

Overview: The Massachusetts Framework for Educator Evaluation

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION



Priorities of the new evaluation framework

- ✓ ***Place Student Learning at the Center*** – Student learning is central to the evaluation and development of educators
- ✓ ***Promote Growth and Development*** – Provide all educators with feedback and opportunities that support continuous growth and improvement through collaboration
- ✓ ***Recognize Excellence*** – Encourage districts to recognize and reward excellence in teaching and leadership
- ✓ ***Set a High Bar for Tenure*** – Entrants to the teaching force must demonstrate Proficient performance on all standards within three years to earn Professional Teacher Status
- ✓ ***Shorten Timelines for Improvement*** – Educators who are not rated Proficient face accelerated timelines for improvement

We want to ensure that each student in the Commonwealth is taught by an effective educator, in schools and districts led by effective leaders.



Key Components of the New Evaluation Framework

★ Summative Performance Rating

- New Performance Standards & Indicators
- Four Plans

★ Impact Rating on Student Performance

★ 5-Step Cycle



Everyone earns two ratings

**Summative
Performance
Rating**

**Exemplary
Proficient
Needs Improvement
Unsatisfactory**

**Impact Rating
on
Student
Performance**

**High
Moderate
Low**

***Most districts will not begin issuing Impact Ratings before the 2014-2015 school year.**



Summative Performance Rating



Summative Performance Rating

Exemplary
Proficient
Needs Improvement
Unsatisfactory

Rating reflects:

- ★ Performance based on Standards and Indicators of Effective Practice
- ★ Progress toward educator goals

Evidence includes:

1. Multiple measures of student learning, growth and achievement
2. Judgments based on observations and artifacts of professional practice
3. Additional evidence relevant to Standards (student/staff feedback)



