Douglas School District

Educator Evaluation Guide

2016-2017

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Overview

The goal of the 5-Step Cycle of evaluation is to provide educators with a continuous opportunity for professional growth and development through self-directed analysis and reflection, planning, action steps, and collaboration. Regular, constructive feedback from the evaluator, coupled with opportunities to reflect on and improve practice, drive the cycle from beginning to end. This is the nature of continuous improvement.

Below are key ESE resources associated with each step in the cycle to assist educators and evaluators throughout the process. Page 2 includes brief descriptions and timelines for each step.

Self-Assessment

- Guidance: Self-Assessment & Goal Proposal
- Training: Teacher Workshop 2: Self-Assessment
- Resource: Model Rubrics
- Resource: Role-Specific Rubric Resources
- Form: Self-Assessment Form

Goal Setting & Plan Development

- Guidance: Goal Setting & Plan Development
- Training: Teacher Workshop 3: S.M.A.R.T. Goals
- Resource: S.M.A.R.T. Goals Protocol
- Form: Goal Setting Form
- Form: Educator Plan Forms & Plan Addendums

Summative Evaluation

- Guidance: Summative Evaluation
- Guidance: Performance Rating Guidance
- Form: Summative Evaluation Report for Teachers and SISP
- Form: Summative Evaluation Report for Principals
- Form: Summative Evaluation

Cycle of Continuous Improvement

Plan Implementation

- Guidance: Plan Implementation
- Training: Teacher Workshop 4: Collecting Evidence
- Resource: Evidence Collection Toolkit
- Form: Artifact Cover Page
- Form: Collection of Evidence Form

Formative Assessment/Evaluation

- Guidance: Formative Assessment/Evaluation
- Form: Formative Assessment Form
- Form: Formative Evaluation Form
- Form: Mid-Cycle Goals Progress Report (School Admin)

Step 1: Self-Assessment & Goal Proposal

WHAT—The first step of the educator evaluation cycle is self-assessment and goal proposal. Educators analyze student data, reflect on their performance, and propose a minimum of one student learning goal and one professional practice goal individually and/or in teams.

WHEN—The self-assessment should be informed by the summative evaluation. Given a typical one or two year cycle, most summative evaluations will occur at the end of a school year—therefore, self-assessment may start at the end of one year as educators reflect on their performance and continue through the beginning of the next year as educators analyze data for their new students.

Step 2: Goal Setting & Educator Plan Development

WHAT—Step 2 of the educator evaluation cycle is goal setting and educator plan development. Educators share their self-assessment and proposed goals with evaluators; evaluators work with educators to refine proposed goals as needed; and educators and evaluators develop Educator Plans that identify evidence, activities and supports that will drive improvement and progress toward goal attainment.

WHEN—Goal refinement and plan development should take place early in the year. Completing the Educator Plan early gives educators sufficient time to engage in the activities to which they have committed while maximizing the use of supports identified in the plan.

Step 3: Plan Implementation

WHAT— The third step of the cycle is plan implementation: responsibility for this step is divided between educators and evaluators. For the duration of their cycle, educators will pursue the attainment of the goals identified in the Educator Plan and collect evidence of practice related to the four Standards. Evaluators will provide educators with feedback for improvement, ensure timely access to planned supports, and collect evidence of educator performance and progress toward goals through multiple sources, including unannounced observations and student or staff feedback.

WHEN—Implementation of the Educator Plan begins as soon as plans are finalized and continues until the end of the cycle, when the summative evaluation occurs.

Step 4: Formative Assessment/Evaluation

WHAT—Step 4 is formative assessment or evaluation, during which evaluators assess educator progress towards attaining goals set forth in Educator Plans, performance on performance standards, or both. A formative assessment/evaluation is most valuable when it is used to prompt reflection, promote dialogue between educators and evaluators, and discuss changes to practice, goals, or planned activities when adjustments are necessary.

WHEN—The formative assessment/evaluation typically occurs at the midpoint of an educator's plan. For educators on plans one year or less in duration, a formative *assessment* occurs halfway through the plan. For educators on 2-year plans, a formative *evaluation* takes place at the end of year 1. Note: formative evaluation ratings are reported to ESE through EPIMS.

