North Reading Public Schools Educator Evaluation and District Determined Measures: Laying the Foundation

Patrick Daly, Ed.D
North Reading Public Schools
As a professional learning community, we seek answers to the following questions:

1. What do we want our students to know and be able to do?

CURRICULUM and COMMON CORE

2. How will we know students have learned what we have taught them?

DATA & EDUCATOR EVALUATION

3. What will we do for students who are not making appropriate progress?

4. What will we do for students who already know what we are planning to teach?

(R. DuFour, 2008)
Drinking the Kool-Aid

• Are we doing this the right way?

• DESE Support
  o Presentations
  o Webinars

• Collaboration

• Opportunity to show our impact on student learning
North Reading
Professional Growth and Development

- Trust
- Qualitative system with emphasis on growth
- Portfolio/Binder collection
- Culture of Walkthroughs/Visibility
Educator Evaluation

• Administrators Retreat

• Additional Hours for Administrators
  o Module Five

• Professional Development Time
  o Overview of the Model System

• Collective Bargaining
Data Driven Dialogue

• What does the Data Driven Dialogue look like for NRPS?

Deb Hale, Seaside Consultants

• EDW (now EDWIN) and Excel driven tools

• Who is going to look at this data?
Common Core: Key Shifts

• Unpack the frameworks and PARCC documents to determine key shifts and priority standards for every grade level/course

• Update/create common assessments that reflect mastery of the priority/essential standards (Ainsworth)
Educator Evaluation

The Massachusetts Framework for Educator Evaluation

On June 28, 2011, the Board of Elementary and Secondary Education adopted new regulations for the evaluation of all Massachusetts educators. The regulations, which apply to both administrators and teachers throughout the state, are designed to:

- Promote growth and development amongst leaders and teachers,
- Place student learning at the center, using multiple measures of student learning, growth, and achievement,
- Recognize excellence in teaching and leading,
- Set a high bar for professional teaching status, and
- Shorten timelines for improvement.
It's all about growth...

ALL MASSACHUSETTS EDUCATORS: The Impact on Student Learning Rating WILL NOT affect your summative rating and this is not about "losing your job." This is about GROWTH!
District Determined Measures

- Trends refer to results over time of at least two years
- Patterns refer to results on at least two different measures of student learning, growth and achievement

<table>
<thead>
<tr>
<th>Educator Category</th>
<th>Grade Levels</th>
<th>Subject Area Taught</th>
<th>MCAS SGP Required</th>
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</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>4–8¹²</td>
<td>Mathematics</td>
<td>Mathematics SGP</td>
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<td></td>
<td>English/Reading</td>
<td>English Language Arts SGP</td>
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<tr>
<td>Administrators</td>
<td>Schools enrolling grades 4, 5, 6, 7, 8 and/or 10</td>
<td>Mathematics and/or English language arts</td>
<td>ELA and mathematics</td>
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<tr>
<td>Instructional Specialists</td>
<td>Grades 4, 5, 6, 7, 8 and/or 10</td>
<td>Mathematics and/or English language arts</td>
<td>ELA and/or mathematics depending on the subject(s) being taught by the educators being supported</td>
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</table>
Two Ratings for All Educators

<table>
<thead>
<tr>
<th>Summative Rating</th>
<th>1-yr Self-Directed Growth Plan</th>
<th>2-yr Self-Directed Growth Plan</th>
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<tbody>
<tr>
<td>Exemplary</td>
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<tr>
<td>Proficient</td>
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<tr>
<td>Needs Improvement</td>
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<td>Directed Growth Plan</td>
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<tr>
<td>Unsatisfactory</td>
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<td>Improvement Plan</td>
</tr>
</tbody>
</table>

Rating of Impact on Student Learning
(multiple measures of performance, including MCAS Student Growth Percentile and MEPA where available)
Timelines

• What is our baseline year for collecting data?

• What if we collectively bargained for three year trends?

• How do we find the time to make our assessments valid and reliable?
Next Steps

• Explore the technical and technological

• Professional Development
  o Common Assessments that could be used for DDMS (utilizing the rubric)
  o Exploring DESE exemplars
  o Time for vertical alignment
  o Rubrics, Scoring, and Assessments
  o Collaborative work with multiple districts (Job-alike groups, SEEM, NCSD, CLE)
  o Teachers 21
This is a work in progress!