4 Performance Levels

Exemplary



Proficient



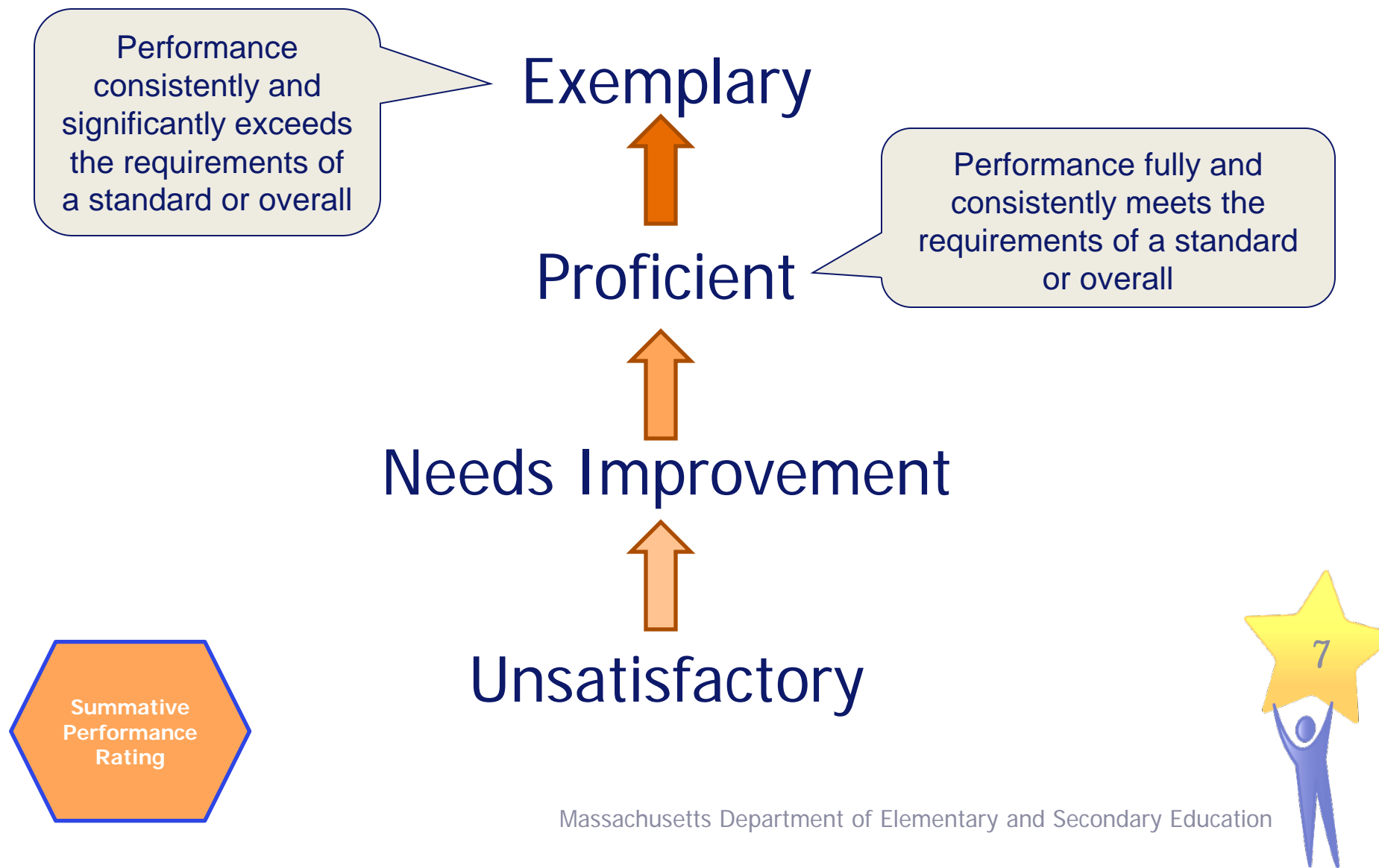
Needs Improvement



Unsatisfactory



4 Performance Levels



4 Standards of Effective Practice

School & District Administrators	Teachers & Specialized Instructional Support Personnel
Instructional Leadership*	Curriculum, Planning & Assessment*
Management & Operations	Teaching All Students*
Family & Community Engagement	Family & Community Engagement
Professional Culture	Professional Culture

*Standards requiring Proficient rating or above to achieve overall Summative Rating of Proficient or above



Standards and Indicators of Effective Teaching Practice

I. Curriculum, Planning, & Assessment	II. Teaching All Students	III. Family & Community Engagement	IV. Professional Culture
<div>A. Curriculum and Planning</div> <div>B. Assessment</div> <div>C. Analysis</div> <div><div>Summative Performance Rating</div></div>	<div>A. Instruction</div> <div>B. Learning Environment</div> <div>C. Cultural Proficiency</div> <div>D. Expectations</div>	<div>A. Engagement</div> <div>B. Collaboration</div> <div>C. Communication</div>	<div>A. Reflection</div> <div>B. Professional Growth</div> <div>C. Collaboration</div> <div>D. Decision-making</div> <div>E. Shared Responsibility</div> <div>F. Professional Responsibilities</div>

Standards and Indicators of Effective Teaching Practice (with ESE Model Rubric elements)

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

Standards and Indicators of Effective Teaching Practice (with ESE Model Rubric elements)

II. Teaching All Students

A. Instruction

1. Quality and Effort of Work
2. Student Engagement
3. Meeting Diverse Needs

B. Learning Environment

1. Safe Learning Environment
2. Collaborative Learning Environment
3. Student Motivation

C. Cultural Proficiency

1. Respects Differences
2. Maintains Respectful Environment

D. Expectations

1. Clear Expectations
2. High Expectations
3. Access to Knowledge

Standard of Effective Practice

Indicator of Effective Practice

Model System Rubric element

* For more information on rubrics, see
Part III: Guide to Rubrics and Model Rubrics



Proficient

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



Examining Proficient Practice

Example: Standard III: Family and Community Engagement

Indicator III A. Engagement: Welcomes and encourages every family to become active participants in the classroom and school community

Element III A-1. Parent and Family Engagement

Proficient: Uses a variety of strategies to support every family to participate actively and appropriately in the classroom and school community.