Step 5: Summative Evaluation

WHAT— At the summative evaluation, evaluators analyze evidence that demonstrates the educator's performance against performance Standards, as well as and evidence of goal attainment, to arrive at a rating on each Standard and an overall performance rating based on the evaluator's professional judgment.

WHEN—The summative evaluation occurs at the end of each educator's individualized Educator Plan and guides plan development for the subsequent cycle. Most educators will receive a summative evaluation near the end of a school year, although educators on a Directed Growth Plan or Improvement Plan, which can vary in duration, may have more than one summative evaluation in a single year.

Evaluation Guide and Timeline
Non-PTS
2016-2017

*** Only 1st year teachers will have at least one announced observation using the <u>Announced Evaluation Form</u> and at least 4 walk-throughs.

*** 2nd and 3rd year teachers will have at least 3 walk-throughs.

Activity	Form to Use	Completed By
SMART Goals & Self-Assessment	SMART Goals & Self-Assessment Forms	October 14, 2016
Evaluator completes 1st observation (walk-through) of each Educator	Classroom Walk-through with Signatures Form	November 18, 2016
Educator completes the Educator Formative Report (Staff) form, may submit evidence if desired to show progress (on any of the 4 standards)	Educator Formative Report Form (Staff)	January 23, 2017
Evaluator completes Formative Evaluation Report	Douglas **Formative** Evaluation Report (Admin) Mid-Year	February 27, 2017
Evaluator holds meetings if requested by the Educator or Evaluator regarding their Formative Report		March 6, 2017
Educator submits evidence (one piece of evidence for each of the 4 standards) and the Educator Final Summary Report	Final Summary Report (Staff)	May 12, 2017
Evaluator completes Summative Evaluation Report	Douglas **Summative** Evaluation Report (Admin)	May 26, 2017
Evaluator meets with Educators whose overall ratings are NI or Unsatisfactory		May 31, 2017
Evaluator meets with Educators whose ratings are Prof. or Exemplary by request of either the Educator or Evaluator		June 9, 2017
Educator signs Summative Evaluation Report; adds response, if desired, within 5 days of receipt		June 12, 2017

Evaluation Guide and Timeline
PTS
2016-2017

**** at least one unannounced observation (walk through) during the 2 year cycle

Formative Year		
Activity	**Form to Use**	**Completed By**
SMART Goals & Self-Assessment	SMART Goals & Self-Assessment Forms	October 14, 2016
****Evaluator completes unannounced observation(s) (walk-through)	Classroom Walk-through with Signatures Form	Any time during the 2 year cycle
Educator completes the Educator Formative Report form, may submit evidence if desired to show progress (on any of the 4 standards)	Educator Formative Report Form (Staff)	May 12, 2017
Evaluator completes Formative Evaluation Report	Douglas Formative Evaluation Report (Admin) EOY	May 26, 2017
Evaluator holds meetings if requested by the Educator or Evaluator regarding their Formative Report		May 31, 2017
Summative Year		
SMART Goals & Self-Assessment	SMART Goals & Self-Assessment Forms	October 14, 2016
****Evaluator completes unannounced observation(s) (walk-through)	Classroom Walk-through with Signatures Form	Any time during the 2 year cycle
Educator submits evidence (one piece of evidence for each of the 4 standards) and the Educator Final Summary Report	Final Summary Report (Staff)	May 26, 2017
Evaluator completes Summative Evaluation Report	Douglas Summative Evaluation Report (Admin)	July 14, 2017
Evaluator holds meetings if requested by the Educator or Evaluator regarding their Summative Report		July 21, 2017
Educator signs Summative Evaluation Report; adds response, if desired, within 5 days of receipt		July 23, 2017

