Part VIII: Using Student and Staff Feedback in the Evaluation Process

EXECUTIVE SUMMARY

The Role of Feedback in Eduactor Evaluation

Beginning in the 2014–2015 school year, districts will start collecting feedback from students and staff for use in educator evaluation. Student feedback will be a source of evidence in all educators' evaluations, and staff feedback will inform administrators' evaluations.

The regulations identify three categories of evidence to be gathered over the course of the 5-step evaluation cycle:

- Category 1: Products of Practice (judgments based on observations and artifacts of practice)
- Category 2: Multiple Measures of Student Learning, Growth and Achievement
- Category 3: Other Evidence related to Standards of Practice

> ### *Educator Evaluation Regulations*
>
> 603 CMR 35.07. Evidence used in educator evaluation shall include:
> - Student feedback collected by the district starting in 2013–14*
> - Staff feedback (with respect to administrators) collected by the district, starting in 2013–14*
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> *603 CMR 35.11(10). On December 19, 2013, the regulations were amended to authorize the Commissioner to establish new schedules for implementing regulatory requirements for good cause. The Commissioner postponed the incorporation of student and staff feedback into the educator evaluation system for one year to the 2014–15 school year.

The third category of evidence includes feedback from students and staff, as well as other sources such as evidence of fulfillment of professional responsibilities and evidence of family engagement. It is important to remember that, like the other categories of evidence, there is no specific weight accorded to or point value associated with student and staff feedback. Instead, student and staff feedback should be considered as one source of evidence—alongside evidence Categories 1 and 2—that informs the larger picture of an educator's practice.

Two Key Flexibilities

The regulations allow for flexibility in determining how feedback will be collected and how it will be used.[1] Therefore, districts need consider the following:

- Will the method(s) used to collect student and/or staff feedback be used district-wide, or will they be school-based, educator role-based, educator-specific, or some combination?

- At which point(s) of the 5-step evaluation cycle will student and staff feedback be used and for what purpose? How will feedback inform evaluation ratings?

Flexibility 1: Identifiying Feedback Instruments

Districts have flexibility in the identification of feedback instruments for educators. They may choose to implement district-wide feedback instruments, such as student or staff surveys, or they may create processes by which educators and evaluators can identify feedback instruments at the individual educator level (educator-specific instruments). These approaches are not mutually exclusive, and leaders may settle on a combination of district-wide and educator-specific instruments in order to best meet the needs of all educators.

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[1] The procedures for conducting educator evaluation are a mandatory subject of collective bargaining in Massachusetts.

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ESE Model Feedback Instruments

ESE has developed the following model feedback instruments for *optional use* by MA districts:

- Student surveys about classroom teacher practice (for students in grades 3-5 and 6-12)
- Staff surveys about school leadership practice (including principals, assistant principals, directors, etc.)
- Discussion prompts for K-2 students about classroom teacher practice

ESE Model Feedback Surveys are available in long and short forms to allow for flexibility in implementation.

Flexibility 2: Incorporating Feedback into the 5-Step Cycle of Evaluation

There is no point value or numerical weight associated with feedback in an educator's evaluation. Districts have the flexibility to determine how student and staff feedback informs the Summative Performance Rating. Student and staff feedback may be gathered at multiple points in the 5-step evaluation cycle and considered formatively, summatively, or both.

ESE is recommending student and staff feedback be used to inform an educator's self-assessment, shape his or her goal-setting process, and/or demonstrate changes in practice over time. If a district chooses to implement one or more of the ESE model surveys, ESE recommends that the feedback be used formatively in the evaluation framework (steps 1 and 2) until ESE completes additional external validity analyses of these instruments in subsequent years.

Key Messages

- **Feedback should be meaningful and actionable.**
- **Feedback collection tools can take many forms (not just surveys).**
- **Feedback is one component of an evaluation framework that draws on many different types of evidence.**
- **There are no weights or formulas associated with feedback.**