Beginning next year, teachers and administrators will start collecting and utilizing feedback about their practice as part of the 5-step cycle of evaluation. Although this is a new component of the evaluation process, feedback from students and staff already plays a key role in teaching and learning in schools throughout the Commonwealth. Whether it’s a third grade teacher using weekly exit slips to gather student input on learning activities, a principal convening a group of teachers to collect feedback on a new initiative, or a librarian canvassing students for opinions about new resources, the use of feedback to shape and refine practice is a familiar idea for many educators.

Students possess invaluable insight about their teachers’ day-to-day practice. Similarly, staff possess valuable insight into administrators’ day-to-day practice. Rebecca Duda, an 8th grade social studies teacher in Dracut and member of ESE’s Educator Effectiveness Teacher Cabinet, describes the integral role feedback plays in her instruction: "Two-way communication between teachers and students is a cornerstone of effective practice. I have been utilizing surveys for several years to gauge how effective different assessments or other learning activities in my classroom are. The feedback helps informs my practice."

By adding student and staff feedback to the types of evidence that educators will use in the evaluation process, the Massachusetts’ educator evaluation framework seeks to highlight and leverage this critical perspective to support professional growth and development. Through ESE’s engagement with the field, we’ve learned it’s important to keep in mind the following key messages when talking about incorporating student and staff feedback into the 5-step evaluation cycle:

- **Feedback is one component of an evaluation framework that draws on many different types of evidence.** Alongside artifacts, observation feedback, and student performance measures, feedback will provide educators and evaluators with another type of information about the effectiveness of their practice.
- **Feedback should be meaningful and actionable.** What’s important is that the feedback be directly related to the educator’s day-to-day practice, and that it yield information that’s meaningful and actionable to the educator.
- **There are no weights or formulas.** There is no weight or value associated with feedback in an educator’s evaluation. Rather, the feedback provided by students or staff can be used to inform an educator’s self-assessment, shape their goal-setting process, and/or demonstrate changes in practice over time.
- **Feedback collection tools can take many forms.** While student and staff feedback is

### Implementation Spotlight: Using Student and Staff Feedback to Improve Educator Practice

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#### New Resources
- DDMs Implementation Briefs:
  - Indirect Measures & Specialized Instructional Support Personnel (SISP)
  - Administrators

#### Student and Staff Feedback Expert Review Sessions

The final round of expert review sessions will take place virtually at the beginning of June. The webinars will include a summary of our process for developing ESE’s model student and staff feedback surveys, including lessons learned from our two pilot administrations, expert review sessions with educators, and our individual feedback sessions with students. Participants will also be able to provide feedback on ESE’s upcoming guidance document on incorporating student and staff feedback in evaluation (coming in July 2014) and provide suggestions for future implementation resources ESE may provide to districts and educators.

June 4th from 3:00 p.m. – 4:00 p.m.
June 5th from 5:00 p.m. – 6:00 p.m.
June 9th from 4:00 p.m. – 5:00 p.m.

Sign up for one of the webinars here.
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frequently collected using surveys, districts can choose to use alternative collection tools for some or all educators. Feedback can come from many places—surveys, feedback slips, focus groups, etc. We know that many educators are already collecting feedback from students and staff. This is an opportunity to further develop those processes and to explicitly share how they inform changes to practice.

In an effort to assist districts with this work, ESE will publish two model surveys in July 2014—one for students to complete about a classroom teacher and one for staff to complete about a school leader. The model surveys are aligned to observable practices associated with MA’s Standards of Effective Teaching and Administrative Leadership Practice, and are designed to give educators concrete information about areas of strength, as well as areas where they can improve. These surveys will be optional tools for MA districts to consider as they decide which feedback collection strategies to pursue in the upcoming year.