Guiding questions:

1. What does Proficient performance *look like*? What, exactly, would you expect a teacher to be doing?
2. Using your own words, describe Proficient performance for your Indicator, as demonstrated across the elements.



Horizontal and Vertical Analysis: Example III-B

III-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-B-1. Learning Expectations	Does not inform parents about learning or behavior expectations.	Sends home only a list of classroom rules and the learning outline or syllabus for the year.	Consistently provides parents with clear, user-friendly expectations for student learning and behavior.	Successfully conveys to most parents student learning and behavior expectations. Is able to model this element.
III-B-2. Curriculum Support	Rarely , if ever, communicates with parents on ways to support children at home or at school.	Sends home occasional suggestions on how parents can support children at home or at school.	Regularly updates parents on curriculum throughout the year and suggests strategies for supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency.	Successfully prompts most families to use one or more of the strategies suggested for supporting learning at school and home and seeks out evidence of their impact. Is able to model this element.



Model Rubrics: Horizontal Alignment Across an Element

- ★ The same behaviors are measured at each level of performance
- ★ Behaviors **across each element** are distinguished on the basis of:
 - Quality
 - Consistency
 - Scope of impact



Four Model System Rubrics

Superintendent Rubric (District-Level Administrators)	
Principal Rubric (School-Level Administrators)	
Classroom Teacher Rubric	Specialized Instructional Support Personnel Rubric

- ★ Similarities across rubrics underscore common responsibilities and understandings
- ★ Role-Specific Indicators can supplement rubrics to provide differentiation by role



Four Standards of Practice -- Educator Goals



Exemplary – Proficient – Needs Improvement -- Unsatisfactory



Summative Rating Determines Your Educator Plan

Summative Rating	Exemplary	1-yr Self-Directed Growth Plan	2-yr Self-Directed Growth Plan
	Proficient		
	Needs Improvement	Directed Growth Plan	
	Unsatisfactory	Improvement Plan	

*Developing Educator Plan: for new teachers & administrators

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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 90 calendar days, up to one school year in length



Student Impact Rating

Rating reflects:

- ★ At least 2 years of data from which *trends and patterns* can be identified
- ★ Multiple measures of student learning, growth & achievement

Evidence must include:

- ★ State-wide growth measures, where available (e.g. MCAS student growth percentiles, ACCESS scores)
- ★ District-determined measures comparable across the district for all educators in the same grade or content are



High
Moderate
Low

***Most districts will not begin issuing Impact Ratings before the 2014-2015 school year.**



Student Impact Rating

Determines Plan *Duration*

Summative Rating	Exemplary	1-yr Self-Directed Growth Plan		2-yr Self-Directed Growth Plan	
	Proficient				
	Needs Improvement	Directed Growth Plan			
	Unsatisfactory	Improvement Plan			
		Low	Moderate	High	
		Rating of Impact on Student Learning			

