



# The New Massachusetts Educator Evaluation Regulations: Opportunities and Challenges

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# Intended Outcomes

Deepen your understanding of:

- ★ The **requirements** of the new Educator Evaluation regulations
- ★ The **challenges** they present in implementing them
- ★ The **opportunities** they present for improving our schools
- ★ The **resources** ESE will make available to support effective local implementation

# Why focus on educator evaluation?

- ★ **No other school-based factor has as great an influence on student achievement as an effective teacher.**
- ★ **Effective leaders create the conditions that enable powerful teaching and learning to occur.**

**Therefore,**

- ★ **Ensuring that every child is taught by effective teachers and attends a school that is led by an effective leader is key to addressing the achievement gap.**

**Attracting, developing, and retaining an effective, academically capable, diverse, and culturally proficient educator workforce is essential.**

# Educators matter; but too often evaluation of educators doesn't matter enough

Too often principals and teachers experience evaluations as:

- ★ **Passive:** done to them rather than with them
- ★ **Superficial:** based on very little evidence or conversation
- ★ **Ritualistic:** emphasis on compliance and “dog and pony” shows
- ★ **Missing the mark:** not adequately focused on student learning

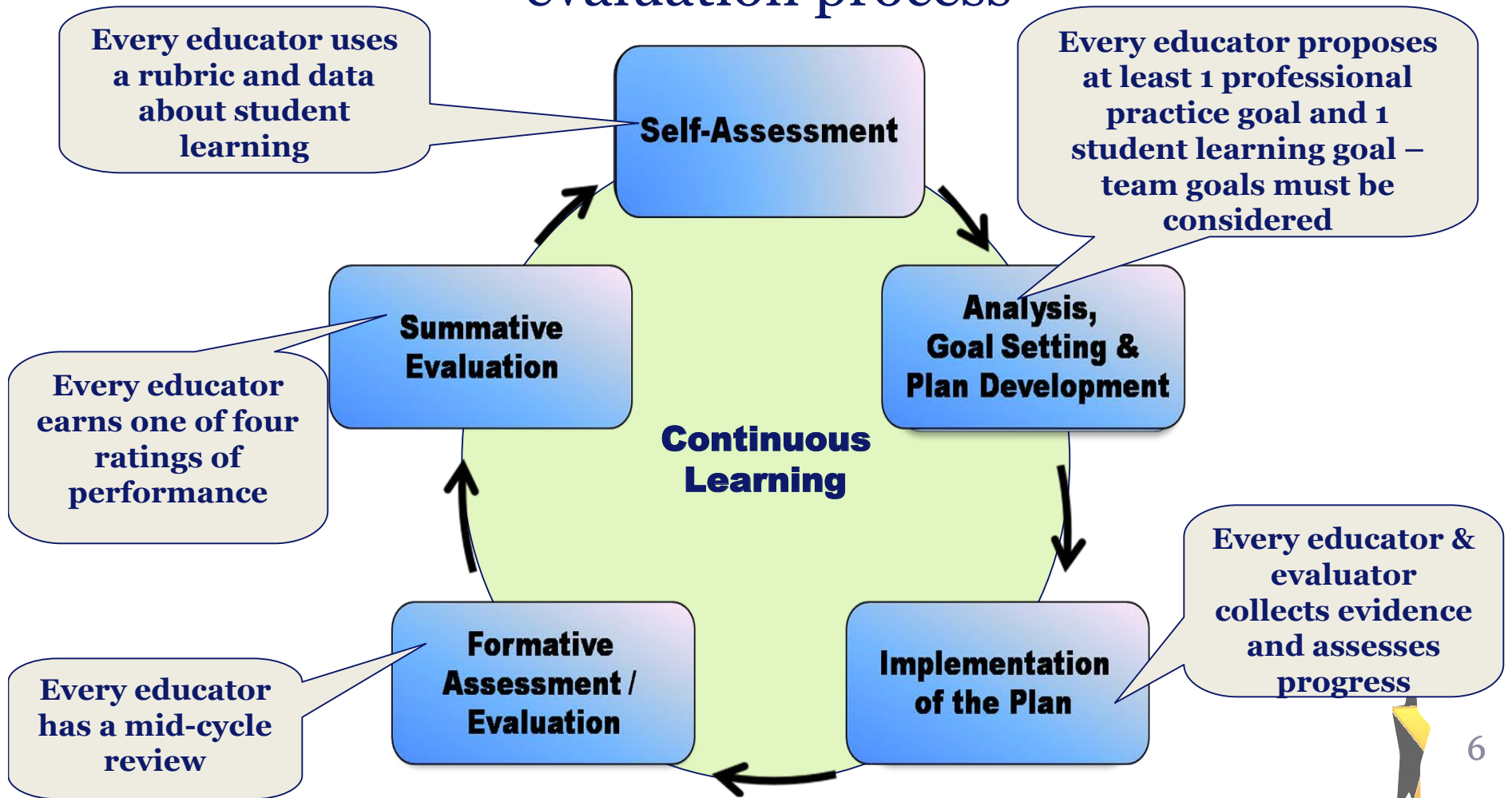
**A 40-member statewide task force helped shape the new regulations**

