaluation Tool	All Staff
September 12, 2012	Unpacking the Rubric	Admin.
October 10, 2012	Self-Assessment	Admin.
November 7, 2012	SMART Goals/Plan Development	Admin.
December 5, 2012	Gathering Evidence	Admin.
January 9, 2013	Observations and Feedback	Admin.
February 6, 2013	Rating Educator Performance	Admin.
March 6, 2013	Rating Impact on Students	Admin.
March 13, 2013	Self-Assessment, SMART Goals/Plans	Teaching Staff
August 28, 2013	Gathering Evidence/Observations & Feedback	Teaching Staff
August 29, 2013	Rating Educator Performance and Rating Impact on Students	Teaching Staff

5 Key Elements Developed by Task Force

- Four educator plans
- Four statewide Standards & Indicators for all educators
- Three categories of evidence
- Four performance ratings that apply to all educators
- 5-Step Cycle of evaluation for continuous improvement

4	4	3	4	5
• Educator Plans	• Statewide standards and indicators	• Categories of Evidence	• Statewide Performance Ratings	• Step Cycle of Evaluation

MA Task Force on the Evaluation of Teachers and Administrators. *Building a Breakthrough Framework for Educator Evaluation in the Commonwealth*. March 2011, page 15.

Four Types of Educator Plans

- **Developing Educator Plan**

For educators without Professional Teaching status, administrators in the first three years in a district, or at the discretion of an evaluation for an educator in a new assignment

- **Self-Directed Growth Plan**

For experienced educators rated proficient or exemplary on their last evaluation; these plans can be one or two years in length

- **Directed Growth Plan**

For educators rated in need of improvement of on their last evaluation

- **Improvement Plan**

For educators rated unsatisfactory on their last evaluation

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



Teacher Rubric At-A-Glance

The 4 Standards, 16 Indicators, and 33 elements in the Model Rubric for teachers:

Standard I: Curriculum, Planning, and Assessment	Standard II: Teaching All Students	Standard III: Family and Community Engagement	Standard IV: Professional Culture
A. Curriculum and Planning Indicator <ol style="list-style-type: none"> 1. Subject Matter Knowledge 2. Child and Adolescent Development 3. Rigorous Standards-Based Unit Design 4. Well-Structured Lessons 	A. Instruction Indicator <ol style="list-style-type: none"> 1. Quality of Effort and Work 2. Student Engagement 3. Meeting Diverse Needs 	A. Engagement Indicator <ol style="list-style-type: none"> 1. Parent/Family Engagement 	A. Reflection Indicator <ol style="list-style-type: none"> 1. Reflective Practice 2. Goal Setting
B. Assessment Indicator <ol style="list-style-type: none"> 1. Variety of Assessment Methods Growth 2. Adjustments to Practice 	B. Learning Environment Indicator <ol style="list-style-type: none"> 1. Safe Learning Environment 2. Collaborative Learning Environment 3. Student Motivation 	B. Collaboration Indicator <ol style="list-style-type: none"> 1. Learning Expectations 2. Curriculum Support 	B. Professional Growth Indicator <ol style="list-style-type: none"> 1. Professional Learning and
C. Analysis Indicator <ol style="list-style-type: none"> 1. Analysis and Conclusions 2. Sharing Conclusions With Colleagues 3. Sharing Conclusions With Students 	C. Cultural Proficiency Indicator <ol style="list-style-type: none"> 1. Respects Differences 2. Maintains Respectful Environment 	C. Communication Indicator <ol style="list-style-type: none"> 1. Two-Way Communication 2. Culturally Proficient Communication 	C. Collaboration Indicator <ol style="list-style-type: none"> 1. Professional Collaboration
	D. Expectations Indicator <ol style="list-style-type: none"> 1. Clear Expectations 		D. Decision-Making Indicator <ol style="list-style-type: none"> 1. Decision-making
			E. Shared Responsibility Indicator <ol style="list-style-type: none"> 1. Shared Responsibility
			F. Professional Responsibilities Indicator <ol style="list-style-type: none"> 1. Judgment 2. Reliability and Responsibility



