The Massachusetts Model System for Educator Evaluation

Webinar
January 10th 2012
Introduction

★ Welcome

★ Webinar Logistics
  o Technical issues?
  o Questions?
Agenda

- Participants
- Intended Outcomes
- Key Features of the Educator Evaluation Framework
- ESE Model System
  - Today’s release: 5 components
  - Future components
- Next Steps: Getting Started
- Wrap Up & Questions
Agenda

★ Participants
★ Intended Outcomes
★ Key Features of the Educator Evaluation Framework
★ ESE Model System
  o Today’s Release: 5 components
  o Future Components
★ Next Steps: Getting Started
★ Wrap Up
Participants

★ 145 RTTT Districts
  o District teams: school committee chair, superintendent, union president, human resources or central office administrator, and a principal

★ 2011/12 Level 4 Schools

★ 2011/12 Early Adopters

★ ESE Educator Evaluation Team
Agenda

★ Participants
★ Intended Outcomes
★ Key Features of the Educator Evaluation Framework
★ ESE Model System
  o Today’s Release: 5 components
  o Future Components
★ Next Steps: Getting Started
★ Wrap Up & Questions
Intended Outcomes

★ Know what the Model System is and be able to navigate its different components

★ Know key decisions district teams will need to make in coming months

★ Begin preparations for attending the regional “Getting Started” workshops
Agenda

★ Participants
★ Intended Outcomes
★ **Key Features of the Educator Evaluation Framework**
★ ESE Model System
  o Today’s Release: 5 components
  o Future Components
★ Next Steps: Getting Started
★ Wrap Up & Questions
Key Features of the Educator Evaluation Framework

Why are we doing this …

★ To reinforce that effective teachers & leaders matter
★ To promote leaders’ and teachers’ growth and development
★ To place student learning at the center of the process

Who does this apply to …

★ All educators serving in a position that requires a license
Key Features of the Educator Evaluation Framework

“Current evaluation practices in the state are wobbly, at best. We are often stuck in place, unable to move beyond simple compliance with procedures. The Task Force and the Board of Education have a chance to break this logjam. We can create a more ambitious, focused and growth-oriented framework. I am hoping for a breakthrough.”

Task Force Member, former Teacher and Principal
Key Features of the Educator Evaluation Framework

Brief history and implementation …

- RTTT application (May 2010)
- Task Force “Breakthrough Framework” (March 2011)
- Board adopts new evaluation regulations (June 2011)
- Early Adopters and Level 4 Schools (2011/12 year*)
- RTTT districts and charters schools (2012/13 year*)

*Note: refers to implementing 5-step cycle with Summative rating
5 Step Evaluation Cycle

- Every educator is an active participant in an evaluation
- Process promotes collaboration and continuous learning
Every educator is an active participant in the evaluation process

- Every educator uses a rubric and data about student learning

Collaboration and Continuous Learning are the focus
Every educator is an active participant in the evaluation process

Every educator proposes at least 1 professional practice goal and 1 student learning goal – team goals must be considered

Collaboration and Continuous Learning are the focus
Every educator is an active participant in the evaluation process

Collaboration and Continuous Learning are the focus
Every educator is an active participant in the evaluation process

Self-Assessment

Summative Evaluation

Analysis, Goal Setting & Plan Development

Continuous Learning

Formative Assessment / Evaluation

Implementation of the Plan

Collaboration and Continuous Learning are the focus

Every educator has a mid-cycle review
Every educator is an active participant in the evaluation process

Collaboration and Continuous Learning are the focus
Ratings Summary

★ Summative rating
  o Rating on each of the Four Standards of Practice
  o Attainment of Goals
  o Other evidence
  o RTTT implementation in 2012/13

★ Impact on Student Learning rating
  o Districts identify measures during 2012/13 and begin implementing during 2013/14
  o Two district-determined measures (MCAS where applicable)
  o ESE guidance on district-determined measures in June 2012

★ Link to Ed Eval Overview on ESE website
  http://www.doe.mass.edu/edeval/101511Overview.pps
Agenda

- Participants
- Intended Outcomes
- Key Features of the Educator Evaluation Framework

**ESE Model System**
- Today’s Release: 5 components
- Future Components

- Next Steps: Getting Started
- Wrap Up & Questions
What is the “Model System”?

The *Model System* shall mean:

“the comprehensive educator evaluation system designed and updated as needed by the department, as an exemplar for use by districts. The Model System shall include tools, guidance, rubrics and contract language developed by the department that satisfy the requirements of 603 CMR 35.00.”
What is the “Model System”?

1) District-Level Planning & Implementation Guide
2) School-Level Planning & Implementation Guide
3) Guide to Model Rubrics
4) Guide to Model Contract Language
5) Implementation Guide for Principal Evaluation
6) Implementation Guide for Superintendent Evaluation
7) Rating Educator Impact on Student Learning
8) Using student and staff feedback
Why have a “Model System”? 

⭐ One more initiative?

