Educator Evaluation
Maximizing Efficiency and Impact
An Educator’s Lament: Why Isn’t Teaching Enough?

Please read the piece by Massachusetts Teacher, John Scopelleti from WBUR’s Cognoscenti website (5 min).


Conduct introductions at your table and discuss your reactions to the piece (5 min).
Implementation Study

★ ESE has contracted with an external research team led by SRI International, to study implementation of the new Educator Evaluation framework over 3 years.

★ SRI is using a mixed-methods approach to provide ESE with timely and actionable feedback to improve implementation of the framework across the Commonwealth.

http://www.doe.mass.edu/edeval/resources/study/default.html
Implementation Study: Key Findings
Implementation Study:
Key Findings
Implementation Study: Key Findings

Self-Assessment

Summative Eval

Goal Setting and Plan Dev.

Formative Assess/Eval

Implement Plan
Implementation Study:
Key Findings
Agenda

- Educator’s Lament
- Key Research Findings
- Session Objectives
- District Presenters #1
- Q&A
- Pop Quiz
- District Presenters #2
- Q&A
- How do you know?
- 3,2,1 Exit Ticket
Session Objectives

★ Engage with and better understand roadblocks to effective implementation of the evaluation framework
★ Tackle common misperceptions around ed eval
★ Learn about current strategies MA districts are employing to improve efficiencies and impact of the evaluation process
★ Identify at least one idea or action step to make implementation in your district more efficient and meaningful
Efficiency & Impact

- Principals prioritize time in classrooms
- Distributing administrative leadership responsibilities
- Higher quality feedback
- Better-aligned PD
- Improved student discipline
District Presenters #1

★ Monday, Oct. 27th: Michael Morris, Assistant Superintendent
  ★ Amherst-Pelham Regional School District

★ Tuesday, Oct. 28th: John Lavoie, Superintendent and Elizabeth Freedman, Assistant Superintendent/Principal
  ★ Greater Lawrence Technical School
★ Monday, Oct. 27th: Michael Morris, Assistant Superintendent
★ Amherst-Pelham Regional School District
What do you believe should be the purpose of evaluation?

1. Measurement
2. Development
Responses from a survey of educators (N=3000)

<table>
<thead>
<tr>
<th>Response</th>
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<tbody>
<tr>
<td>1</td>
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<tr>
<td>2</td>
<td>2%</td>
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<tr>
<td>3</td>
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<td>4</td>
<td>76%</td>
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Tuesday, Oct. 28th: John Lavoie, Superintendent and Elizabeth Freedman, Assistant Superintendent/Principal

Greater Lawrence Technical School
Historical Information (2011-2012)

⭐ Second Year Superintendent (Induction Program Attendee)
⭐ Not a RTTT District
⭐ GLTS Early Adopter (only vocational)
⭐ Underperforming School (Level 3)
⭐ Most all administrators had less than two years experience
⭐ Existing Evaluation System ineffective
2011-2012 Initiatives

🎈 Conditions for School Effectiveness Survey
🎈 School Improvement Plan (3 Priorities)
🎈 Focus Professional Development (Literacy)
🎈 Instructional Coaches (1 Consultant, 2 Teachers)
🎈 Common Planning Time
Implementation Concerns

- How do we integrate the evaluation system to support existing initiatives?
- Union approval
- Staff embracement
- Aligning to existing initiatives
- Training staff (Teachers, Support Groups and Administrators)
- Time
- Funding
3 “Successes” To Date

1. Aligning Evaluation System to the following:
   - Support School Improvement Plan (3 priorities)
     - Focus Elements
       - Criteria
     - Goal Setting
       - Team Smart Goal tied to student performance
       - Individual Smart Goal tied to professional growth (self assessment)
     - Evidence management
     - Focused walkthroughs
   - Staff empowerment (Teacher Leaders)
     - Evaluation Oversight Committee (EOC)
     - Instructional Leadership Team (ILT)
     - Educational Coaches
     - Teacher Rounds/Embedded PD
3 “Successes” To Date (continued)

2. Staff Training
   - RBT
   - Tuesday morning Instructional Administration meetings
   - 1st Year calibration of system

3. Time Management
   - TeachPoint
2 Present Challenges

1. Implementation of DDMs
   ★ Building consistence and fairness (Academic vs. Vocational)

2. Teacher and Student Feedback
   ★ 1st year teachers receive results for personal growth
   ★ EOC review

★ AFT Leadership (Negotiated Changes)
Pop Quiz

🌟 True or False
Student surveys are not required.

A. True
B. False
Districts should have quotas around Summative Performance Ratings (should have X percent rated Exemplary, etc.)