Educator Evaluation Plan
Professional Teacher Status
2016-2017

Evaluator	Educators	Formative	Summative
Cindy Socha	Pre- K: Catherine Flayhan	✓	
Cindy Socha	Pre- K: Carrie Hendricks	✓	
Cindy Socha	Kindergarten: Andrea Jane, Stephanie King, Kristine Blatchford		✓
Cindy Socha	Grade 1: Kim Berthiaume, Michelle Forest, Michelle Wheeler, Sandra Lancaster	✓	
Cindy Socha	Laura Cordani	✓	
Cindy Socha	Katie Gilrein		✓
Sam Cederbaum	Grade 2: Nancy Doyle, Nancy Dupre, Jean Fitzpatrick	✓	
Sam Cederbaum	Grade 3: Michelle Babigian, Kathy Gauthier, Danielle Hippert, Kathy Jost		✓
Sam Cederbaum	Grade 4: Leah Chauvin, Stephanie Dagenais, Marlena Tedisky, Diane Woupio, Erin Babola		✓
Sam Cederbaum	Grade 5: Amy Baldyga, Julie Bertone, Robyn Martinsen,	✓	
Sam Cederbaum	Larry Pierce, John Rheaume		✓
Sam Cederbaum	Melanie Brundage, Tracy Purvis	✓	
Brian Delaney	Lisa Ford, Kathleen Hayes, Cathy Mattscheck, Karen Cristian, Kelly GravesonPayne, Megan Miller, Kristen O'Brien, Paul Smith, Shannon Bronzo		✓
Brian Delaney	Sharon Rusack, Paul Bolio, Stephanie Harkins, Kathleen Campbell, Eleanor Auger	✓	
Kevin Maines	English Dept.9-12 Emily Costa, Emily Mayo, Krista Petrelli, Courtney Lavin	✓	
Kevin Maines	History Dept. 9-12 Caroline Fitzpatrick, Paul Leonard, Jarred Stand, Brian McGrath		✓
Kevin Maines	Math Dept. 9-12 Kevin Riordan, Julie Remillard, Carolyn Braney, Christie Cote	✓	
Kevin Maines	Science Dept. 9-12 Jonathan Waggenheim, Jeffrey Thayer		✓
Kevin Maines	World Language Dept. 9-12 Laura Turner, Ellen Reber	✓	
Kevin Maines	Guidance Dept., Genie Stack, Jill Carpenter Nurse; Melanie Gaucher	✓	

Kevin Maines	PE/Health: Mary Sokol, Brian Ginisi		✓
Kevin Maines	Related Arts: Al Denoncour, Laura Coffey, Lynne Gaskell, John Gionet	✓	
Kevin Maines	Related Arts: Edward Lachapelle, Amy Stand		✓
Nealy Urquhart	Linda Schultheiss, Heather Simmons, Maria Dionis, Pamela Valipour, Denise Mulligan, Andrea Brothers, Skye Bomba		✓
Nealy Urquhart	Melissa Molvar, Jessica Hurley, Emily Pemberton	✓	

Educator Evaluation Plan
Non- Professional Teacher Status
2016-2017

*** All Non-PTS will be evaluated yearly.

Evaluator	Educator	Year
Nealy Urquhart	Erin Alcott	3
Nealy Urquhart	Meggie Brennick	2
Nealy Urquhart	Renee Pellegrino	1
Nealy Urquhart	Meghan Ducharme	1
Nealy Urquhart	Vanessa Waggenheim	1
Nealy Urquhart	Jaye Menchin	1
Sam Cederbaum	Michael Scafidi	2
Brian Delaney	Christine Carter	2
Brian Delaney	Bridget Murphy	1
Kevin Maines	Sarah Pierce	2
Kevin Maines	Laurie Durham	2
Kevin Maines	Nicole Noe	1
Kevin Maines	Emily Dauer	1
Kevin Maines	Alexandra Romano	1
Kevin Maines	TBA(Span/FR)	1

Guidelines to follow:

1. Everyone needs to complete the **<u>Self-Assessment</u>** form in Teachpoint every year.

2. SMART Goals- Everyone needs to submit their SMART Goals in Teachpoint, even if you are in year 2 of your cycle. You may use the same goal, revise your goal, or change to a new goal.

