

Overview of the New Massachusetts Educator Evaluation Framework

October 2011

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION



Effective teachers and leaders matter

- 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



ESE is working with stakeholders to build a better evaluation system for all educators: teachers, principals and superintendents*

Race to the Top (RTTT) application commits the state to develop and implement a new educator evaluation system in which student growth is a significant factor (May 2010)



Task Force recommends a “Breakthrough Framework” (March 2011)



Board adopts new educator evaluator regulations consistent with the Task Force recommendations, but with a more explicit focus on student learning (June 2011)



Districts will implement the new evaluation system:

- Level 4 schools and early adopters – Fall 2011
- All RTTT districts – Fall 2012
- All other districts – Fall 2013



All districts begin to implement district-determined measures in order to assign ratings of educator’s impact on student learning gains (Fall 2013)

* Regulations apply to all educators serving in a position that requires a license



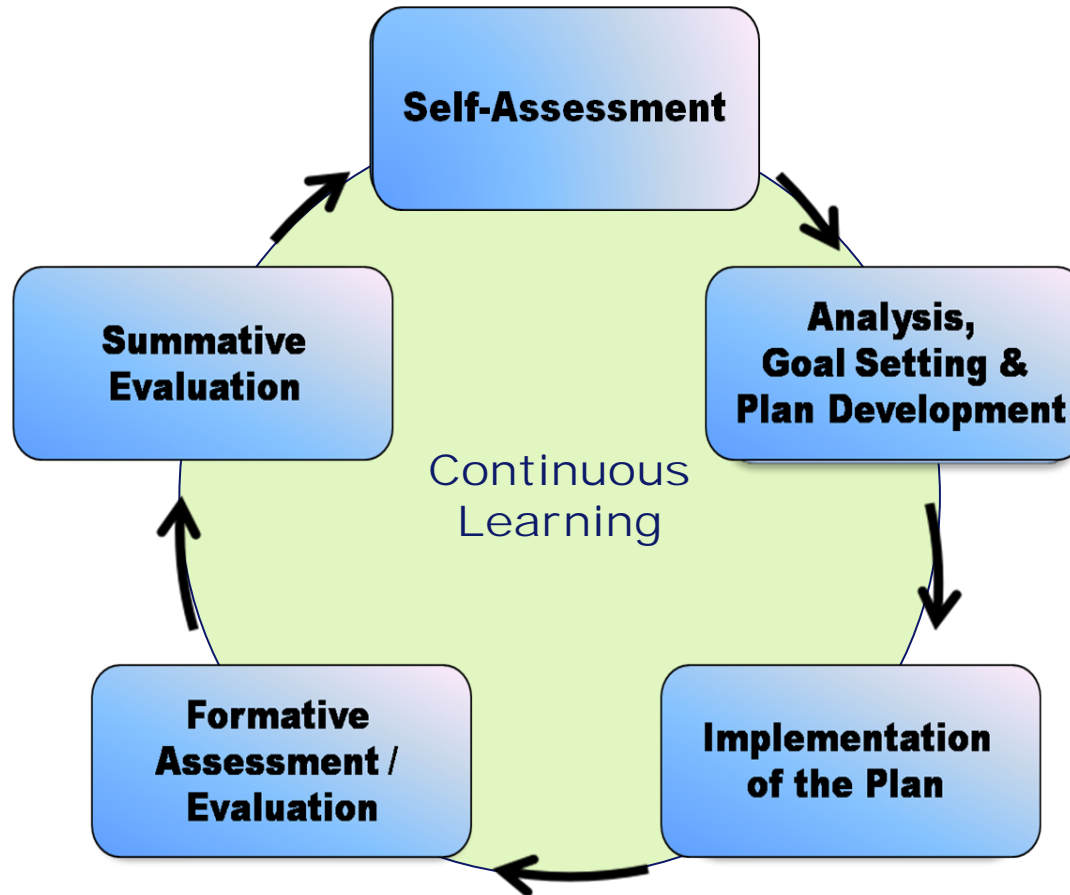
Priorities of the new evaluation framework

- *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.



Every educator is an active participant in an evaluation process that supports collaboration and continuous learning



All evaluations are based on a 5-step cycle

1. *Self-Assessment*

Alone and in teams educators reflect on and assess their professional practice, analyze the learning, growth, and achievement of their students, and prepare to propose goals for their Educator Plan.

