Message from the Evaluation Team

The purpose of this document is to guide educators through the evaluation process while providing a framework for thinking about evaluation. We hope this framework connects the various elements of the revised regulation on educator evaluation (goal setting, standards and indicators, common assessments, expected impact , surveys and feedback, and formative and summative conferences) into a coherent and meaningful experience that helps educators improve their craft. In addition to walking educators through the evaluation system, this guide delineates the values and assumptions that underscore the district's approach to educator evaluation. Evaluation should increase educator autonomy and encourage educators to be self-directed. An evaluation system should help educators to be more effective. The role of evaluators and administrators in an evaluation system should be to create conditions where educators can do quality work while ensuring educators have the resources they need. Evaluation should help educators to align their efforts with intended outcomes and help educators measure and observe the effects of their work on their students and the world. We hope this approach builds an educator's sense of self-efficacy and fosters high levels of job satisfaction. Evaluation done well allows us to have a clear vision of what we want to accomplish (goals) based on evidence of what educators and students need to be successful (self-assessment), in order to become more effective and experience the satisfaction that occurs when our efforts achieve intended results (reflection on practice and learning using assessments, evidence, artifacts). Evaluation done well is about creating the conditions where talented teachers want to work and students enjoy learning. The Educator Evaluation Team is always interested in feedback. If you have suggestions or questions regarding educator evaluation, this guide or professional development, please contact any one of the team members below.
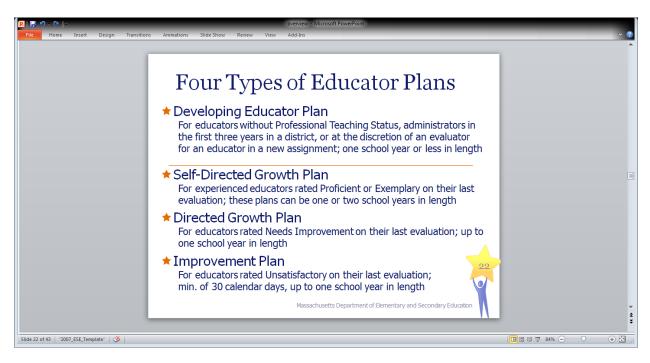
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Teachpoint – The Web Based System We Use for Documentation

- Login can be acquired through the IT director dolsson@hadleyschools.org
- Training for Teachpoint for new teachers occurs during opening PD days. If you would like additional training contact the superintendent amckenzie@hadleyschools.org

Determining Your Plan

- Identify the plan that you are on.

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 evaluator for an educator in a new assignment; one school year or less in length

★ **Self-Directed Growth Plan**
For experienced educators rated Proficient or Exemplary on their last evaluation; these plans can be one or two school years in length

★ **Directed Growth Plan**
For educators rated Needs Improvement on their last evaluation; up to one school year in length

★ **Improvement Plan**
For educators rated Unsatisfactory on their last evaluation; min. of 30 calendar days, up to one school year in length

Massachusetts Department of Elementary and Secondary Education

- Plans affect goal timelines and collection of evidence.

Summative Rating Determines Your Educator Plan

Massachusetts Department of Elementary and Secondary Education

Self-Assessment

- There are two assessments to complete: assessment of student learning and assessment of professional practice.
- Reflection/self-assessment questions to set student learning goal:
    - What are the essential skills, content, and habits I expect my students to learn this year?
    - Based on available data (formative baseline assessments, MCAS, prior year performance, etc.) what is the current level of performance of my students?
    - After analyzing the gap between where I want students to be at the end of the year and where they are now, what goal will I set for student growth?
    - How will I measure student learning, growth, and achievement (For commonly taught courses or subjects assessments should be identical or comparable. Assessments may be commercial assessments or district developed, and may include, but are not limited to: portfolios, pre- and post tests, unit and course assessments, performance assessments, and capstone projects)?
- Refer to the [Classroom Teacher Rubric](#) and reflect on the questions below when setting your professional practice goal.
    - How would I rate my proficiency in each standard?
    - What evidence supports my self-assessment? **Evidence** should be expressed in terms of student learning outcomes. In other words, what evidence do I have that my practice has had an observable and positive impact on student learning?
    - What artifacts support my self-assessment? **Artifacts** may include lesson plans, units, curriculum maps, assessments, rubrics, examples of tech integration, teacher web pages, etc.; artifacts do not always explicitly demonstrate impact on student learning.
- Write these up and submit to teach point.