NEW for 2015-16

Student Learning Goal

Remember, your goal must be specific, measurable, action-oriented, rigorous, and timed/tracked, and aligned with the student learning goal in your school improvement goal. *Example: During the 2015-16 school year, <u>25%</u> of the students not yet scoring proficient in _____ will score proficient, as measured by a proficiency score of <u>75%</u> or higher on at least one District Determined Measure, such as MCAS, PARCC, and/or end-of-year benchmark assessment.*

Describe how you formulated your goal, based on evidence, noting areas of student strength and weakness. Attach the following evidence to support how you decided to formulate your goal, preferably downloaded into TeachPoint, or placed in a folder to submit:

1) A copy of your benchmark assessment(s) that you administered at the beginning of the year, including the standards alignment for each question.
2) A copy of your overall assessment results.
3) Samples of student assessment results.
4) Please include any additional assessment results you administered that aligns with your goal, that serves as the basis for formulating your goal, and that was helpful to you in determining your instructional approach this coming year. Include samples of student results from this assessment, showing a range of abilities.

Professional Practice Goal

Remember, your goal must be specific, measurable, action-oriented, rigorous, and timed/tracked. Your goal should focus on **<u>what you will be doing</u>** in the form of Professional Development to support your Student Learning Goal. Describe possible evidence you will use that will show how you met your goal, and how you positively impacted student learning.

Educator Formative Report (Staff)

Student Learning Goal

Attach the following evidence to support your results, preferably downloaded into TeachPoint, or placed in a folder to submit:

1) A copy of your benchmark assessment(s).
2) Samples of student assessment results, showing growth over time.
3) If you wish, attach results from another assessment you administered that aligned with your goal and that was helpful to you in determining your instructional approach. Include samples of student results from this assessment, showing growth over time thus far.

Please provide a brief summary of how you attained your Student Learning Goal.

1) Begin by re-stating your Student Learning Goal.
2) Next, provide a brief summary of the progress you have made thus far in attaining your goal. Include in your report a reflective analysis of your students' work samples that you have attached as evidence. What did you learn about your students' strengths and weaknesses from these results? How have you planned and/or adjusted your instruction accordingly thus far, based on these results? Please use your curriculum standards, rubrics, and grade book as resources in writing your summary.

Professional Practice Goal

Attach the following evidence to support your results, preferably downloaded into TeachPoint, or placed in a folder to submit:

1) Attach documents showing evidence of making progress toward meeting your Professional Practice Goal, such as documents showing implementation of a particular instructional strategy, technique, or approach designed to address areas of student weakness.
2) Samples of student work showing growth over time, as a result of implementing your instructional strategies, technique, or approach.

Please provide a brief summary of how you attained your Professional Practice Goal.

1) Begin by re-stating your Professional Practice Goal.
2) Next, provide a brief summary of the progress you have made thus far in attaining your goal. Include in your summary a reflective analysis of your student work samples that you have attached as evidence. What did you learn about your students' strengths and weaknesses from analyzing this work? What particular strategy, technique, or instructional approach did you decide to implement to raise student achievement? How would you gauge the success of this strategy?

Educator Final Summary (Staff)

Student Learning Goal

Attach the following evidence to support your results, preferably downloaded into TeachPoint, or placed in a folder to submit:

1) A copy of your benchmark assessment(s) that you administered at the beginning, middle, and end of the year.
2) A copy of your overall assessment results.
3) Samples of student assessment results, showing growth over time.
4) Please include any additional assessment results you administered that aligned with your goal and that was helpful to you in determining your instructional approach. Include samples of student results from this assessment, showing growth over time.

Please provide a brief summary of how you attained your Student Learning Goal.

1) Begin by re-stating your Student Learning Goal.
2) Next, provide a brief summary of how you attained your goal. Include in your summary a reflective analysis of your students' assessment results that you have attached as evidence. What did you learn about your students' strengths and weaknesses from these results? How did you plan and/or adjust your instruction accordingly, based on these results? Please use your curriculum standards, rubrics, and grade book as resources in writing your summary.