Impact Rating on Student Performance

Massachusetts Department of Elementary and Secondary Education

Student Impact Rating

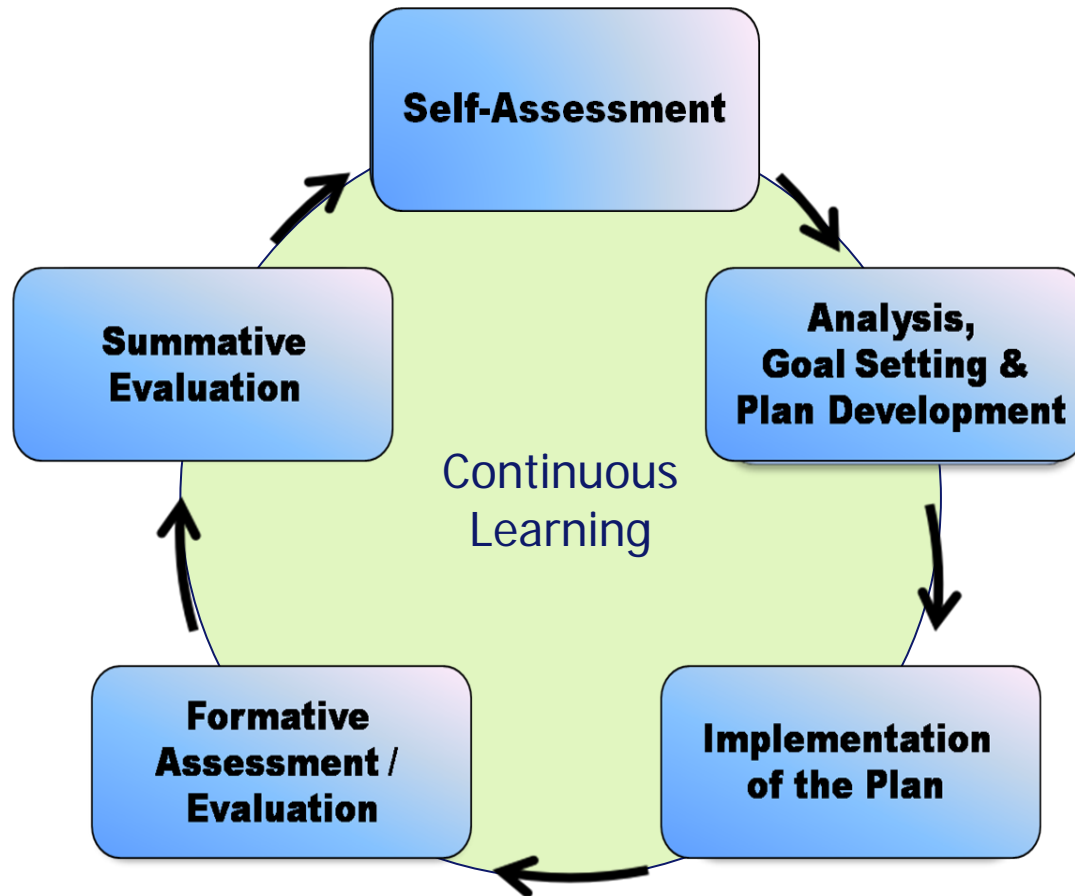
- ★ The Student Impact Rating must be based on at least *2 years of data across multiple measures*, and therefore is unlikely to be issued until the following years:
 - Level 4 districts: 2014-2015 school year
 - All other districts: 2015-2016 school year
- ★ Districts will begin identifying and piloting district-determined measures* in 2013



* For more information on district-determined measures, see *Part VII: Rating Educator Impact on Student Learning Using District-Determined Measures of Student Learning*



5 Step Evaluation Cycle



- ★ Every educator is an active participant in their own evaluation
- ★ Process promotes collaboration and continuous learning

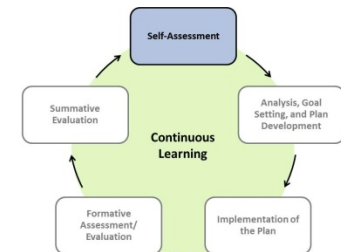


Step 1: Self-Assessment

★ Educators self-assess their performance using:

- Student data, *and*
- Performance rubric
 - Based on the Standards and Indicators of Effective Teaching Practice and/or Administrative Leadership

★ Educators propose goals related to their professional practice and student learning needs



Step 2: Analysis, Goal Setting and Plan Development

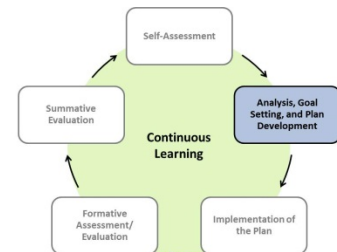
★ Educators set S.M.A.R.T. goals:

- Student learning goal
- Professional practice goal

(Aligned to the Standards and Indicators of Effective Practice)