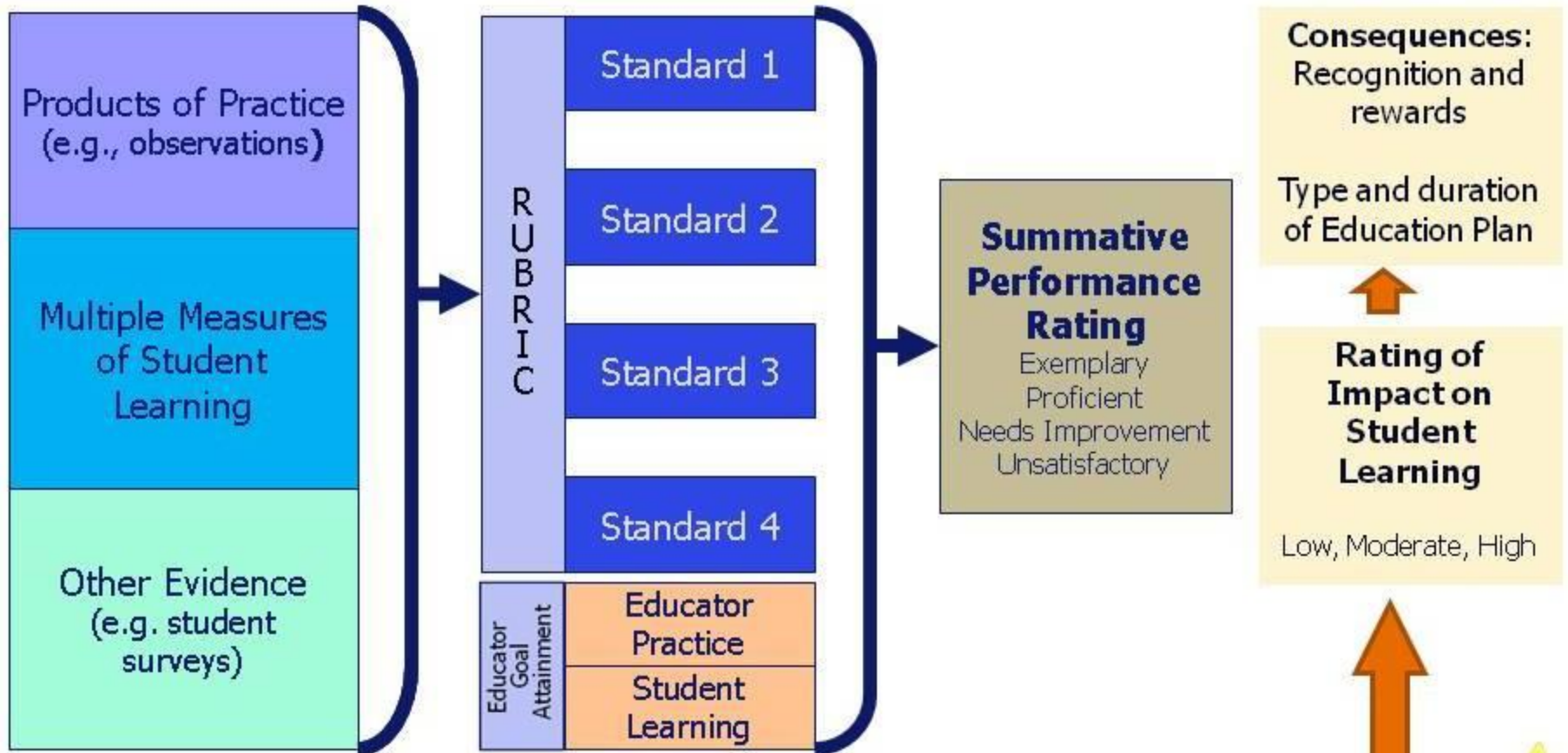
Rubric Sample

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.*

Indicator I-A. 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-3. Well-designed Lessons	Develops lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class.	Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.	Develops well-structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student's needs. Is able to model this element.

Summative Performance Rating



Trends and Patterns in at least two measures of student learning gains. MCAS growth and ACCESS gains where available; measures must be comparable across schools, grades, and subject-matter district-wide.