Professional Practice Goal

Attach the following evidence to support your results, preferably downloaded into TeachPoint, or placed in a folder to submit:

1) Attach documents showing evidence of meeting your Professional Practice Goal, such as documents showing implementation of a particular instructional strategy, technique, or approach designed to address areas of student weakness.
2) Samples of student work showing growth over time, as a result of implementing your instructional strategies, technique, or approach.

Please provide a brief summary of how you attained your Professional Practice Goal.

1) Begin by re-stating your Professional Practice Goal.
2) Next, provide a brief summary of how you attained your goal. Include in your summary a reflective analysis of your student work samples that you have attached as evidence. What did you learn about your students' strengths and weaknesses from analyzing this work? What particular strategy, technique, or instructional approach did you decide to implement to raise student achievement? How would you gauge the success of this strategy?

What is needed for the Summative Evaluation?

Complete the Educator Final Summary on Teachpoint.

Evidence pertains to Per 603 CMR 35.07(1)(c)1, "Evidence compiled and presented by the educator includes: Evidence of fulfillment of professional responsibilities and growth, such as: self-assessments; peer collaboration; professional development linked to goals and or educator plans; contributions to the school community and professional culture; Evidence of active outreach to and ongoing engagement with families." However, educator collection of evidence is not limited to these areas.

☐ Progress toward attaining student learning goal(s)

Provide a brief summary of how you attained your Student learning Goal. Include evidence to support your results, for example, students' scores on three writing assignments showing percent of growth. Evidence may be downloaded onto Teachpoint or placed in a folder to submit.

☐ Progress toward attaining professional practice goal(s)

Provide a brief summary of how you attained your Professional Practice Goal. Include evidence to support your results. Evidence may be downloaded onto Teachpoint or placed in a folder to submit.

Standards and Indicators of Effective Teaching Practice (refer to the Teacher Rubric posted on the Douglas website under Professional Development-Evaluation)

☐ Curriculum, Planning, and Assessment. Please indicate how you have addressed Standard I and provide one piece of evidence.

☐ Teaching All Students. Please indicate how you have addressed Standard II and provide one piece of evidence.

☐ Family/Community Engagement. Please indicate how you have addressed Standard III and provide one piece of evidence.

☐ Professional Culture. Please indicate how you have addressed Standard IV and provide one piece of evidence.

Suggestions- Standards Evidence

The following information has been compiled from a number of sources related to the process of collecting evidence.

Standard 1: Curriculum, Planning and Assessment.
● Collection of unit and lesson plans
● Lesson and Unit Plan goals
● Documentations such as check list, pre and post assessment tools, inquiry questions, etc. that are aligned with State standards
● Daily lesson plan with teacher reflection on the effectiveness of the lesson in meeting targeted learning objective, any decisions on adjustments to be made to the lesson, and an assessment of student learning
● Participation in curriculum review and revision
● Grade or departmental collaboration on content, instruction and assessment
● Evidence of student engagement with content and lesson
● Student work samples
● Student data assessment
● Teacher communication to students on work quality
● Formative assessment: periodic quizzes, essays, literary assessment, in-class assessed activities, homework or short-term project/activity
● Summative assessment: collection of unit tests, departmental common assessments, positional papers, major projects, pre and post unit exam
● Objective question assessments
● Portfolio assessment
● Performance-based assessments
● Differentiated assessment
● Homework assignments
● MCAS scores linked to lesson plans that address identified areas of need

Standard II: Teaching All Students.
● Classroom management plan with specific expectations for work quality and student engagement
● Copies of assessment exemplars
● Assignment rubrics
● Participation rubric
● Reward systems (performance and engagement) in relationship to student with detailed accommodations
● Lesson plan with clear objectives and expectations
● Lesson plans that detail a variety of instructional strategies
● Examples of a variety of assignments that meet a variety of learning styles and needs
● Lesson plan or unit goals
● Lesson planning that demonstrates a level of rigor appropriate for grade and level
● Teacher developed assessments that meet needs of all learners
● Instructional strategies for engaging all students
● Classroom expectations for student behavior
● Rubric/guidelines for class participation
● Implementation of student reflection on work quality and individual performance
● Use of a variety of instructional strategies for student collaboration
● Strategies that promote classroom respect