2. *Analysis, Goal Setting, and Plan Development*

Educators meet with their evaluators to review self-assessments, jointly analyze students' learning, and develop team and/or individual goals and a plan that encompass both practice and student learning.

3. *Implementation of the Plan*

Educators implement the action steps outlined in their plan and engage in professional development and support needed to be successful. Educator and evaluator collect evidence regarding practice and student learning to inform progress.

4. *Formative Assessment/Evaluation*

Evaluator and educator review educator's progress toward goals and/or performance against standards. Evaluator issues formative performance ratings.

5. *Summative Evaluation*

Evaluator assesses the educator's performance against the standards, attainment of student learning goals, and attainment of professional practice goals. Evaluator determines overall summative rating using the 4-point rating scale and student learning impact rating using the 3-point scale.

Educators have a greater opportunity to shape their professional growth and development.



Placing student learning at the center

- Educators and evaluators set student learning goals
- Evaluators draw upon multiple measures of student learning as a source of evidence for summative performance ratings
- Educators receive a rating of high, moderate, or low for their impact on student learning gains based on trends and patterns:
 - State-wide growth measure(s) where available, including the MCAS Student Growth Percentile and the MEPA gain scores
 - District-determined measure(s) of student learning comparable across grade and/or subject
- Districts will determine the appropriate student learning measures for educators whose primary role is not as a classroom teacher

The Framework focuses attention on student learning gains using multiple measures of student learning, growth and achievement.



The framework establishes four standards of practice, with supporting rubrics defining four levels of effectiveness

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

* denotes standard on which educator must earn proficient rating to earn overall proficient or exemplary rating; earning professional teaching status without proficient ratings on all four standards requires superintendent review



Educators are rated on each standard based on evidence from the following sources:

- Judgments based on the evaluator's observations (at least one unannounced) and review of artifacts of professional practice
- Multiple measures of student learning, growth, and achievement*
 - Classroom assessments aligned with the MA Curriculum Frameworks comparable within grades or subjects in school
 - Student progress on learning goals set between the educator and evaluator
 - State-wide growth measure(s) where available including MCAS Student Growth Percentile and MEPA gains
 - District-determined measures comparable across grade or subject district-wide
- Collection of additional evidence that informs performance on the standards, including feedback from students and staff, and, possibly, parents

* District sets appropriate measures for non-classroom teachers



Educators earn two separate ratings

Summative Rating	Exemplary	1-YEAR SELF-DIRECTED GROWTH PLAN	2-YEAR SELF-DIRECTED GROWTH PLAN		
	Proficient				
	Needs Improvement	DIRECTED GROWTH PLAN			
	Unsatisfactory	IMPROVEMENT PLAN			
		Low	Moderate	High	
		Rating of Impact on Student Learning (multiple measures of performance, including MCAS Student Growth Percentile and MEPA where available)			