Goal Setting (What is my expected impact on student learning?)

- The self -assessments should then lead to your two goals for the year.
    - Student Learning Goal – What is critical for my students to learn this year? How will I know when my students achieve proficiency or mastery (evidence and data, including common assessments, I will analyze)? What measurable, challenging, yet realistic learning/growth targets will I set for my students?
    - Professional Practice Goal – What standards and indicators will I focus on this year in order to have the greatest impact on student learning and ensure I meet my student learning goal? What artifacts will I produce to demonstrate proficiency on my professional practice goal?
- Goals may be team goals or individual goals.

Meeting with Evaluator to Discuss Self-Assessment, Goals, and Educator Plan (October)

- When meeting with your evaluator for the first time be prepared to discuss:
  - My expectations for student learning this year are (academic, behavioral, etc)…
  - The present level of performance for my students is…
  - The data and assessments I evaluated to determine priorities and areas of concern for my students include…
  - If my students were to my expectations for student learning, growth, and achievement this year I would expect to see… as measured by…
  - My current level of proficiency in each standard is…
  - The evidence/artifacts I evaluated to rate my proficiency include…
- Responses to these questions will inform the Educator Plan. The Educator Plan helps the educator and evaluator to come to a shared understanding on:
  - What the educator will accomplish? What will be the educator impact on student learning?
  - By when?
  - With what resources and supports?

During the development of the Educator Plan, evaluators shall communicate clear expectations for educator impact, including but not limited to anticipated student learning gains for the multiple measures that will be used as evidence of educator performance.

Formative Evaluation Meeting (February for 1 year plans; May for 2 year plans)

- During the formative evaluation meeting discuss your student learning and professional practice goals:
  - I have made: no progress, some progress, significant progress, met or exceeded towards my student learning goal. The evidence that supports my self-evaluation is…
  - I have made: no progress, some progress, significant progress, met or exceeded towards my professional practice goal. The evidence that supports my self-evaluation is…
  - My evaluation of my practice for each of the four standards is: unsatisfactory, needs improvement, proficient, or exemplary. My rationale/evidence for each rating is…

Expected Impact on Student Learning to be Considered Under Standard II Indicator C (What is my observed impact on student learning?)

- When reviewing assessment data, did my students meet my expectations
- Per DESE regulations, expected impact shall mean the educator meets or exceeds anticipated student learning gains on multiple measures of student learning, growth, and achievement. The evaluator shall use professional judgment to determine whether the educator is having expected impact on student learning based on student learning gains on common assessments and, where available, statewide student growth measures. If you have questions about how to measure growth in a meaningful way, talk with your evaluator or contact the superintendent at amckenzie@hadleyschools.org

- *The Educator Evaluation Team believes student assessment is a tool to help students and educators grow. It should not be punitive. The purpose of assessment is to give teachers information on the impact and effectiveness of their practice and give learners information about their skill acquisition and understanding of content. We believe in using meaningful measures of student learning to evaluate our practices and make adjustments to instruction, curriculum, and systems.Evaluators will use their professional judgment to determine if an educator's practice had the expected impact on student learning. The evaluator's assessment will be integrated into an educator's rating on Standard II: Teaching All Students which includes the Student Learning Indicator.*

Student and Parent Feedback (What is the perceived impact of my instruction?)

- Consider how you might get feedback from students that would help you be more effective. Examples of questions you might ask students include:
  - What was the purpose of the unit or lesson? What did you learn?
  - What parts of the unit helped you learn? What activities did you find most effective and why?
  - If you could change something about the lesson/unit/instruction, what would it be?
- Discuss the feedback you collect with your evaluator. What adjustments will you make to your curriculum or your instruction based on feedback?