- Classroom strategies that promote respect for student identities and backgrounds
- Participation in professional development experiences on instruction, learning environment and cultural proficiency

Standard III: Family and Community Engagement.
- Outreach activities to families
- Participation in Parent-teacher conferences
- Participation in IEP and 504 meetings
- Communication with families by phone, email or at meetings
- Direct notification to families about performance on assignments
- Direct notification to families about student performance/behavior
- Samples of parental feedback
- Samples of materials distributed to parents at Back To School Night
- Personal notes written to families
- Teacher maintained phone/email log of parental contact
- Teacher maintained web page with information relevant to important dates, assignment due dates, upcoming assessments and other class activities
- Regular daily direct feedback for students with disabilities that address specific needs of student
- Use of teacher specific blog to communicate with parents on curriculum, classroom events and allows for questions to be asked and information shared
- Video recorded samples of parent-teacher conferences to assess communication clarity and substance

Standard IV: Professional Culture.
- Professional development/ graduate work completion
- Successful completion of a graduate level course on teaching pedagogy
- Completion of a PLT project or activity
- Attendance at an approved conference
- Curriculum revision
- Participation in a school or district committee
- Grade or subject data analysis
- Development of student learning goals focused on student deficiencies
- Documentation of supervision of a student teacher
- Documentation of mentoring of a new teacher
- Copies of discipline referrals to demonstrate consistent enforcement of school behavior expectations
- Proof of report card comments, academic, social and civic expectations that reflect student performance in meeting these goals
- Copies of common assessments
- Copies of feedback given to students that are aligned with school-wide learning expectations
- Attendance data

Sources include: DESE document: Massachusetts Educator Evaluation Gathering Evidence; Massachusetts Teachers' Association Evaluation Toolkit; Evidence Examples for Each Standard adopted from conference materials or from shared materials from local school districts including DVC schools, Hopkinton, Belmont and other school districts.

Quick Reference Guide:
Student and Staff Feedback

Introduction

The Massachusetts Educator Evaluation Framework is designed to include information about educator practice from a wide and representative range of sources. Student and staff feedback, which is a required element of the regulatory framework, offers a unique and important perspective on educator effectiveness. When taken together with other information sources, staff and student feedback helps to provide more accurate and detailed picture of an educator's practice.[1]

Feedback from students and staff plays a key role in teaching and learning in schools throughout the Commonwealth. Whether it's a third grade teacher using weekly exit slips to gather student input on learning activities, a principal convening a group of teachers to collect feedback on a new initiative, or a librarian canvassing students for opinions about new resources, the use of feedback to shape and refine practice is a familiar idea for many educators.

Student feedback informs teachers' evaluations, and staff feedback informs administrators' evaluations. By including student and staff feedback in the evidence that educators will collect, the Massachusetts' educator evaluation framework ensures that this critical perspective is used to support professional growth and development.

Identifying Feedback Instruments

Districts have flexibility in the identification of feedback instruments for educators. They may choose to implement district-wide feedback instruments, such as student or staff surveys, or they may create processes by which educators and evaluators can identify feedback instruments at the individual educator level. These approaches are not mutually exclusive, and leaders may settle on a combination of district-wide and educator-specific instruments in order to best meet the needs of all educators.

The following principles offer best practices for districts to consider when making decisions about student and staff feedback instruments; they are intended to be applicable regardless of the method for collecting student and/or staff feedback.

- Feedback should be **aligned to one or more** MA Standards and Indicators for Effective Teaching Practice or Administrative Leadership so that it yields information that is relevant to an educator's practice.

- Feedback should be **informative and actionable**.

- Instruments must be **accessible to all potential respondents** so that the information they provide allows educators to draw valid conclusions.

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[1]Bill & Melinda Gates Foundation. 2012. Asking Students About Teaching: Student Perception Surveys and Their Implementation. http://www.metproject.org/downloads/Asking_Students_Practitioner_Brief.pdf. Bill & Melinda Gates Foundation. 2012. Gathering Feedback for Teaching: Combining High-Quality Observations with Student Surveys and Achievement Gains. http://www.metproject.org/downloads/MET_Gathering_Practitioner_Brief.pdf.