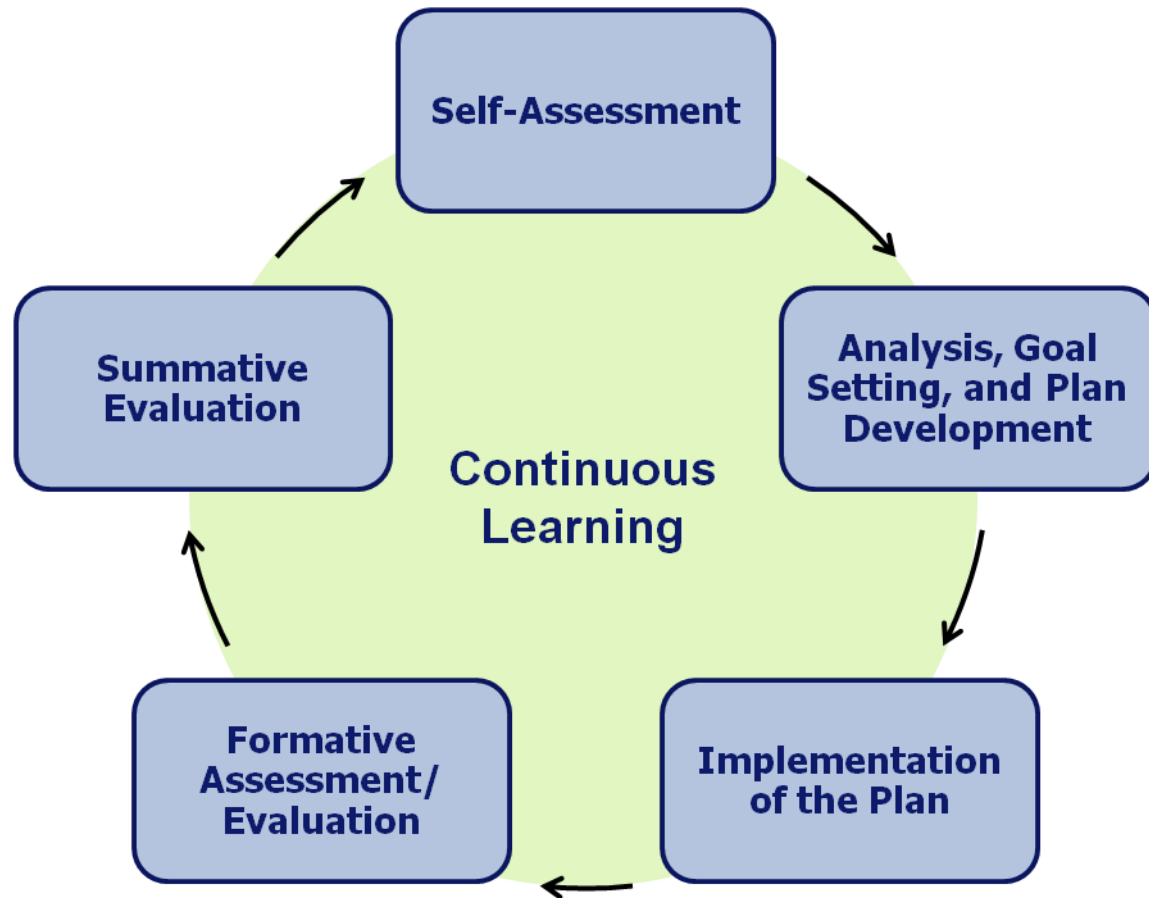


Revised 10/15/2011

How Ratings Determine the Type of Educator Plan

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

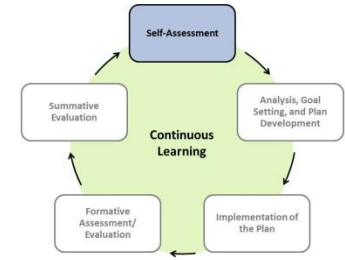
The 5-Step Cycle of Evaluation



14

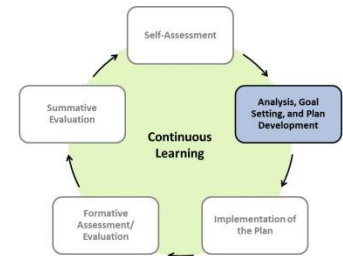
Collaboration and Continuous Learning are the focus

Step 1: Self-Assessment



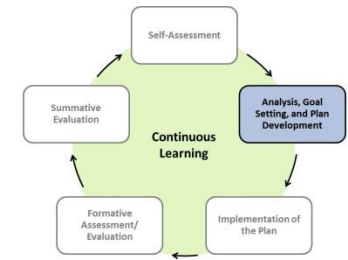
- Educators self-assess their performance using:
 - Student data, *and*
 - The Standards and Indicators of Effective Teaching Practice and/or Administrative Leadership (garnered from the rubric)
- Educators propose goals related to their professional practice and student learning needs

Step 2: Analysis, Goal Setting and Plan Development



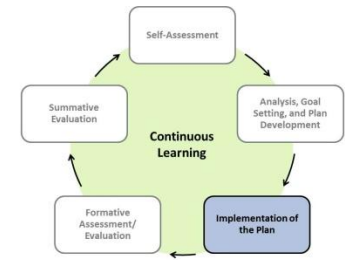
- Educators set at least two goals:
 - Student learning goal
 - Professional practice goal
(Aligned to the Standards and Indicators of Effective Teaching and/or Administrative Leadership Practice)
- Educators are required to consider team goals
- Evaluators have final authority over goals

Step 2: Analysis, Goal Setting and Plan Development, cont.