## **The new regulations are designed to:**

- ★ Promote leaders' and teachers' growth and development
- ★ Place student learning at the center using multiple measures of student learning
- ★ Recognize excellence in teaching and leading
- ★ Set a high bar for professional status
- ★ Shorten timelines for improvement

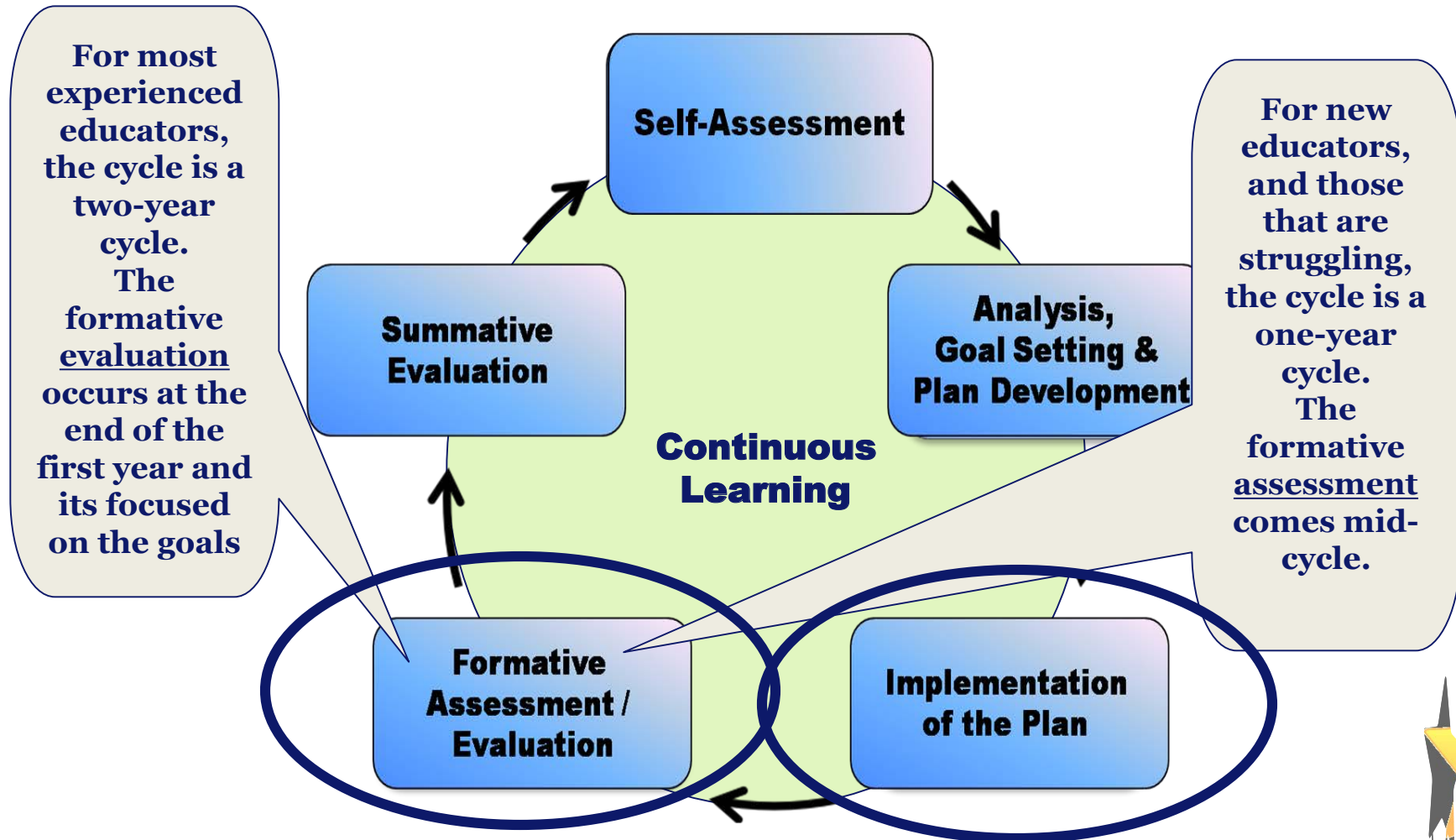
**The regulations apply to superintendents, principals, teachers, counselors, and every other position requiring a license**