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

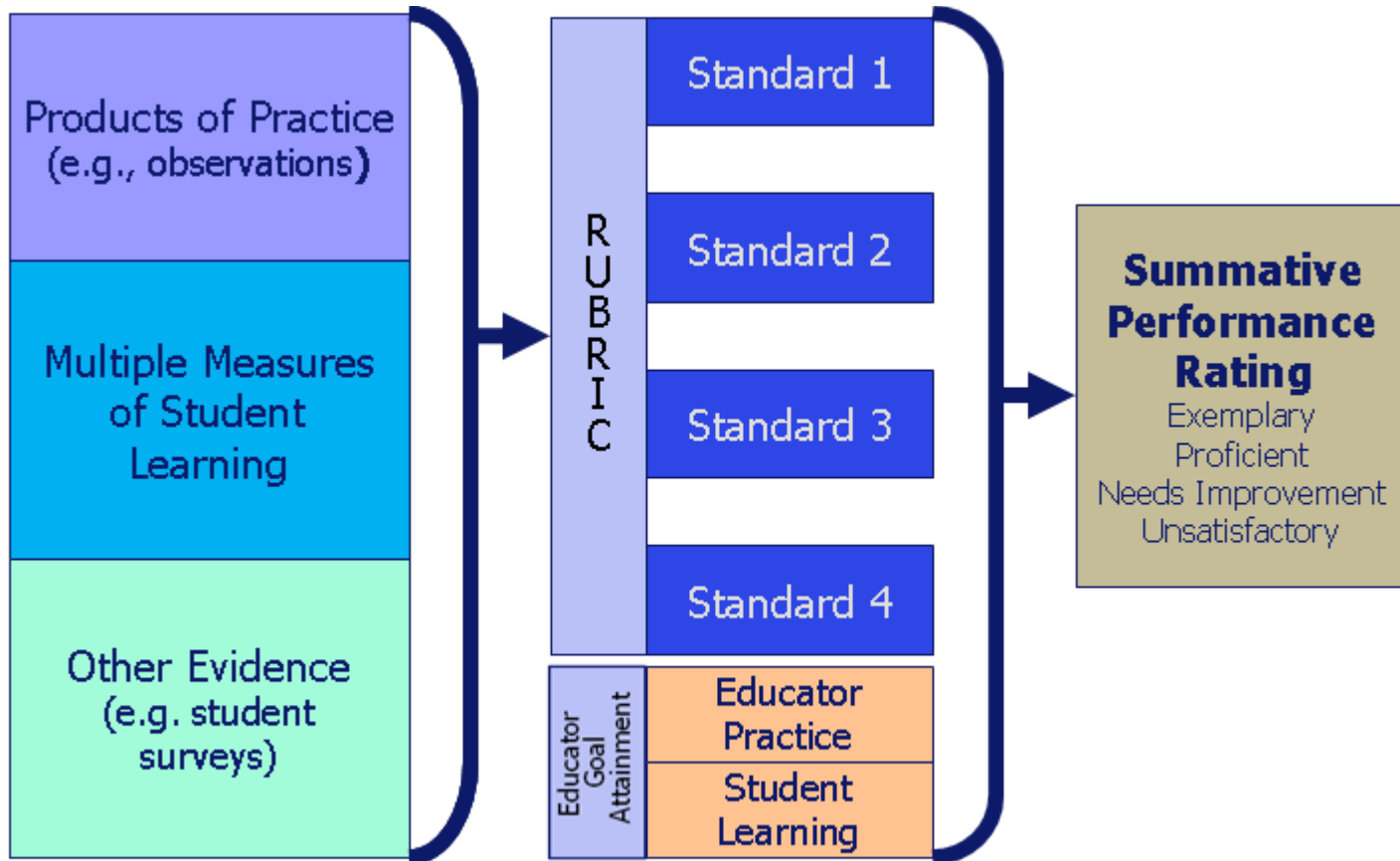


Combination of summative rating and impact on student learning determines the type and duration of Educator Plan