A. True
B. False
Educator evaluation ratings do not follow an educator from district to district

A. True
B. False
The principal must be the primary evaluator for all teachers

A. True
B. False
District Presenters #2

★ Monday, Oct. 27th: Matt Joseph, Principal
★ Memorial Elementary School, Natick PS

★ Tuesday, Oct. 28th: Mary DeLai, Superintendent
★ Wilmington Public Schools
★ Monday, Oct. 27th: Matt Joseph, Principal
★ Memorial Elementary School, Natick PS
Quotes

I used to like my job wholeheartedly, but now I love my job as a principal. The reason for that is very simple: I feel I am truly making a difference in education – both for students and educators.

Joseph
Strategies for Building Level Success

1. Transparency (not a gotcha)
   - Educator Support (embedded PD)
   - Sharing evidence examples - Matching current practice
   - Open dialogue about evidence
1. Transparency

Professional Development: Educating Educators

Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.

Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.
1. Transparency

Professional Development: Educator Support

I-C-2. Sharing Conclusions With Colleague

<table>
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<tr>
<th>Activity</th>
<th>Description</th>
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<tbody>
<tr>
<td>Regularly shares with appropriate colleagues (e.g., general education, special education, and English learner staff) conclusions about student progress and seeks feedback from them about instructional or assessment practices that will support improved student learning.</td>
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- grade wide data collection/analysis with PLC
- data meeting agenda
- AimsWeb benchmark and progress monitoring graphs
- Shared docs with specialists and colleagues (consult time, individual meetings)

Not about “more”: It is about looking at what you “already do”
1. Transparency

Professional Development: Sharing evidence examples - Matching current practice

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<tr>
<th>B</th>
<th>I</th>
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<tbody>
<tr>
<td>I-A-1: Unit plans</td>
<td>I-A-2: Elements of UDL principles in lesson planning and execution</td>
<td>I-A-4: Lesson starts on time</td>
<td>I-B-2: Notes from data meeting and change in instruction</td>
<td>I-C-3: Student work with written feedback from teacher</td>
</tr>
<tr>
<td>I-A-1: Presents lessons that require students to use higher order thinking skills</td>
<td>I-A-3: Objectives posted</td>
<td>I-A-4: Framing of the lesson</td>
<td>I-C-1: Keeps vigilant, accurate records of every student’s progress</td>
<td>I-C-3: Behavior chart</td>
</tr>
<tr>
<td>I-A-1: Essential Questions and Big Idea posted for units of study</td>
<td>I-A-4: Examples of student work</td>
<td>I-B-1: Formal Assessments (many examples)</td>
<td>I-C-1: Intervention plans</td>
<td>I-C-3: Updates web page</td>
</tr>
<tr>
<td>I-A-2: Using a variety of visuals</td>
<td>I-A-4: Visuals on the board</td>
<td>I-B-1: Writing/Reading Conferences</td>
<td>I-C-2: Grade wide data collection/analysis with PLC</td>
<td>I-C-3: Conference Reports</td>
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Open dialogue about evidence

Open dialogue about teaching and learning
2. Organization of Evidence Collection

<table>
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<th>Name</th>
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<tbody>
<tr>
<td>Brothers</td>
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</tr>
<tr>
<td>Crawford</td>
<td>5</td>
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<tr>
<td>Desautels</td>
<td>5</td>
</tr>
<tr>
<td>DiVito</td>
<td>6</td>
</tr>
<tr>
<td>Friswell</td>
<td>6</td>
</tr>
<tr>
<td>Gammons</td>
<td>6</td>
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- Desautels
  - LD Forms
    - Matthew Joseph
  - LD S1 CPA
    - Matthew Joseph
  - LD S2 TAS
    - Matthew Joseph
  - LD S3 Family and Comm...
    - Matthew Joseph
  - LD S4 Professional Culture
    - Matthew Joseph
1-A-4: Well-structured Lessons

Students use iPads to practice retelling. I can easily view the videos to see who needs small-group practice with this skill.

1-C-3: Sharing Conclusions with Students

Following a discussion about the qualities of good writing, this student reflected on the quality of two pieces of her own writing that she worked on during Guided Reading Groups.

Author’s Club Reflection

Look at your two pieces of writing. What genre are they? (circle one)

- informational
- narrative
- opinion
- poetry

What is the topic of each piece?
1) The cheetah
2) The lion

Which do you think is the better piece of writing? Circle it!

1-C-2: Sharing Conclusions with Colleagues

My colleagues and I considered the needs of our students as we planned during technology day.

1-A-4: Well-structured Lessons

By using whiteboards as a quick response, I can ensure that every child is participating in the lesson.