# Every educator is an active participant in the evaluation process



**Collaboration and Continuous Learning are the focus**

Generally, the cycle is two years or one year



**Collaboration and Continuous Learning are the focus**

When fully implemented, the regulations require two separate ratings for each educator

<b>Summative Rating</b>	<b>Exemplary</b>	1-YEAR SELF-DIRECTED GROWTH		
	<b>Proficient</b>			
	<b>Needs Improvement</b>			
	<b>Unsatisfactory</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)				

**Trends and Patterns**  
**MCAS Student Growth Percentile (SGP) Scores**  
 +  
**MEPA Gain Scores**  
 +  
**District-determined, district-wide measures**

 Districts are required to determine how to recognize and reward educators whose summative rating is exemplary and rating of impact on student learning is high or moderate



# 4 standards of practice with rubrics defining 4 levels of performance

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

\* Standards requiring proficient rating or above to achieve overall rating of proficient or above

# The Structure of a Rubric

## A Continuum of Professional Practice

**Standards**



**Indicators**



**Elements**



**Descriptors**

of each Element at 4 performance Levels

# Standards and Indicators of Effective Teaching Practice

I. Curriculum, Planning, & Assessment	II. Teaching All Students	III. Family & Community Engagement	IV. Professional Culture
<p><b>A. Curriculum and Planning</b></p> <ul style="list-style-type: none"> <li>i. Alignment</li> <li>ii. Knowledge</li> <li>iii. Higher-Order Thinking</li> </ul> <p><b>B. Assessment</b></p> <ul style="list-style-type: none"> <li>i. Assessment Design</li> <li>ii. Application to Instruction</li> </ul> <p><b>C. Analysis</b></p> <ul style="list-style-type: none"> <li>i. Analysis</li> <li>ii. Feedback</li> </ul>	<p><b>A. Instruction</b></p> <ul style="list-style-type: none"> <li>i. Student Engagement</li> <li>ii. Differentiation</li> <li>iii. Learning Expectations</li> <li>iv. Clarity</li> <li>v. Materials</li> <li>vi. Responsiveness</li> <li>vii. Connections</li> </ul> <p><b>B. Learning Environment</b></p> <ul style="list-style-type: none"> <li>i. Relationships</li> <li>ii. Social-Emotional Growth</li> <li>iii. Routines</li> <li>iv. Physical Environment</li> <li>v. Behavior Management</li> </ul> <p><b>C. Cultural Proficiency</b></p> <ul style="list-style-type: none"> <li>i. Advocacy</li> <li>ii. Diversity</li> <li>iii. Perspectives</li> </ul> <p><b>D. Expectations</b></p> <ul style="list-style-type: none"> <li>i. Mindset</li> <li>ii. Student Support</li> <li>iii. Student Ownership</li> </ul>	<p><b>A. Engagement</b></p> <ul style="list-style-type: none"> <li>i. Outreach</li> <li>ii. Cultural Sensitivity</li> <li>iii. Community Resources</li> </ul> <p><b>B. Collaboration</b></p> <ul style="list-style-type: none"> <li>i. Academic Involvement</li> </ul> <p><b>C. Communication</b></p> <ul style="list-style-type: none"> <li>i. Frequency</li> <li>ii. Reporting</li> <li>iii. Response to Families</li> </ul>	<p><b>A. Reflection</b></p> <ul style="list-style-type: none"> <li>i. Reflection</li> <li>ii. Goal-setting</li> </ul> <p><b>B. Professional Growth</b></p> <ul style="list-style-type: none"> <li>i. Professional Growth</li> <li>ii. Expanding Expertise</li> </ul> <p><b>C. Collaboration</b></p> <ul style="list-style-type: none"> <li>i. Collaboration</li> </ul> <p><b>D. Decision-making</b></p> <ul style="list-style-type: none"> <li>i. Leadership</li> </ul> <p><b>E. Shared Responsibility</b></p> <ul style="list-style-type: none"> <li>i. Enrichment</li> <li>ii. Collaborative Practices</li> </ul> <p><b>F. Professional Responsibilities</b></p> <ul style="list-style-type: none"> <li>i. Attendance</li> <li>ii. Judgment</li> </ul>
<p><b>Each Standard is defined by regulation</b></p> <p><b>Each Indicator is defined by regulation</b></p> <p>Each Element is described at each performance level</p>	<p style="text-align: center; font-size: 2em; opacity: 0.5;">DRAFT</p>		