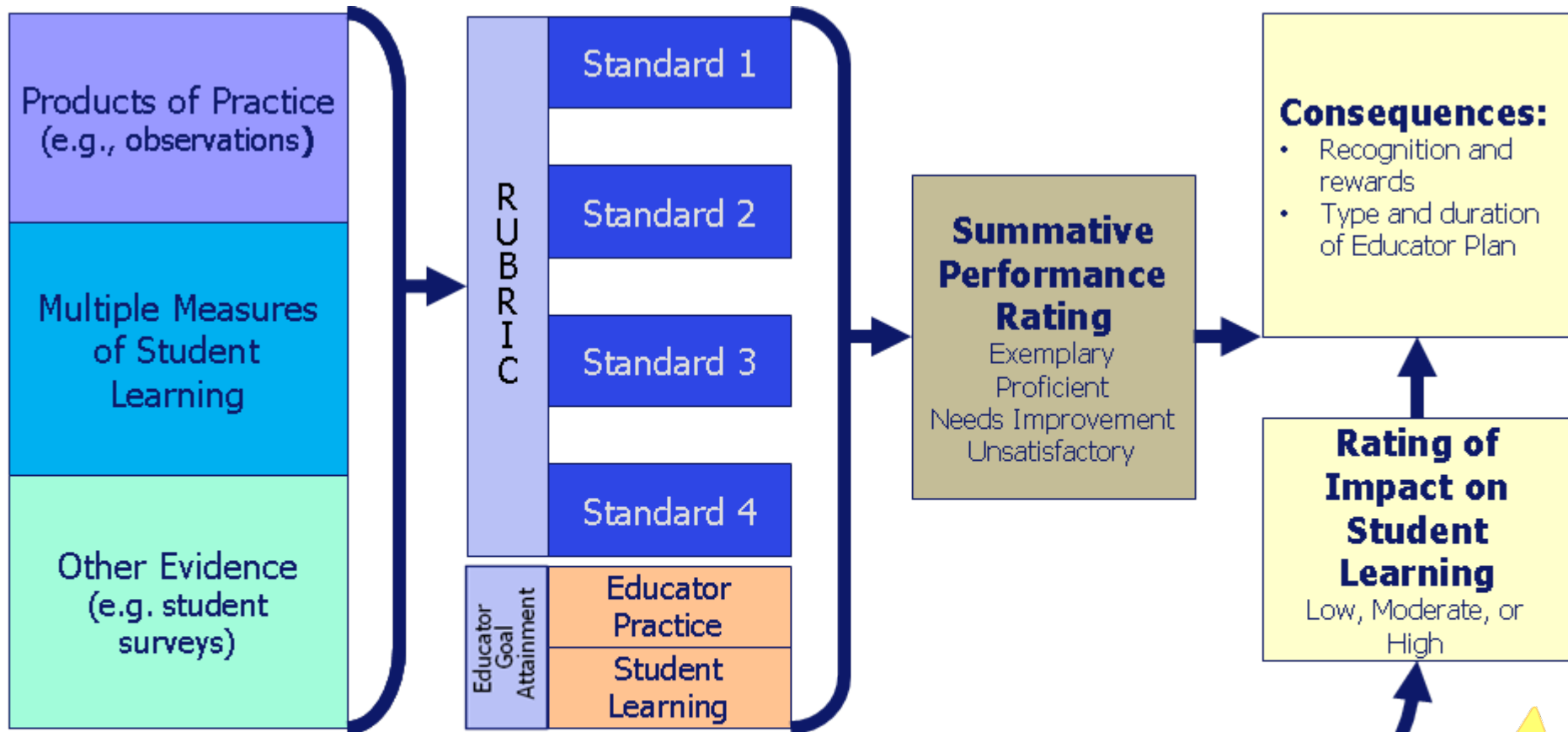
- **Developing Educator Plan:** One school year or less, developed by the educator and evaluator for:
 - Administrators in the first three years in a district
 - Teachers without Professional Teacher status
 - Educators in a new assignment (at the discretion of the evaluator)
- **Self-Directed Growth Plan:** Developed by the educator for:
 - Experienced educators rated proficient or exemplary with moderate or high rating for impact on student learning (two-year plan)
 - Experienced educators rated proficient or exemplary with low rating for impact on student learning, with goals focused on the inconsistency and supervisor review (one-year plan)
- **Directed Growth Plan:** One school year or less developed by the educator and the evaluator for:
 - Educators who are in need of improvement
- **Improvement Plan:** At least 30 calendar days and no more than one school year, developed by the evaluator for:
 - Educators who are rated unsatisfactory, with goals specific to improving the educator's unsatisfactory performance



Multiple sources of evidence inform the summative performance rating



Later, educators will also be rated on student learning gains



Trends and Patterns in at Least Two Measures of Student Learning Gains
 MCAS growth and MEPA gains where available; measures must be comparable across schools, grades and subject matter district-wide



The Framework balances the need for consistency with respect for local decision-making

- Districts have the flexibility to:
 - Adopt the Commonwealth Model System (available January 2011)
 - Adapt the Commonwealth Model System to meet local conditions
 - Modify their own evaluation systems consistent with the principles of the Framework
- Districts determine non-state measures used to rate educator impact on student learning, which may include student portfolios, capstone projects, and performances
- Framework does not supersede collective bargaining; local agreements must be consistent with the principles articulated in the regulations (ESE is developing model contract language)
- ESE will collect and analyze evaluation data from districts to inform consistent, effective implementation across the Commonwealth



The system encourages collaboration and values professional judgment

- Educators are encouraged to develop team goals
- Peer assistance and review are permitted, subject to collective bargaining
- Summative ratings are based on the evaluator's judgment of an educator's performance against standards and attainment of the goals identified in the educator's plan; standards for administrators hold evaluators responsible for effective supervision and evaluation
- ESE is working closely with stakeholders to support effective implementation and is committed to ongoing collaboration with districts and the Commonwealth's educators

This is challenging work, but work well worth doing.



Implementation timeline

- 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 educator evaluation 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



How do I learn more?

Visit the ESE educator evaluation website:

www.doe.mass.edu/eeval

Contact ESE with questions and suggestions:

EducatorEvaluation@doe.mass.edu