ESE Supports and Engagement

In July 2014, ESE released model feedback surveys to assist districts in this work: a student feedback survey for classroom teachers aligned to the Standards and Indicators of Effective Teaching, and a staff feedback survey for school-level leaders aligned to the Standards for Effective Administrative Leadership Practice. The surveys were designed in accordance with the same key principles of effective feedback outlined above. These surveys give districts a feasible, sustainable, cost effective way to collect and report back feedback to educators. They are available for optional use by schools and districts and can be found on the [Staff and Student Feedback page](#) of the Educator Evaluation website. Districts may adopt or adapt these surveys, and/or choose to use other feedback instruments.

Visit ESE's Student and Staff Feedback webpage to view and download ESE's Model Student and Staff Surveys!
http://www.doe.mass.edu/edeval/feedback/

ESE consulted with a diverse group of stakeholders including students, teachers, school administrators, and district leaders in the development of the model instruments and guidance documents (see *ESE Guidance* on this page). Survey items were developed, tested, and refined through a rigorous pilot project in the 2013 – 2014 school year a detailed description of which is included in the [ESE Survey Pilot Project Summary](#).

FAQ's

ESE Guidance on Student and Staff Feedback

- [**Part VIII of ESE's Model System for Educator Evaluation: Using Staff & Student Feedback in the Evaluation Process**](#)
- [**Considerations for Collective Bargaining**](#)
- [ESE Survey Pilot Project Summary](#)

1. *How does feedback get incorporated into an educator's evaluation?*

There is no specific weight accorded to or point value associated with feedback in an educator's evaluation. Districts have the flexibility to determine how feedback informs the Summative Performance Rating. Feedback may be gathered at multiple points in the 5-step evaluation cycle and considered formatively, summatively, or both. Based on recommendations from stakeholders and research partners, ESE is recommending feedback be used to inform an educator's self-assessment, shape his or her goal-setting process, and/or demonstrate changes in practice over time. If a district chooses to implement one or more of the ESE model surveys, ESE recommends that the feedback be use formatively in the evaluation framework (steps 1 and 2) until ESE completes additional external validity analyses of the instruments in subsequent years.

2. *Are districts required to adopt ESE's model survey instruments?*

No, districts are not required to adopt the model surveys. ESE recognizes that many districts may already have a history of administering student and staff surveys, or may have other feedback instruments they prefer. The model surveys are an available resource, not a requirement.

3. *Are surveys the only method of collecting feedback that ESE recommends?*

No. While surveys are a widely used method of collecting student and staff feedback, districts are free to choose alternative vehicles for collecting feedback (see [Alternative Methods for Collecting Student and Staff Feedback of Part VIII](#)). Districts may conclude that surveys are appropriate for some educator roles, but not all. For example, ESE's model student survey is designed to collect feedback about a student's primary classroom teacher and the model staff survey is designed to collect feedback about a school administrator. If districts choose to use these resources, they will have to adapt or supplement them with other tools in order to collect feedback for other educator roles.

Student Feedback Requirement

Based on the new regulations, it is now requirement that educators solicit feedback from students.

Possible sources of student feedback include:

-A student survey (either a DESE sample survey, or one that is teacher-created), administered after a unit or at the end of the year

-An exit ticket

-A reflection

(Please see the "Quick Reference Guide: Student and Staff Feedback" for more information.)

Student feedback must be used in a variety of ways in the Educator Evaluation System, such as in formulating your Self-Assessment, setting your Student Learning Goal/Professional Practice Goal, writing your Educator Formative Report, and/or writing your Educator Final Summary. You need to administer some type of student feedback instrument this year. You may choose to include this data in your Educator Formative Report or your Educator Final Summary. Student feedback is meant to be used for your own use in order to inform and improve your practice.

Three key questions educators should ask themselves when collecting and reviewing feedback from students on instructional and leadership practices include: 1) What are students seeing that affirm and value the work I'm doing? 2) What can I learn from my students' insights that would be helpful in formulating my goals? 3) How will I use student feedback to improve my professional practice?