Quick Reference Guide: MA Model System for Educator Evaluation

Introduction
The Model System is a comprehensive educator evaluation system designed by the Department of Elementary and Secondary Education (ESE), pursuant to the new educator evaluation regulations, 603 CMR 35.00. The following eight-part series was developed to support effective implementation of the regulations by districts and schools across the Commonwealth. As educator evaluation progresses, ESE anticipates making updates to the Model System based on multiple sources of data including feedback from educators, districts, and other stakeholders.

Part I: District-Level Planning & Implementation Guide
This Guide takes district leaders—school committees, superintendents and union leaders—through factors to consider as they decide whether to adopt or adapt the Model System or revise their own evaluation systems to meet the new educator evaluation regulation. This guide also identifies ways in which district leaders can support effective educator evaluation implementation in the schools.

- Detailed timetable for implementation; p. 8
- Description of options for adopting the Model, adapting it, or revising existing system; p. 13-14
- Information on collective bargaining; p. 15 and Appendix D
- Suggestions for evaluating educators serving in multiple roles, Appendix A (also in Part II)
- Information on aligning Educator Plans with Individual Professional Development Plans, Appendix B

Part II: School-Level Planning and Implementation Guide
This Guide is designed to support administrators and teachers as they implement teacher evaluations at the school level. The Guide offers guidance, strategies, templates and examples that will support effective implementation of each of the five components of the evaluation cycle.

- Suggested timelines for two-year and one-year cycles; pp. 12-13
- Step-by-step overview of the regulations (pp. 15, 24, 33, 41, & 49)
- “Getting Started” sections for each step of the evaluation cycle: Conditions for Readiness, Considerations for Planning, Suggested Resources, and Tools from the Model System
- Answers to questions on goal proposal raised by early implementers; p. 21
- Overview of research on key components of effective teacher teaming; p. 22
- Suggestions for refining goals and developing Educator Plans, p. 29
- Strategies and suggestions for observations, including information on conducting frequent unannounced observations, and conducting observations in work environments other than the classroom; p. 39
- Considerations for holding a conference for a formative assessment or evaluation (also applies to summative evaluation); p. 43 and p. 46
- Overview of suggested templates in support of each step of the evaluation cycle and blank templates; Appendix A

The Guide presents the Model Rubrics and explains their use. The Guide also outlines the process for adapting them.

- Explanation of how rubrics are used in the evaluation framework; p. 4-5
- Description of the design and structure of the Model Rubrics; p. 6-11
- Tips on how to “read” a rubric; p. 8
- Explanation of how rubrics can be customized and/or adapted for different roles and responsibilities; p. 12-14 and Appendix E

Regulations
The ESE Model System is a comprehensive educator evaluation system designed and updated as needed by ESE and is intended as an exemplar for use by districts (603 CMR 35.02).

Districts must either adopt or adapt the Model System or revise existing systems to be consistent with the regulations (603 CMR 35.06 (1)).

To offer suggestions, pose questions, or receive updates on ESE’s implementation efforts, please email EducatorEvaluation@doe.mass.edu.
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Part IV: Model Collective Bargaining Contract Language
This section contains the Model Contract that is consistent with the regulation, with model language for teacher and administrator evaluation.

- Descriptions of key features of the new Educator Evaluation framework; p.7-10
- Description of options for adopting the Model contract language, adapting it, or revising existing contract; p.12
- Description of ESE’s contract review process; p. 12
- Model contract language for teachers and specialized instructional support personnel (formerly caseload educators); Appendix C; and administrators; Appendix D

Part V: Implementation Guide for Principal Evaluation
This section details the model process for principal evaluation and includes relevant documents and forms for recording goals, evidence and ratings. The Guide includes resources that principals and superintendents may find helpful, including a school visit protocol.

- Step-by-step description of the model process for evaluating principals; p. 6-13
- Suggested protocol for superintendent’s school visits; Appendix B
- Explanation of SMART goals and sample school-level SMART goals; Appendices C and D
- Model forms for mid-cycle review and summative evaluation reports; Appendices F-I
- Descriptions of superintendent responsibilities for principal evaluation; Appendix K
- Descriptions of principal responsibilities during principal evaluation; Appendix L

This section details the model process for superintendent evaluation and includes relevant documents and a form for recording goals, evidence and ratings. The Guide includes resources that school committees and superintendents may find helpful, including a model for effective goal setting.

- Step-by-step description of the model process for evaluating superintendents; p. 6-14
- Descriptions of school committee responsibilities for superintendent evaluation; Appendix C
- Descriptions of superintendent responsibilities during superintendent evaluation; Appendix D
- Model form for summative evaluation report; Appendix B
- Considerations for superintendent evaluation for superintendents who are new or are serving more than one school committee; Appendices H and I
- Explanation of impact of the Open Meeting and Public Records Laws; Appendix J

Part VII: Rating Educator Impact on Student Learning Using District-Determined Measures of Student Learning
Part VII contains guidance for districts on identifying and using district determined measures of student learning, growth and achievement, and determining ratings of high, moderate or low for educator impact on student learning.

- Descriptions of how to identify and select District-Determined Measures; p.8-22
- Implementation timelines; p. 22-23
- Explanation of rating educator impact on student learning; p.24-33
- Considerations for district capacity and infrastructure needs; p. 34-39

Part VIII: Using Staff and Student Feedback in the Evaluation Process
Part VIII includes information for schools and districts about how to identify appropriate feedback instruments, and how to incorporate feedback into the 5-step evaluation cycle.

- District options for feedback instruments and use; p. 4-17
- ESE Model Feedback Surveys; Appendix A
- Considerations for Collective Bargaining; Appendix B
- Report & Recommendation on the Use of Parent Feedback in Educator Evaluation; Appendix C
- ESE Survey Pilot Project Summary; Appendix D

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