⭐ The Task Force’s Vision

⭐ District choices:
  - Adopt it
  - Adapt it
  - Revise an existing evaluation system so that it is consistent with the regulations
1) District-Level Planning & Implementation Guide

★ Intended Audience:
- School Committee
- Superintendent and district administrators
- Union leaders
- Principals

★ Purpose:
- Help district leaders understand practical requirements and strategic opportunities
1) District-Level Guide: Practical Requirements

- Explain the regulations
- Navigate the model
- Decide: Adopt, Adapt or Revise
- Conduct collective bargaining
- Access technical assistance and PD
- Report results
1) District-Level Guide: Strategic Opportunities

★ Ensure Coherence

★ Build Capacity: Educator growth & development

★ Support School Implementation
2) School-Level Planning & Implementation Guide

★ Intended Audience:
  o School Leadership Teams
  o Evaluators & Educators
  o District Leadership

★ Purpose:
  o Help schools understand practical requirements and strategic opportunities
  o Guide conversation and collaboration
  o Help district leaders understand areas for support
## Content Overview

The Massachusetts Model System for Educator Evaluation

<table>
<thead>
<tr>
<th>Step 1: Self-Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2: Goal Setting and Plan Development</td>
</tr>
<tr>
<td>Step 3: Implementation of the Plan</td>
</tr>
<tr>
<td>Step 4: Formative Assessment and Evaluation</td>
</tr>
<tr>
<td>Step 5: Summative Evaluation</td>
</tr>
</tbody>
</table>

Appendices: Forms for Educator Evaluation, Setting SMART Goals
2) School-Level Planning & Implementation Guide

🌟 Getting Started

- Conditions for Readiness
- Considerations for Planning
- Suggested Resources
- Tools from the Model System
2) School-Level Planning & Implementation Guide

★ Highlights:
  o Early lessons from the field
  o Step-Specific Topics
    - Establishing effective teacher teams
    - Conducting observations
    - Guidance on goal proposal
    - Aligning evaluation activities with Individual PD Plans
3) Guide to Model Rubrics

★ Intended Audience:
  o All educators and their evaluators

★ Purpose:
  o Describe the development process and structure of the model system rubrics
  o Support educators and evaluators in how to use rubrics to guide conversation and evaluation
  o Share the superintendent, principal, and teacher model rubrics
3) Guide to Model Rubrics

<table>
<thead>
<tr>
<th>Content Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where the Rubrics Fit in the Evaluation Process</td>
</tr>
<tr>
<td>Structure of the Model Rubrics</td>
</tr>
<tr>
<td>Performance Levels in the Model Rubrics</td>
</tr>
<tr>
<td>Design of the Model Rubrics</td>
</tr>
<tr>
<td>Different Contexts, Roles and Responsibilities</td>
</tr>
<tr>
<td>Support for Effective District Implementation</td>
</tr>
<tr>
<td>Select Appendices: Teacher, Principal and Superintendent model rubrics</td>
</tr>
</tbody>
</table>

Massachusetts Department of Elementary and Secondary Education 31
3) Guide to Model Rubrics

★ The power of rubrics
  o Create a shared understanding of proficient performance
  o Organize evidence
  o Inform professional judgments
3) Guide to Model Rubrics

★ Structure and design choices

- Regulations define Standards and Indicators
- **Proficient** is the rigorous, expected level of performance
- Used to understand patterns in evidence gathered across multiple points in time

**Standard II: Teaching All Students.** The teacher promotes the learning . . .

<table>
<thead>
<tr>
<th>Indicator II-A.</th>
<th>Instruction: Uses instructional practices that reflect high expect. . .</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>II-A. Elements</strong></td>
<td><strong>Unsatisfactory</strong></td>
</tr>
<tr>
<td>II-A-1. Quality of Effort and Work</td>
<td>Establishes no or low expectations around quality of work and effort and/or . . .</td>
</tr>
<tr>
<td>II-A-2. Student Engagement</td>
<td>Uses instructional practices that leave most students uninvolved and/or passive . . .</td>
</tr>
</tbody>
</table>

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4) Guide to Model Contract Language

⭐ Intended Audience:
- School Committees, Union leaders, Superintendents, HR administrators, & principals

⭐ Purpose:
- Provide at least a starting point for collective bargaining
4) Guide to Model Contract Language

★ By January 17th: Teacher contract language

★ By March 15th: Administrator contract language

★ Future: Peer Assistance and Review (PAR)
5) Implementation Guide for Principal Evaluation

★ Intended Audience:
  o Superintendents and principals

★ Purpose:
  o Provide a common understanding of the model process for evaluating principals
  o Guide conversation and collaboration between principals and superintendents
## Content Overview

<table>
<thead>
<tr>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Model Evaluation Process for Principals</td>
</tr>
<tr>
<td>Guidance for Conducting the Evaluation Process</td>
</tr>
<tr>
<td>Cycle of Continuous Improvement</td>
</tr>
<tr>
<td>Select Appendices: Administrator Standards and Indicators, Evaluation Reports, Roles and Responsibilities, SMART Goals, Samples</td>
</tr>
</tbody>
</table>

