

Quick Reference Guide: The 5-Step Cycle

Overview

The goal of the 5-Step Cycle of evaluation is to provide educators with a continuous opportunity for professional growth and development through self-directed analysis and reflection, planning, action steps, and collaboration. Regular, constructive feedback from the evaluator, coupled with opportunities to reflect on and improve practice, drive the cycle from beginning to end. This is the nature of continuous improvement.

Below are key ESE resources associated with each step in the cycle to assist educators and evaluators throughout the process. Page 2 includes brief descriptions and timelines for each step.



Quick Reference Guide: The 5-Step Cycle

Step 1: Self-Assessment & Goal Proposal

WHAT—The first step of the educator evaluation cycle is self-assessment and goal proposal. Educators analyze student data, reflect on their performance, and propose a minimum of one student learning goal and one professional practice goal individually and/or in teams.

WHEN—The self-assessment should be informed by the summative evaluation. Given a typical one or two year cycle, most summative evaluations will occur at the end of a school year—therefore, self-assessment may start at the end of one year as educators reflect on their performance and continue through the beginning of the next year as educators analyze data for their new students.

Step 2: Goal Setting & Educator Plan Development

WHAT—Step 2 of the educator evaluation cycle is goal setting and educator plan development. Educators share their self-assessment and proposed goals with evaluators; evaluators work with educators to refine proposed goals as needed; and educators and evaluators develop Educator Plans that identify evidence, activities and supports that will drive improvement and progress toward goal attainment.

WHEN—Goal refinement and plan development should take place early in the year. Completing the Educator Plan early gives educators sufficient time to engage in the activities to which they have committed while maximizing the use of supports identified in the plan.

Step 3: Plan Implementation

WHAT—The third step of the cycle is plan implementation: responsibility for this step is divided between educators and evaluators. For the duration of their cycle, educators will pursue the attainment of the goals identified in the Educator Plan and collect evidence of practice related to the four Standards. Evaluators will provide educators with feedback for improvement, ensure timely access to planned supports, and collect evidence of educator performance and progress toward goals through multiple sources, including unannounced observations and student or staff feedback.

WHEN—Implementation of the Educator Plan begins as soon as plans are finalized and continues until the end of the cycle, when the summative evaluation occurs.

Step 4: Formative Assessment/Evaluation

WHAT—Step 4 is formative assessment or evaluation, during which evaluators assess educator progress towards attaining goals set forth in Educator Plans, performance on performance standards, or both. A formative assessment/evaluation is most valuable when it is used to prompt reflection, promote dialogue between educators and evaluators, and discuss changes to practice, goals, or planned activities when adjustments are necessary.

WHEN—The formative assessment/evaluation typically occurs at the midpoint of an educator's plan. For educators on plans one year or less in duration, a formative *assessment* occurs halfway through the plan. For educators on 2-year plans, a formative *evaluation* takes place at the end of year 1. Note: formative evaluation ratings are reported to ESE through EPIMS.

Step 5: Summative Evaluation

WHAT—At the summative evaluation, evaluators analyze evidence that demonstrates the educator's performance against performance Standards, as well as evidence of goal attainment, to arrive at a rating on each Standard and an overall performance rating based on the evaluator's professional judgment.

WHEN—The summative evaluation occurs at the end of each educator's individualized Educator Plan and guides plan development for the subsequent cycle. Most educators will receive a summative evaluation near the end of a school year, although educators on a Directed Growth Plan or Improvement Plan, which can vary in duration, may have more than one summative evaluation in a single year.