★ Educators are required to consider **team goals**

★ Evaluators have final authority over goals



S.M.A.R.T. Goals

★ **S** = **Specific and Strategic**

★ **M** = **Measurable**

★ **A** = **Action Oriented**

★ **R** = **Rigorous, Realistic, and Results Focused (the 3 Rs)**

★ **T** = **Timed and Tracked**



A “S.M.A.R.T.er GOAL”

A Goal Statement

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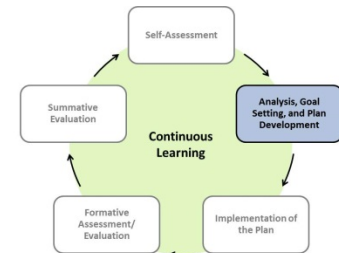
Action Plans

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Benchmarks (Process & Outcome)

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Educator Plan



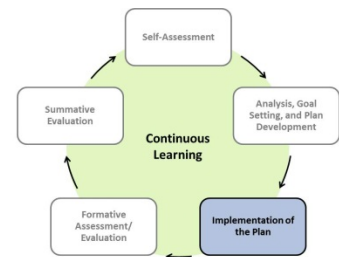
Step 3: Implementation of the Plan

- ★ Educator completes the planned action steps of his/her plan
- ★ Educator *and* evaluator collect evidence of practice and goal progress, including:
 - Multiple measures of student learning
 - Observations and artifacts
 - Additional evidence related to performance standards
- ★ Evaluator provides feedback



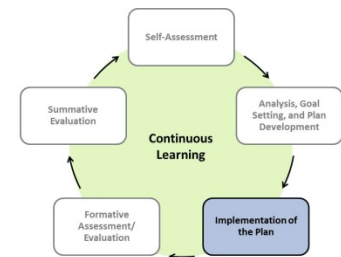
Strategic Evidence Collection

- ★ Prioritize based on goals and focus areas
- ★ Quality not quantity
- ★ Artifacts should be “naturally occurring” sources of evidence (e.g. lesson plans)
- ★ Consider common artifacts for which *all* educators are responsible



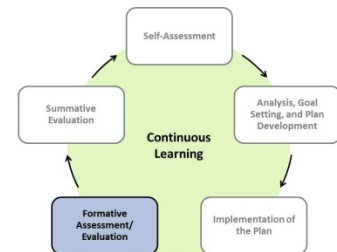
Observations

- ★ The regulations define Proficient practice with regard to evaluation as including “frequent unannounced visits to classrooms” followed by “targeted and constructive feedback to teachers” (604 CMR 35.04, “Standards and Indicators of Effective Administrative Leadership Practice)
- ★ The Model System recommends short, frequent unannounced observations for all educators, as well as at least one announced observation for non-PTS and struggling educators.



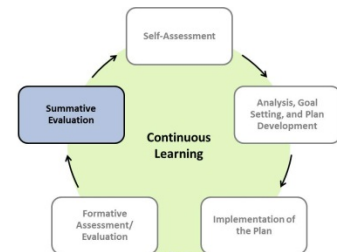
Step 4: Formative Assessment/ Evaluation

- ★ Occurs mid-way through the 5-Step Cycle
 - Typically Jan/Feb for educators on a 1-year plan (formative assessment)
 - Typically May/June for educators on a 2-year plan (formative evaluation)
- ★ Educator and Evaluator review evidence and assess progress on educator's goals



