Evaluation Resources for Educators in Complex Roles

ESE Spring Convening
May 27-28, 2015
Agenda

★ Resource Overview
★ Activity: Leave Your Mark
★ The complex role of *speech language pathologists*
★ The complex role of *school counselors*
★ Use of the MCAS Alternate Assessment in Educator Evaluation
★ 3,2,1 Exit Ticket
Overview of Available Resources

- **Posters:** for 8 SISPs (including SBOs)

- **Role-Specific Resources:** Prepared by professional organizations

- In your **packet** you will find…
Leave Your Mark

★ Specialized Instructional Support Personnel (SISP) and other educators – take RED dots
★ Evaluators of SISPs – take BLUE dots
★ Place one dot on your name badge
★ Place the others on posters that reflect your SISP role or evaluator responsibility
Resources for Speech Language Pathologists

☆ Judith A. Norton, M.Ed, CAGS
  Director of Special Education
  Billerica Public Schools

☆ April Goss-Baker
  SLP, Billerica Public Schools
Resources for Speech Language Pathologists

★ Suzan Theodorou
   Director of Special Education
   Norwell Public Schools

★ Dina O’Neil
   SLP, Norwell Public Schools
Resources for School Counselors

- Show of hands ...

- Voices from the field ...

Role-Specific Indicators to Supplement the Model Rubrics - School Counselors
As a school counselor, I feel that the new evaluation system allows me to be fairly assessed on all aspects of my work. Use of the SISP rubric, from my self assessment through to my summative performance rating, allows me to identify areas of strength and opportunity for improvement to best serve my students. In this way, the rubric supports my professional growth and encourages life-long learning.

_Laurie Leverone, M.Ed  
School Counselor, Grades 5-8  
Madeline English School  
Everett Public Schools_

The language and structure of the SISP rubric articulates what school counselors should work towards. All our counselors want to work toward becoming exemplary. As a consequence, I am seeing more counselors sharing and modeling their good work during department meetings. The SISP rubric provides me, as a district guidance director, with a consistent focus for discussion and feedback that continually aims to raise the quality of our school counseling programs in service to students and families.

_Kathleen McCormack  
Acting Director of Guidance  
Everett Public Schools_
I find the new educator evaluation system to be refreshing and helpful as it attempts to standardize the expectations that all educators should be working towards, while also providing flexibility if needed. I strongly believe in high standards and feel that the current educator evaluation process allows every educator the opportunity to reach them. As a school counselor director and an evaluator, the SISP allows me to hold my counselors to standards similar to other educators while differentiating pieces of our work which are clearly different from a teacher, administrator, etc.

Bob Bardwell
School Counselor & Director of School Counseling
(past MASCA president, 06-07)

I see the new evaluation system as more than just a process that my supervisor uses to evaluate my work. I see it as an opportunity to reflect on my own practice and build and maintain a “living portfolio” of my work. Our school recently began using the MASCA resource. What I like about the additional indicators are the ways in which they align more directly with school counseling practice at the high school level. This allows me to make the evaluation process more practical and meaningful. I also appreciate that the MASCA resource provides my evaluator, who is not a school counselor, with guidance (no pun intended) in measuring my performance.

Jennifer J. McGuire, MA, CAGS
School Counselor, Upper Cape Cod Regional Technical School
(past MASCA president, 07-08)
While I understand the value of the one-size-fits-all SISP rubric, a school counselor is different from a librarian who is different from a school psychologist. MASCA worked with ESE to develop additional role specific indicators and elements for school counselors but this is not well known among administrators (and counselors). Since it’s optional, many who are aware are not using it. I would like to see MASCA revise the SISP rubric to incorporate the job specific language from the additional indicators as their use would increase the likelihood of a more effective evaluation and a better school counselor.

Bob Bardwell
School Counselor & Director of School Counseling
(past MASCA president, 06-07)

The SISP Rubric is a useful tool to evaluate school counselors, but it’s far more effective with the addition of the MASCA Role Specific Indicators. School counselors have a unique role in schools across the Commonwealth. Thus, they should be evaluated with an assessment tool that truly reflects the important work they do in the strategic planning and delivery of comprehensive counseling programs and services, which include academic advising; transitions; post-secondary planning, college advising and responsive services.

Ruth Carrigan
School Counselor & Director of Guidance
Whitman-Hanson Regional HS
MASCA President-elect
Using MCAS-Alt in Educator Evaluation

★ ESE has provided the following process for districts who choose to use the MCAS-Alt as a District Designed Measure (DDM) in Educator Evaluation.

1. Establish Baselines and Set Measurable Outcomes
2. Calibration Conversation
3. Teach and Record Student Progress
4. Impact Conversation

★ MCAS-Alt is not a required aspect of the MA Educator Evaluation Framework.
3,2,1 Exit Ticket

★ 3 things learned
★ 2 remaining questions
★ 1 action step to take back to your district
Thank You

Matt Holloway
mholloway@doe.mass.edu

Karen DeCoster
kdecoster@doe.mass.edu