

The Massachusetts Model System for Educator Evaluation

September 10, 2012

Douglas School District

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION



Getting Ready for the New Educator Evaluation System

★ Essential Questions:

- What do teachers need to do?
- What do teachers do first?
- When are the due dates?
- Who can I turn to for assistance?



Key Advice

★ Don't Panic!!!

- It's not that bad!!!
- You would have to do Phase II Goals anyway!
- We will get through this pilot year working together!



Purposes of MA's System for Effective Educator Evaluation

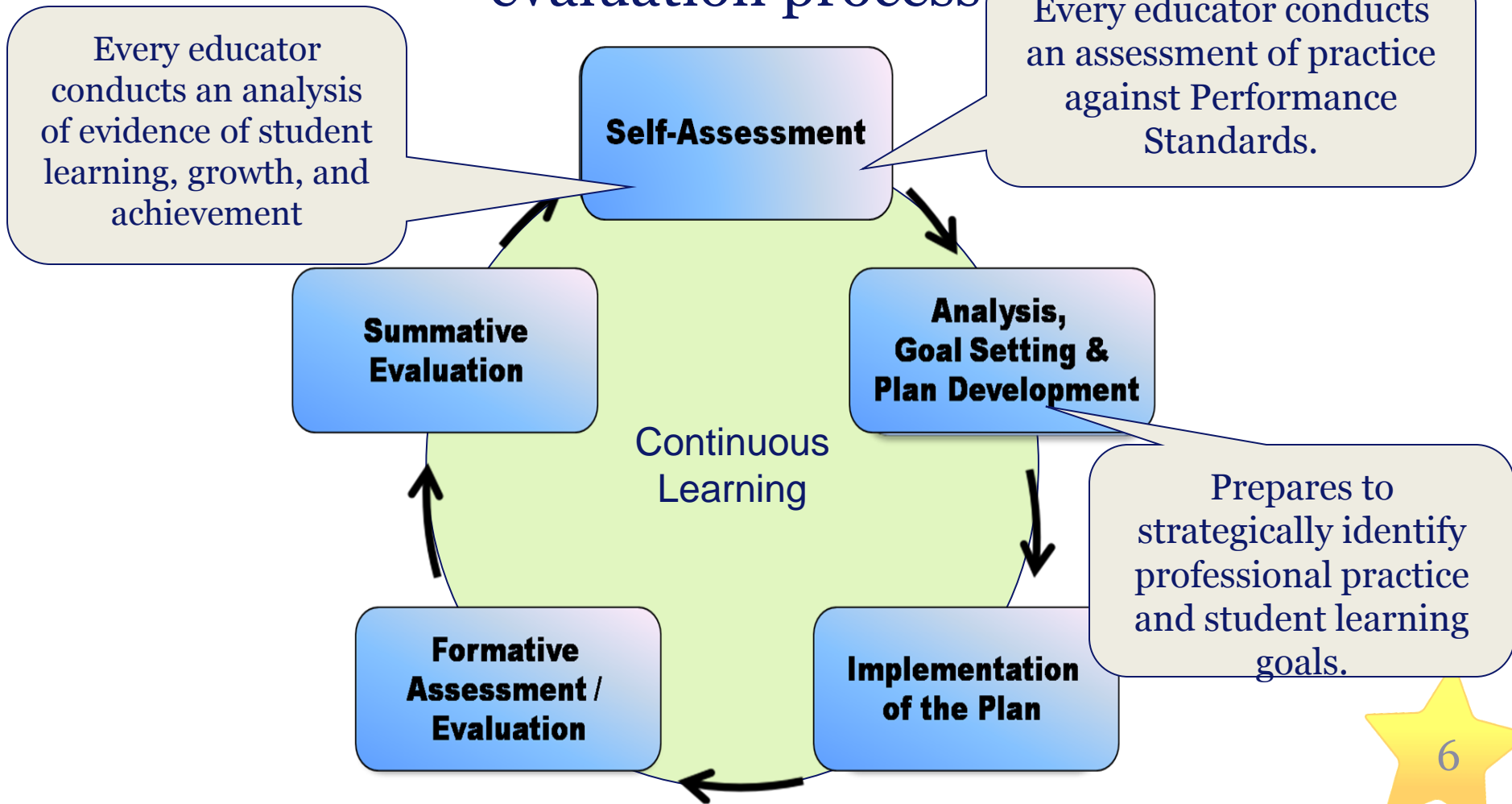
- ★ Empower Every Educator to Take Ownership of Their Evaluation
- ★ Promote Growth and Development
- ★ Place Student Learning at the Center
- ★ Recognize Excellence
- ★ Set a High Bar for Tenure
- ★ Shorten Timelines for Improvement



★ “More than anything, evaluation systems should be recognizing, developing and promoting the most talented and successful educators. We need an approach to evaluation that is all about celebrating excellence, and ensuring that those who excel also thrive in their workplaces, and stay in education. The better we get at developing and rewarding excellence, the better we will get at building schools that succeed for all students.” ~ *Task Force Member*



Every educator is an active participant in the evaluation process



Collaboration and Continuous Learning are the focus



Step 1: Self-Assessment Components

Self-assessment must include:

1. “an **analysis of evidence of student learning**, growth, and achievement for students under the educator's responsibility;
2. an assessment of **practice against Performance Standards**; and
3. proposed **goals** to pursue to improve practice and student learning, growth, and achievement”



Summary of Student Stats

Part 1: Analysis of Student Learning, Growth, and Achievement

Briefly summarize areas of strength and high-priority concerns for students under your responsibility for the upcoming school year. Cite evidence such as results from available assessments. This form should be individually submitted by educator, but Part 1 can also be used by individuals and/or teams who jointly review and analyze student data.