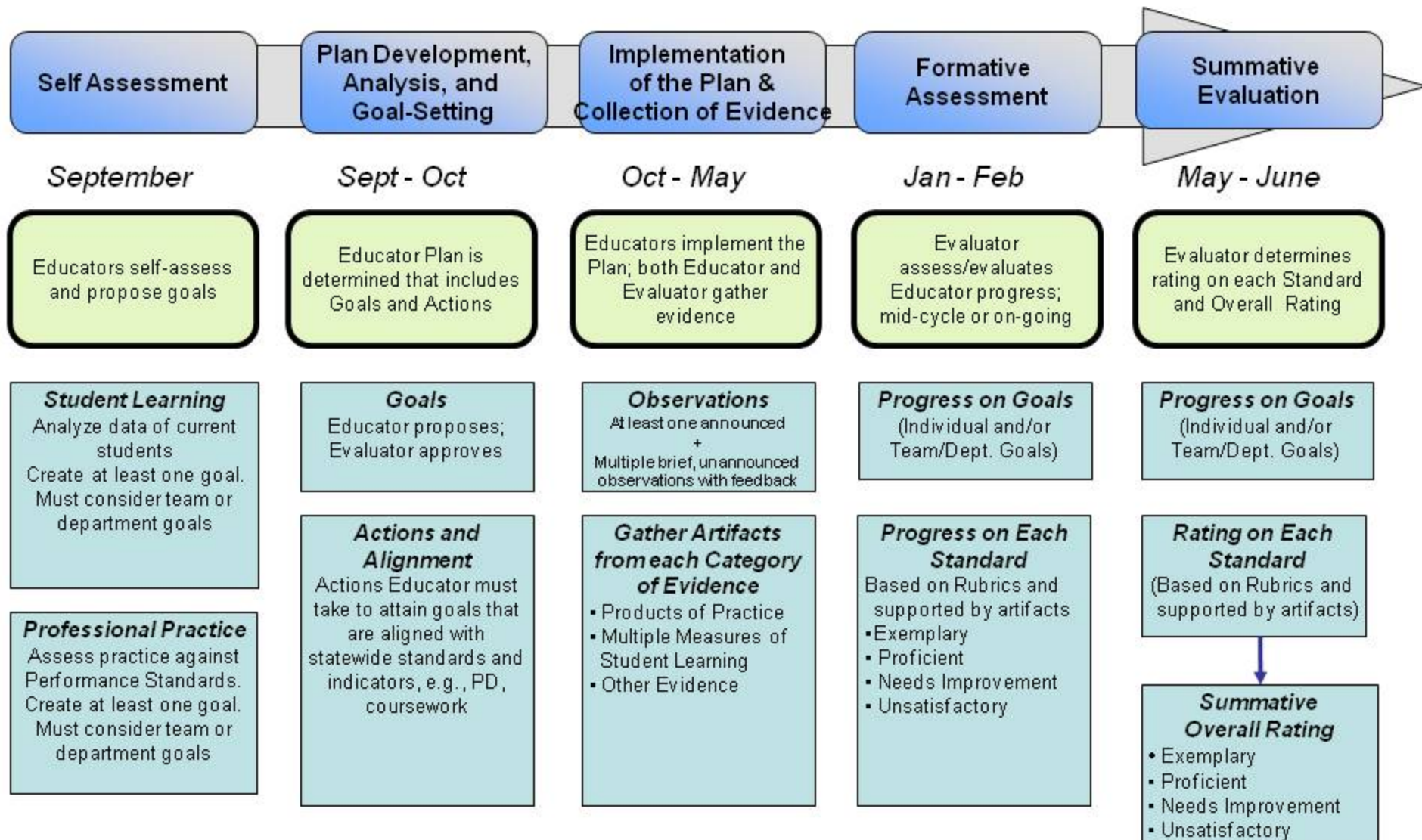
Step 5: Summative Evaluation

- ★ Evaluator determines an overall summative rating of performance based on:
 - Comprehensive picture of practice captured through multiple sources of evidence
- ★ Summative Performance Rating reflects:
 - Ratings on each of the four Standards
 - Progress toward goals