1-C-1: Analysis and Conclusion

Grade 2: Reading - Standard Progress Monitor Passages

- Corrects
- Errors
- Corrected Attempts
- Corrected Trend

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2. Organization of Evidence Collection

Considering the complexity…

• Pro-active
• Strategic
• Organized
3. Collaborative **Ongoing** Evidence Collection

Collection → Management ↔ Presentation

Quantitative ➔ Teacher

Qualitative ➔ Administration

- Individual meeting
- Weekly team meetings
- Monthly data meetings
- Goal meeting
- Feedback session

Open dialogue about teaching and learning
3. Collaborative Ongoing Evidence Collection

- Daily walk-through to gather “snap shot” images
  - Document 1-3 elements (non-evaluative)
- Daily grade level mini-observations
  - Evaluative with commendations and feedback
- Sharing exemplars (electronically and class visits)

Open dialogue about teaching and learning
I used to like my job wholeheartedly, but now I love my job as a principal. The reason for that is very simple: I feel I am truly making a difference in education – both for students and educators.

Joseph

Open dialogue about teaching and learning
Challenges

• Time
  • In classrooms
  • Dialog (meetings, one-on-one)
  • **Strategy**: One grade level a day, Two hours a day blocked out
  • **Strategy**: Proactively express walk-through focus

• Balancing supportive and critical feedback
  • **Strategy**: 3-2-1 feedback
    – 3 strategies to promote learning, 2 questions I would like clarification on, 1 piece of feedback
  • **Strategy**: One claim
New Strategy

• Collaborative Observations
  – Peer classroom visits (during day and during staff meetings)
    • Examples: Class Visit Arenas
  – Peer observations
    • Examples: Peer Observation Form
  – **Strategy**: See others practice
  – **Strategy**: Gather data collaboratively without “evaluative” feel

Outcome:
Open dialogue about teaching and learning
Misconceptions

• Collect evidence of performance for every element.
• Educators who do their job well should get exemplary rating.
District Presenter #2

- Tuesday, Oct. 28th: Mary DeLai, Superintendent
- Wilmington PS
Context

- First year Superintendent
- Formerly Assistant Superintendent in Reading Public Schools
- RPS was an early adopter and a RTTT district
- 2013-14 was Wilmington’s first year with the new system
Background for WPS

★ First year as “Hold Harmless” year
  ★ “Rating for this standard is solely based on artifacts and observations for the chosen indicator and are not a reflection of the entire standard.”

★ Expectation for 2014-15: educators must demonstrate proficiency (i.e., evidence) for every indicator and element
  ★ “A more accurate rating for this standard will be reflected when multiple indicators are evaluated in future evaluations.”

★ Evidence collection in Year 1 did not go smoothly
  ★ Technical (collection) and adaptive (lack of coherence and clarity) challenges

★ Trust level not high
Three “successes” to date

- Taking the foot off the accelerator
  - Focus on coherence and supporting professional growth
  - Acknowledging how staff are feeling

- Instructional rounds
  - Calibration
  - Modeling the de-privatization of practice
  - Trust-building
  - Higher quality feedback and observation
Three “successes” to date (cont’d)

★ Evidence collection

★ Not needed for every element!

★ Quality not quantity

★ Some standards are readily observable

★ Educator and evaluator discuss and agree up front what evidence will be collected in support of which goals or elements

★ “Two-fers” - DDM data is evidence; student feedback is evidence
Two areas of challenge

✩ How do we know that we have chosen the “right” goals
   ✩ Time is limited
   ✩ Which goals are best levers for student achievement?

✩ How do we ensure the highest quality feedback
   ✩ Are evaluators learning leaders?
   ✩ Do they know the standards and skills (what we want student to know and be able to do)?
   ✩ Do they know what feedback to give (what do we do when students are not learning or when students have mastered the content and are ready for higher level challenges)?
One new strategy we plan to try

⭐ Student Feedback

⭐ Use as evidence to support progress on goals
⭐ Use as evidence to support proficiency in standards, indicators or elements
⭐ Let teachers decide what and how to use
  ⭐ Use as a lever for teacher autonomy
  ⭐ Build capacity and leadership through sharing of the work
Communication Considerations
Where do you go to get information about educator evaluation?

A. ESE
B. District leadership
C. School leadership
D. State assoc. (admin/teacher)
E. External Org/Partner
3,2,1 Exit Ticket

★ 3 things learned
★ 2 remaining questions
★ 1 action step to take back to your district
Share Your Feedback

⭐ Please complete a brief feedback survey about your experience at the 2014 Fall Summit: http://sgiz.mobi/s3/7cc1c2fe34a0

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