# **Standard #1: Instructional Leadership**

**Indicator: Evaluation**

**Element: Supervision**

**Descriptors:**

Exemplary: Ensures that each educator has challenging and measurable professional practice and student learning goals and an effective system for monitoring progress.

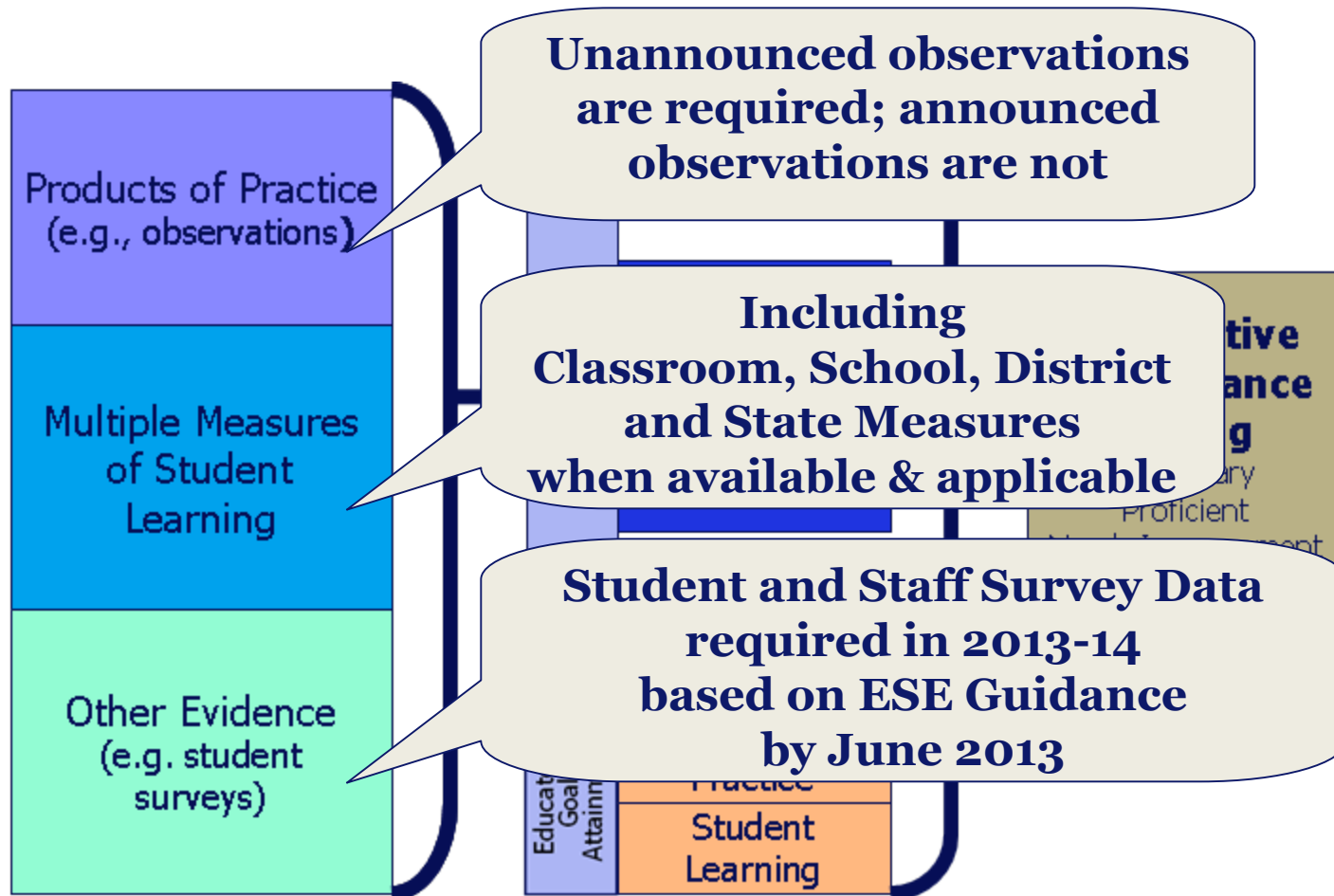
Proficient: Ensures that each educator has measurable professional practice and student learning goals.