Update on Resources for Specialized Instructional Support Personnel (SISP)

ESE’s latest Student Impact Rating and DDM Implementation Brief, Indirect Measures & Specialized Instructional Support Personnel, addresses how indirect measures may play a role in the determination of some educators’ Student Impact Ratings. Developed in partnership with statewide SISP organizations, this brief provides an overview of differences between direct and indirect measures, strategies for identifying commonalities across SISP roles, and role-specific DDM examples for school counselors, school psychologists, school nurses, speech and language pathologists, and occupational and physical therapists.

Many of these statewide organizations are working with their members to develop more example DDMs. For example, the Massachusetts School Psychologists Association (MSPA) recently posted information about suggested DDMs. As more SISP resources become available, ESE will link to them on our Implementation Briefs page. We’ll also announce them in our newsletters! The school counselors, school psychologists, school nurses, and school business administrators have also developed role-specific rubric resources available on our website.

As the content experts, ESE relies on these statewide organizations to provide guidance and examples to support educator evaluation implementation for SISP. We are grateful for the opportunity to collaborate and plan to continue working together to develop future resources!

DDMs for Administrators

A Student Impact Rating and DDM Implementation Brief providing targeted guidance on the implementation of DDMs and Student Impact Ratings for school administrators is now available on our the website. This brief explains how districts may develop and/or identify appropriate measures that yield meaningful information about an administrator’s impact on student learning, growth and achievement. Topics discussed in the brief also include types of appropriate measures (direct and indirect), considerations for identifying administrator DDMs, example measures, and a suggested process districts may follow to identify appropriate measures. To check out this resource, and other Implementation Briefs, please go here.

You can learn more about the use of student and staff feedback and our pilot project on our Student and Staff Feedback webpage, which includes a two-page Quick Reference Guide, sample pilot survey items, and research on using feedback in evaluation processes.

Student Feedback is also one of the breakout session topics at this year’s Educator Evaluation Spring Convening. Registration information was sent directly to superintendents. For the agenda, visit http://www.doe.mass.edu/edeval/resources/convening/spring.html.

DDMs “Office Hours” Schedule

District DDM Working Group members (1-2 per district) are invited to join Ed Eval team members at one of our upcoming DDMs “Office Hours” meetings. These meetings offer an opportunity to have questions answered and share implementation strategies with ESE’s DDM experts. Learn more about these sessions and how to RSVP here.
1. What topics will be covered at the Educator Evaluation Spring Convening and who’s invited to attend?

This year’s convening is focused on three breakout session topics—district-determined measures, student feedback, and evaluator calibration. All districts are invited to attend and bring a team of up to four people—including a union representative, school leader, district leader, and another person of the superintendent’s choosing. Statewide unions and associations are also invited to bring a team of up to four people.

Each breakout session will include presentations from local districts and activities to support district planning for the 2014-15 school year, so team members should plan to attend on the same day.

Registration is now open! Registration links were sent directly to superintendents and organization leaders on March 17th from EdEvalEvents@doe.mass.edu. For more information, visit our website.

2. Can DDMs be indirect measures of student learning?

Yes. DDMs should assess student learning as directly as possible, however, in some instances direct measures may not provide meaningful evidence of all educators’ contributions. For example, we know specialized instructional support personnel (SISP) play a critical role in educating students yet direct measures of student learning aren’t always appropriate if the SISP aren’t providing direct instruction to students. For more information on indirect measures, read the Indirect Measures & SISP Implementation Brief.

3. When will Student Impact Ratings be determined in districts that have decided to use three-year trends?

The educator evaluation regulations (603 CMR 35.02) define trends as being based on “at least two years of data.” Some districts have decided to use three years of data to establish the trends that will be used to inform educators’ Student Impact Ratings. Districts will report initial Student Impact Ratings in October 2016 based on data collected in the 2014-15 and 2015-16 school years. Thereafter, trends based on three years of data may be used. Districts that pursue the extension request process described in the Commissioner’s March 18th memorandum will, of course, have a subset of educators for whom initial Student Impact Ratings will not be determined until 2016-17.

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

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- Improve educator effectiveness
- Turn around the lowest performing districts and schools
- Use data and technology to support student performance