Educator Evaluation: Annual Cycle

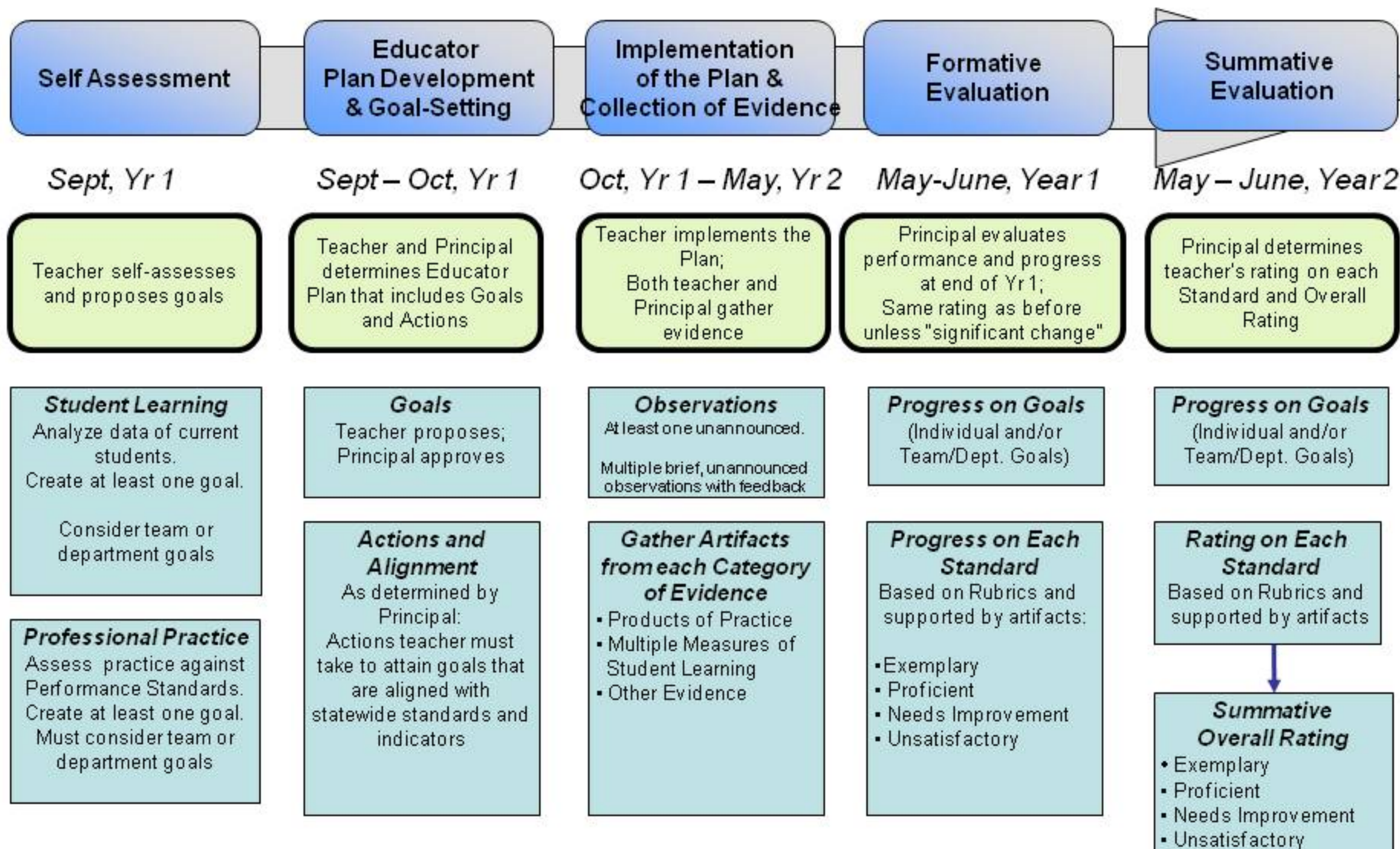
Struggling Educators and Educators without Professional Teacher Status