Needs Improvement: Ensures each educator has goals, but does not vet them for quality and/or relevance to their own and the school's needs.

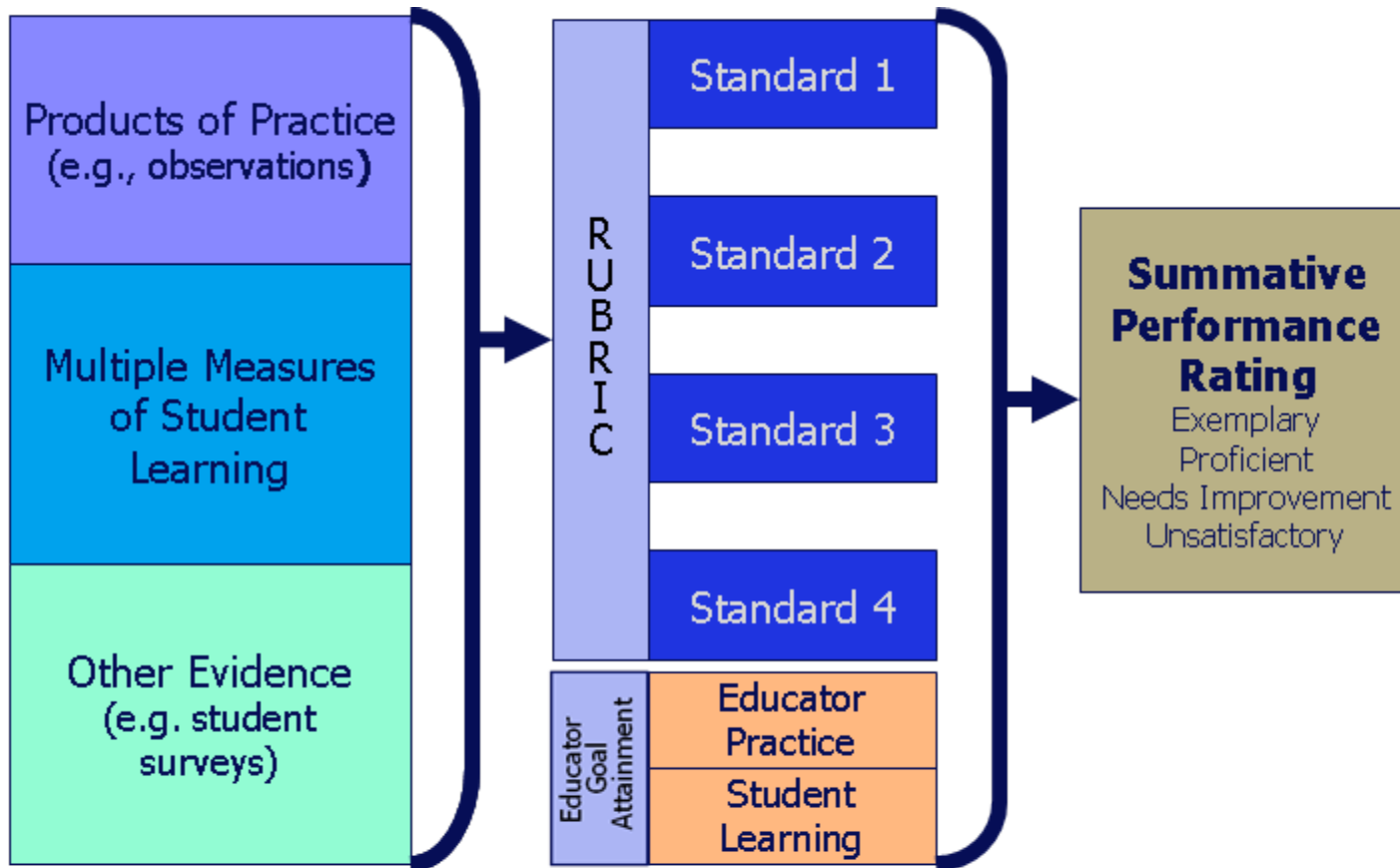
Unsatisfactory: Does not ensure that each educator has goals or the goals are not measurable.