Summative Evaluation (May year 1 for 1 year plans; May year 2 for 2 year plans)

- Rate progress on goals and standards as you did during the formative evaluation.
- Based on your overall evaluation of student growth, your impact on student learning (this refers to your assessment of student growth based on data/evidence), student feedback and your proficiency on the standards of effective practice, what will you focus on in your next evaluation cycle?

Additional Information - Artifacts and Evidence

- **Artifacts** are products created by the educator and/or student.
- **Evidence** is anything that proves a teacher did something- an observation, a list etc.
- We are required to show *evidence* for standards 3 and 4 only.
- Standards 1 and 2 are covered by observation.
- Goals and DDMs require artifacts as well.
- Your evaluator may ask for other artifacts as needed or in your conversations.

Timeline

Activity:	One Year Plans:	PTS on Two Year Plans
Superintendent, principal or designee meets with evaluators and educators to explain evaluation process	September 15	September 15 of year 1
Evaluator meets with 1st year educators to assist in self-assessment and goal setting process Educator submits self-assessment and proposed goals	October 1	N/A
Evaluator meets with Educators in teams or individually to establish Educator Plans (may be established at Summative Evaluation Report meeting in prior school year)	October 15	October 15 of year 1
Evaluator completes Educator Plans	November 1	November 1 of year 1
Evaluator should complete first observation of each Educator	November 15	Any time during the 2-year evaluation cycle
Educator submits evidence of parent outreach, professional growth, progress on goals (and other standards if desired) *or 4 weeks before *Formative Assessment* Report date established by evaluator	January 5	First Monday after April break of year 1
Educator should complete mid-cycle Formative Assessment Reports	February 1	June 1 of year 1
Evaluator holds Formative Assessment Meetings if requested by either Evaluator or Educator	February 15	June 1 of year 1
Educator submits evidence of parent outreach, professional growth, progress on goals (and other standards if desired) *or 4 weeks before *Summative Evaluation* Report date established by evaluator	First Monday after April break	First Monday after April break of year 2
Evaluator completes Summative Evaluation Report	May 30	May 30 of year 2
Evaluator meets with Educators whose overall Summative Evaluation ratings are Needs Improvement of Unsatisfactory	June 1	June 1 of year 2
Evaluator meets with Educators whose ratings are proficient or exemplary at request of Evaluator or Educator	June 10	June 10 of year 2
Educator signs Summative Evaluation Report and adds response, if any within 5 school days of receipt	June 15	June 15 of year 2

<u>**Summary of Amendments to Educator Evaluation Regulations – Amended 2/28/2017**</u>

In 2017, DESE approved the following amendments to Educator Evaluation Regulations.

- Elimination of separate, reported judgment of impact
- Educators and evaluators are encouraged to discuss anticipated student learning gains during goal setting and the development of the Educator Plan
- Student learning gains would be considered as part of the evidence reviewed under standard II – student learning indicator
- Length of an educator's plan subject to professional judgment of the evaluator
- All references to the separate student impact rating removed

<u>**Summary of Revisions to Educator Evaluation Rubrics Updated August 2018**</u>

In August of 2018, DESE published revised educator evaluation rubrics. The Hadley Educator Evaluation Team reviewed and discussed the revisions October 3, 2018. The revisions are as follows:

- Exemplary practice in many elements includes the expectation that an educator model the practice for other educators. Modeling can occur in formal and informal ways, including but not limited to training, teaching, coaching, assisting, sharing, and/or demonstrating good practice. Where and when this expectation is appropriate, this level of expertise is denoted by "Models practice for others."
- Indicator II-C Student Learning defined as "*Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement. For teachers responsible for direct instruction, these measures must include student progress on common assessments and, where available, statewide student growth measures.*"
- There are no associated elements or performance descriptors for the Student Learning Indicator.