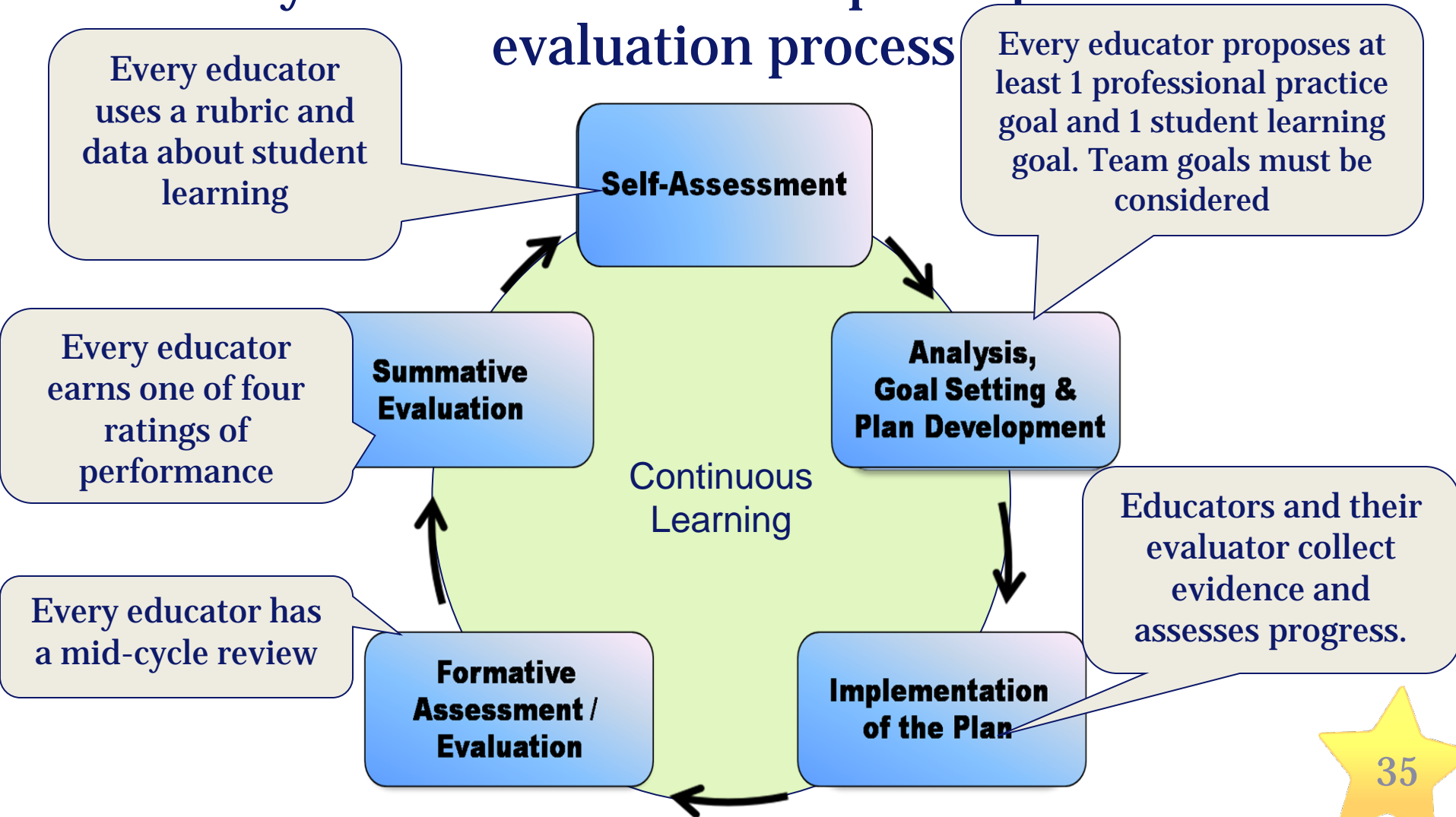
Educator Evaluation: Two-Year Cycle

January 2012

Proficient and Exemplary Educators with Professional Teacher Status



Every educator is an active participant in the evaluation process



Collaboration and Continuous Learning are the focus



Decision Flow for Experienced Educators

Summative Rating