**We expect that most educators will be rated proficient. An exemplary rating will be reserved for educators who model practice at the highest levels. Rubrics that make clear the difference between “proficient” and “exemplary” practice are essential.**

# Multiple sources of evidence inform the summative performance rating



# Putting the two ratings together



When fully implemented, the regulations require two separate ratings for each educator

<b>Summative Rating</b>	<b>Exemplary</b>	1-YEAR SELF-DIRECTED GROWTH	Trends and Patterns MCAS Student Growth Percentile (SGP) Scores + MEPA Gain Scores + District-determined, district-wide measures	
	<b>Proficient</b>			
	<b>Needs Improvement</b>			
	<b>Unsatisfactory</b>			
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Districts are required to determine how to recognize and reward educators whose summative rating is exemplary and rating of impact on student learning is high or moderate

# “Multiple measures” of student learning

- ★ **MCAS student growth percentiles** (available for about 17% of educators)
- ★ **MEPA** gain scores, when available
- ★ Other assessments comparable **district-wide** across grade or subject, “including but not limited to”:
  - ★ portfolios
  - ★ approved commercial assessments
  - ★ district-developed pre/post unit and course assessments
- ★ **School-wide and teacher-developed** assessments (individual and/or team)



# Can this be Done?

- ★ 10 Urban Districts from the Level 4 Schools Network: *Boston, Chelsea, Fall River, Holyoke, Lawrence, Lowell, Lynn, Springfield, Worcester*
- ★ 11 Early Adopter Districts: *Ashland, Attleboro, Everett, Franklin, Greater Lawrence RVTs, Mashpee, Reading, Revere, Wachusett, Wareham, Whitman-Hansen*
- ★ 4 Early Adopter Collaboratives (Special Education focus): *BiCounty, Collaborative for Educational Services, Lower Pioneer, South Coast.*

**ESE is learning from 25 pioneers**

# Can this be done?

8 Features in the regulations that can support efficient and effective implementation

1. Rubrics
2. Educator Self-Assessment
3. Educator-proposed Goals
4. Team Goals
5. Unannounced Observations “of varied duration”
6. Educator Collection of Evidence
7. Formative Evaluation Rating for 2-year plans
8. Distributed Leadership: Peer Assistance and/or Review

# Can this be done?

## Phased Implementation

- ★ January 2012 – ESE issues Model System forms, templates, and guidance; RTTT districts begin collective bargaining at the local level
- ★ June 2012 – ESE provides guidance on district-determined measures of student learning, growth, and achievement
- ★ Summer 2012 – RTTT districts submit their proposed educator evaluation systems to ESE for review, including collective bargaining agreements
- ★ September 2012 – RTTT districts implement system with at least 50% of educators and begin to identify district-determined measures of student learning
- ★ By January 2013 – All remaining districts begin collective bargaining
- ★ May 2013 – ESE issues direction on gathering student and staff feedback; ESE reports to the Board on feasibility of parent feedback
- ★ By August 2013 – All districts submit plans for district-determined measures of student learning to ESE
- ★ September 2013 – All districts implement educator evaluation