Strengths: the DRA-II shows that most of my incoming students have strong reading foundations, including accuracy and fluency. According to their previous teachers, students enjoy reading fiction and creative writing. In 3rd grade overall, students have Reading and Math scores that are higher than the state average with Math (68% Proficient) slightly higher than Reading (62% Proficient).

High-priority concerns: 5/20 incoming students are ELLs and 5/20 have IEPs (mostly focused on literacy goals). Six have reading comprehension at the 2nd grade level and five have reading comprehension around the 3rd grade level according to the DRA-II. Students with weak reading comprehension also have weaker reading fluency. Students will need additional support to be reading and comprehending successfully at grade level by the end of the year. There are also four students reading *above* grade level as well, so instruction and materials in that area will need to be strongly differentiated.

Assessment of Practice Against the Rubric

Strengths	Needs
<ul style="list-style-type: none">•Improving student performance in both Math and ELA for students who enter my class performing below grade level (I-A: Curriculum & Planning; II-A: Instruction)•Teaching classrooms with diverse needs (especially meeting the needs of student with an IEP) (II-A: Instruction; II-B: Learning Environment; II-D: Expectations)•Family outreach and communication (Standard III)	<ul style="list-style-type: none">•Additional support for implementing the revised MA Curriculum framework (I-A: Curriculum & Planning)•Improving communication with families for whom English is a second language (III-C: Communications)•Strengthen leadership skills (IV-C: Collaboration; IV-D: Decision-Making)



The Power of Educator-Driven, Targeted Action



Thoughtful
self-
assessment

Establishment
of S.M.A.R.T.
student
learning and
professional
practice goals

Educator
Plan
development
including
action and
benchmarks

Formative
assessment—
monitoring
progress and
making
needed
adjustments

Collection of evidence and documentation demonstrating
improvements in professional practice and student growth

Step 2: Analysis, Goal Setting and Plan Development

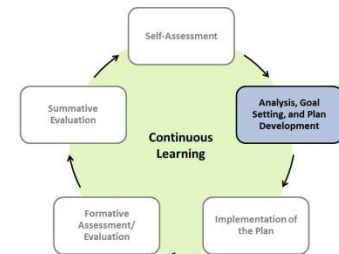
★ Educators set at least two goals:

- 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: Goal setting and plan development facilitates a process that...

- ★ Promotes professional growth and continuous learning by empowering educators and by meeting real needs of the educator *and* his or her students.
- ★ Establishes a plan for every educator that emphasizes continuous improvement.
- ★ Keeps student learning at the core of all instructional and professional practice decisions.



Coherence Through Aligned Goals

District Goals



School Goals



Team Goals



Teacher Goals

*The Power of
Concerted
Action*



An Example of Goal Coherence

Dan, a ninth-grade biology teacher:

Level	Goal Topic
School Improvement Grants focus topic	Literacy
Individual student learning goal topic	Scientific reading and writing
Team professional practice goal topic	Teaching content literacy in ninth-grade science

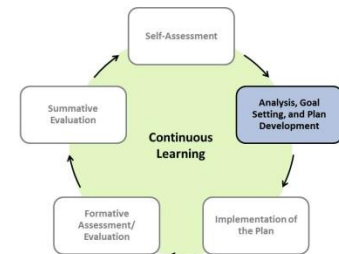


Step 2: Analysis, Goal Setting and Plan Development, cont.

★ 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



Educator Plans: Requirements and Timelines

Self-Directed Growth Plan	Rated Proficient or Exemplary <ul style="list-style-type: none"> ➤ One- or two-year plan ➤ Developed by the educator
Directed Growth Plan	Rated Needs Improvement <ul style="list-style-type: none"> ➤ One-year plan or less ➤ Developed by educator and evaluator
Improvement Plan	Rated Unsatisfactory <ul style="list-style-type: none"> ➤ At least 30 calendar days; up to one year ➤ Developed by the evaluator
Developing Educator Plan	Without Professional Status <ul style="list-style-type: none"> ➤ One-year plan or less ➤ Developed by the educator and evaluator



Douglas School District Timeline

★ Self Assessment and SMART Goals for everyone.....DUE on Teachpoint
October 1, 2012

★ Walkthroughs begin **October 22, 2012**

★ Non-PTS ONLY: First **ANNOUNCED** Observation
before December 20, 2012



Teachpoint

Log in information: www.goteachpoint.com

or go to the Douglas website, Professional Development drop down menu item, Evaluation webpage- link will be there.

First forms to complete by October 1st:

1. Self Assessment
2. SMART Goals