5) Implementation Guide for Principal Evaluation

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5) Implementation Guide for Principal Evaluation

★ Highlights:
  - Helps principals understand and model the process for all educators
  - Team goals
  - Involved stakeholder groups

★ Future:
  - Guidance for evaluation of other school leaders
6) Implementation Guide for Superintendent Evaluation

★ Intended Audience:
  ○ Superintendents and School Committees

★ Purpose:
  ○ Provide a common understanding of the model process for evaluating superintendents
  ○ Guide conversation and collaboration between superintendents and school committees
6) Implementation Guide for Superintendent Evaluation

<table>
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</tr>
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<td>Guidance for Conducting the Evaluation Process</td>
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<tr>
<td>Cycle of Continuous Improvement</td>
</tr>
<tr>
<td>Select Appendices: Superintendent Standards &amp; Indicators, Evaluation Reports, Roles &amp; Responsibilities, SMART Goals guide and samples, Guidelines for new superintendents</td>
</tr>
</tbody>
</table>
6) Implementation Guide for Superintendent Evaluation

★ Highlights:
  o Alignment with all educator’s evaluation process
  o Endorsed by MASC and MASS representatives

★ Future:
  o Guidance for evaluation of other district leaders
Future releases

★ March 2012 Update
  o Caseload Educator model rubric and guidance on adapting rubrics with role specific indicators
  o Model Contract Language for administrators
  o ESE review process for districts that are adapting or revising the model system

★ July 2012 Update
  o Implementation Guide for Rating Educator Impact on Student Learning using District-Determined Measures
  o Model Contract Language for State- and District-Determined Measures

★ Fall 2012 Update
  o Guidance for Peer Assistance and Review

★ May 2013 Update
  o Implementation Guide for Using Staff and Student Feedback
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  o Future Components
★ **Next Steps: Getting Started**
★ Wrap Up & Questions
Next Steps: Getting Started

★ Prep for Regional *Getting Started* workshops
  o ESE criteria for reviewing district plans & systems
  o Additional resources ESE will make available
    – Professional Development modules
    – Technical Assistance partner vendors
    – Technology &/or tools

★ Begin to review Model System materials
  o e.g. school committee and superintendent can look at the Implementation Guide for Superintendent Evaluation
## Next Steps: Getting Started

### Workshop Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Time</th>
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<tbody>
<tr>
<td>Tuesday, January 17:</td>
<td>Peabody School District Kiley</td>
<td>9:00 a.m. to 12:00 noon</td>
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<tr>
<td>Northeast</td>
<td>Admin Bldg</td>
<td>noon</td>
</tr>
<tr>
<td>Thursday, January 19:</td>
<td>West Springfield High School</td>
<td>1:00 p.m. to 2:00 p.m.</td>
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<tr>
<td>Pioneer Valley</td>
<td></td>
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<tr>
<td>Friday, January 20:</td>
<td>Berkshire Community College</td>
<td>1:00 p.m. to 4:00 p.m.</td>
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<tr>
<td>Berkshires</td>
<td></td>
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</tr>
<tr>
<td>Monday, January 23:</td>
<td>Session 1 Waltham High School</td>
<td>2:30 p.m. to 5:30 p.m.</td>
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<tr>
<td>Greater Boston</td>
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<tr>
<td>Monday, January 30:</td>
<td>Session 1, Quincy High School</td>
<td>3:00 p.m. to 6:00 p.m.</td>
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<tr>
<td>Southeast</td>
<td></td>
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<tr>
<td>Thursday, February 2:</td>
<td>Fitchburg High School</td>
<td>2:00 p.m. to 5:00 p.m.</td>
</tr>
<tr>
<td>Central</td>
<td></td>
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</tr>
<tr>
<td>Monday, February 6:</td>
<td>Session 2, Boston University</td>
<td>9:00 a.m. to 12:00 p.m.</td>
</tr>
<tr>
<td>Greater Boston</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday, February 8:</td>
<td>Dennis-Yarmouth Regional High</td>
<td>1:00 p.m. to 4:00 p.m.</td>
</tr>
<tr>
<td>Southeast</td>
<td>School</td>
<td></td>
</tr>
</tbody>
</table>
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Wrap Up

- The 5 Most Frequently Asked Questions
- Intended outcomes
- More Questions?
  More Information?
  More Help?
Wrap Up

5 Most Frequently Asked Questions
Wrap Up

★ Intended outcomes

- Know what the Model System is and be able to navigate its different components
- Know key decisions district teams will need to make in coming months
- Begin preparations for attending the regional “Getting Started” workshops
Wrap Up

More Questions?

EducatorEvaluation@doe.mass.edu

More Information?

www.doe.mass.edu/edeval

More Help?

Regional “Getting Started” Workshops