Implementation Spotlight: Tips for Goal Setting, Educator Plan Development, and Evidence Collection

This month’s Spotlight features two Massachusetts educators and their experiences with goal setting, educator plan development, and evidence collection. Jennifer Agnese is a school nurse in the Fitchburg Public Schools and Jillian Traban is a teacher and mentor in the Fall River Public Schools.

In a school focused on increasing student achievement in math and ELA, school nurse Jennifer Agnese developed a goal for students to spend appropriate time in the health office and be ready to learn upon returning to the classroom. In collaboration with colleagues who were also positioned to influence student behavior in this area, including the guidance counselor, another school nurse, the principal, as well as families, Jenn developed an educator plan with specific activities. She also included age-appropriate health and wellness content for evidence collection aligned to those activities to reach her goal (Indicators III-B and IV-C).

As a sixth year teacher, Jillian Traban was interested in additional leadership opportunities in her district and was selected as a mentor to new teachers. To best position herself for success in this new role, Jillian crafted a professional practice goal focused on developing her skills as a mentor. She built her educator plan and identified relevant pieces of evidence out of activities and outcomes embedded within a year-long mentor training program (Indicator IV-B).

Tips. Jenn and Jillian provided the following tips for educators to consider when developing their educator plans and collecting evidence:

**Developing an Educator Plan.**
- Identify and leverage discrete activities that can contribute to meeting a larger goal
  - For example, maintaining accurate, comprehensive immunization records for Kindergarten students was one small but high leverage activity Jenn identified to promote her larger goal of increasing students’ time in the classroom (Element II-B-1).
- Take advantage of scheduled professional development and incorporate it in your educator plan
  - For example, Jillian’s mentor training program aligned course materials to the four evaluation Standards; this provided activities, benchmarks, and evidence she could include in her educator plan.

**Collecting Evidence.**
- Use existing data systems to track and highlight evidence of progress toward goals
  - For example, Jenn utilized Fitchburg’s electronic documentation system for student records to collect and analyze data such as frequency of nurse visits, length of visits, and return to class rates; these data informed her activities, served as evidence of progress, and ultimately demonstrated goal achievement (Element I-C-1).

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Collecting Evidence.

- Choose evidence that aligns with multiple Standards and Indicators
  - For example, Jillian shared meeting logs as evidence of her own professional collaboration (Standard IV) as well as evidence of working with her mentee on curriculum planning (Standard I).
- Review evidence selection with your evaluator and identify pieces together
  - Coming to common agreement on evidence prevents educators from unnecessarily selecting an over-abundance of evidence and keeps the evidence collection and review process manageable and informative for both the educator and evaluator.

Do you have highlights or success stories about your work to adopt the new evaluation framework that you would like to share? To submit your story, please send an email to EducatorEvaluation@doe.mass.edu.

District-Determined Measures: Submit Your Examples!

ESE’s collection of example DDMs continues to grow. Our partner, WestEd, has identified over 150 assessments that are well-aligned to the MA Curriculum Frameworks and provide over 800 options for different grades/subjects and courses. We want to keep expanding the district-created examples and we need your help! Educators and districts are encouraged to submit components of an assessment as well as complete assessments. Potential assessment components include:

- Directions, materials, and prompts
- Scoring resources (rubrics, answer keys)
- Other information (steps for administration, lesson plans, examples of how results are used)

To submit your examples, complete the brief survey and upload your materials at https://app.smartsheet.com/b/form?EQBCT=52e3762ac7954f93aa40cc879bc38855.

WestEd will collect and organize the materials submitted. The purpose of this collection is to provide districts with the opportunity to share locally-developed measures and practices. If you have questions about completing the survey or need assistance, please feel free to contact WestEd’s DDM help line at (415) 615-3127. The help line will be staffed between 10:00 a.m. and 7:00 p.m. EST.

District-Determined Measures: Pilot Plans

All districts (RTTT and non-RTTT) and RTTT charter schools must use the District DDM Piloting Plan Template to report the list of DDMs the district will pilot during the 2013-2014 school year. At a minimum, the district must indicate the DDMs the district will pilot to satisfy the minimum DDM piloting requirements. Plans were due on September 30th.

We are pleased to report that, to date, over 100 districts intend to exceed the minimum requirements by piloting DDMs in additional grades/subjects and courses. As a reminder, ESE encourages districts to pilot as many DDMs as time and resources allow in preparation for DDM implementation in the 2014-15 school year.

Districts that have not submitted the completed template should do so promptly and email completed templates to EducatorEvaluation@doe.mass.edu. Download the template at http://www.doe.mass.edu/edeval/ddm/.
Questions from the Field

1. Does data collected from pilot DDMs in 2013-2014 count as the first year of data for the Student Impact Rating? No. ESE does not expect districts to collect Year 1 data for Student Impact Ratings during the piloting year and 2013-14 pilot data will not contribute to the determination of any educator’s Student Impact Rating. For more information about expectations for the 2013-2014 pilot year, read the Commissioner’s August 15th Memo and Technical Guide B. However, some districts are prepared to implement DDMs and collect Year 1 during the 2013-14 school year. Such districts are encouraged to move forward on this accelerated timeline.

2. Do long-term substitutes or part-time educators need to be evaluated? Yes. Under the regulations, any educator who is employed on a temporary basis for more than 90 consecutive school days in the same role must either be licensed for the role or working under a hardship waiver (603 CMR 7.02) and therefore, should be evaluated. Similarly, educators employed part-time are entitled to professional status after three years, regardless of whether or not they were employed part-time and should be evaluated.

3. Can I use the same plan for license renewal and educator evaluation? Yes. Per 603 CMR 44.04 (1) (c), educators can have one plan for evaluation and license renewal. For more information about educator plans and license renewal, read Appendix B in the District-Level Planning and Implementation Guide. You can also learn more about aligning educator evaluation and professional development in our new Quick Reference Guide.

Questions or Comments are always welcome at EducatorEvaluation@doe.mass.edu

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The Department of Elementary and Secondary Education is committed to preparing all students for success in the world that awaits them after high school. Whether you are a student, parent, educator, community leader, taxpayer, or other stakeholder interested in education, we invite you to join us in this endeavor.

“To strengthen the Commonwealth’s public education system so that every student is prepared to succeed in postsecondary education, compete in the global economy, and understand the rights and responsibilities of American citizens, and in so doing, to close all proficiency gaps.”

- Strengthen curriculum, instruction, and assessment
- Improve educator effectiveness
- Turn around the lowest performing districts and schools
- Use data and technology to support student performance

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