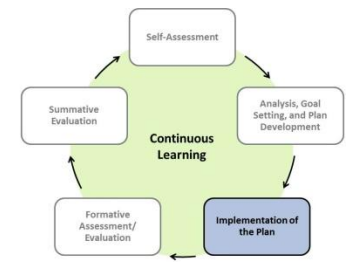
- Goals should be S.M.A.R.T.:
 - S=Specific and Strategic;
 - M=Measurable;
 - A=Action-Oriented;
 - R=Rigorous, Realistic, and Results-Focused;
 - T=Timed and Tracked
- Goals become S.M.A.R.T.er with a plan and benchmarks that describe the educator's and evaluator's actions

Step 3: Implementation of the Plan - Educator



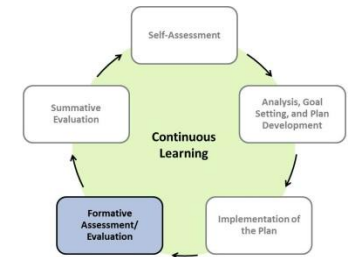
- Educator completes the planned action steps
- Educator collects evidence of:
 - Active outreach to families (Standard III)
 - Fulfillment of professional responsibilities and growth (Standard IV)

Step 3: Implementation of the Plan - Evaluator



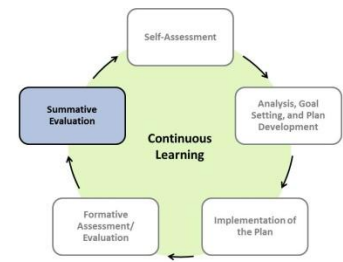
- Evaluator collects evidence on the professional practice of educators, including:
 - Multiple measures of student learning
 - Observations and artifacts (Standards I & II)
 - Additional evidence related to performance standards
- Evaluator provides feedback on practice to educators

Step 4: Formative Assessment/ Evaluation



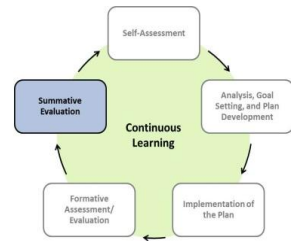
- Educator submits collected data to evaluator
- Evaluator summarizes data collected, coming to a formative rating on each of the four standards of professional practice and/or assessment of progress toward goals
- Evaluator provides feedback to the educator to help him or her improve professional practice

Step 5: Summative Evaluation



- Educator submits collected data to evaluator
- Evaluator determines an overall summative rating of performance based on:
 - The educator's performance against the four performance Standards (educators receive a rating for each Standard), *and*
 - Evidence of the attainment of goals

Step 5: Summative Evaluation, cont.



- Evaluator provides feedback to the educator to help him or her improve professional practice
- Educator uses summative evaluation to inform self-assessment

MSEC Implementation – Year I Timeline

Step	Timeline
One element under each of the four standards is identified for evaluation	August, 2012
Teachers and administrators determine the evidence for proficiency under each element	September, 2012
Leadership team develops rubrics for the evaluation of each element	September, 2012
Principals meet with individual teachers to establish two SMART goals	Beginning of October, 2012
Principals conduct professional practice observations	October - May
Principals and teachers collect artifacts of professional practice	October - May
Formative evaluation – principals give ongoing feedback	October - May
Summative Evaluation	June, 2013

MSEC Training Schedule

In addition to the consultation training outlined below, staff will participate in school based sessions, including an ‘unpacking the rubric’ activity in the fall.

<i>Date</i>	<i>Topic</i>	<i>Audience</i>
September 4, 2012	Overview of the New Evaluation Tool	All Staff
September 12, 2012	Unpacking the Rubric	Admin.
October 10, 2012	Self-Assessment	Admin.
November 7, 2012	SMART Goals/Plan Development	Admin.
December 5, 2012	Gathering Evidence	Admin.
January 9, 2013	Observations and Feedback	Admin.
February 6, 2013	Rating Educator Performance	Admin.
March 6, 2013	Rating Impact on Students	Admin.
March 13, 2013	Self-Assessment, SMART Goals/Plans	Teaching Staff
August 28, 2013	Gathering Evidence/Observations & Feedback	Teaching Staff
August 29, 2013	Rating Educator Performance and Rating Impact on Students	Teaching Staff