**Can this be done?**  
**ESE's Model System**  
for Districts to Adopt or Adapt

**Release Date: January 10, 2012**

- ★ Procedure and rubric for **superintendent** evaluation
- ★ Procedure and rubric for **principal** evaluation
- ★ **Rubrics** differentiated for different roles, e.g., classroom teacher, caseload teacher, counselor
- ★ **Contract language**
  - ★ Process, Timelines & Forms

**A comprehensive Implementation Guide**

# Later additions to the Implementation Guide

## ★ Guidelines for

- ★ Developing and using multiple measures of student learning, growth and achievement
- ★ Determining low, moderate and high impact on student learning

## ★ Examples and Resources on:

- ★ Multiple measures of student learning
- ★ Determining educator impact
- ★ Ways to collect and use feedback from students & staff

**ESE plans to collect and disseminate Promising Practices at the local level**

# Supports planned for the Model

- ★ Orientation tools and resources
- ★ “Getting Started”
  - ★ Regional workshops in January/February
  - ★ For district teams: Superintendent, School Committee Chair/Vice Chair, Union President, Human Resources Administrator, 1-2 Principals
- ★ On-line, face-to-face, and hybrid professional development workshops, including:
  - ★ Self-assessment
  - ★ Goal setting & educator plan development
  - ★ Observation and collecting evidence
- ★ Networks of Practice

**Eventually...MA will have a web-based rubric “library” of resources**

# **Putting it all together: A Professional Practice Goal for a district's administrators**

We will ensure every educator has a challenging and measurable professional practice goal by:

- ★ **Researching and practicing effective SMART team goal setting with the administrative team**
- ★ **Completing 100% of beginning-of-year goal setting conferences with each grade/subject team by October 15<sup>th</sup>**
- ★ **Seeking feedback from peers about the quality of our teams' goals**
- ★ **Using mid-year formative assessment team conferences to help teams critique and revise their practice goal.**

**To do this well, agendas for district administrator meetings may have to be different**

# Putting it all together:

## Goals of a middle school music teacher

- ★ **Professional Practice goal:** I will collaborate with my colleagues in the music department to research, develop, pilot, analyze, revise and share 2 performance-based assessments
- ★ **Student Learning goal:** My students will be able to identify and apply music terms, symbols and definitions in the curriculum guide for 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade. Using a department-developed pre- and post-performance assessment, 100% of my students will demonstrate progress, and 85% will demonstrate proficiency on the third quarter assessment.

**Finding time for teams to meet will be both a challenge and an opportunity**



# Six District “Take Aways” (we hope!)

- ★ *“Yes, we have a lot of work ahead of us – but what an opportunity we have!”*
- ★ *“This is going to require ALL of us to re-think how we do our work.”*
- ★ *“We’re going to need to learn how to develop “smarter” goals – and better ways to monitor progress toward achieving them.”*
- ★ *“We better be sure we know how the MCAS Student Growth Percentile works and can interpret and explain it!”*
- ★ *“Effective collaboration will be our key to success.”*
- ★ *“We can count on useful help from ESE.”*

# How do I learn more?

Visit the ESE educator evaluation website:

[www.doe.mass.edu/eeval](http://www.doe.mass.edu/eeval)

Contact ESE with questions and suggestions:

[EducatorEvaluation@doe.mass.edu](mailto:EducatorEvaluation@doe.mass.edu)

Study the MCAS Growth Model:

[www.doe.mass.edu/mcas/growth/](http://www.doe.mass.edu/mcas/growth/)

Kerry Callahan

[kcallahan@doe.mass.edu](mailto:kcallahan@doe.mass.edu)

Questions?  
Comments?  
Suggestions?

**Thank you for all you do to serve the Commonwealth's children  
and their families**

# Challenging a Level 4 School

## Median Student Growth Percentile English Language Arts

	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Murkland School	26.5	22.5	22.0	<b>57.0</b>
Lincoln School	55.0	66.5	68.0	<b>68.0</b>

source: [www.doe.mass.edu/sda/dart](http://www.doe.mass.edu/sda/dart)