

Quick Reference Guide: Educator Evaluation & the MA Curriculum Frameworks

Overview

This guide provides an overview of how the Educator Evaluation System supports implementation of the Massachusetts Curriculum Frameworks. The Frameworks represent key content and skills, while evaluation assesses educators' effectiveness in teaching this material.

The following questions are intended to guide educators in aligning these two initiatives. See questions below for connections to the 5 Step Cycle.

- *How is implementation of the MA Frameworks reflected in educators' evaluation goals and plans? (Steps 1 and 2)*
- *How are educators supported in aligning instruction with the MA Frameworks? (Step 3)*
- *How is your district measuring the impact of teaching the MA Frameworks on student learning and educator practice? What evidence are you using? (Steps 4 and 5)*

MA Curriculum Frameworks

- [WIDA English Language Development](#) (2012)
- [English Language Arts and Literacy](#) (2011)
- [Mathematics](#) (2011)
- [Science and Engineering/Technology](#) (2001/2006)
- [Vocational Technical Education](#) (2006)
- [History and Social Science](#) (2003)
- [The Arts](#) (1999)
- [Foreign Languages](#) (1999)
- [Comprehensive Health](#) (1999)
- [PARCC Model Content Frameworks](#) (2012)

Embedding MA Curriculum Frameworks within the 5-Step Cycle for Educator Evaluation

1. Self-Assessment

- How could your district integrate the MA Frameworks when setting professional practice and student learning goals? For example, how could these goals include the development of curriculum maps and units, common assessments, scoring rubrics, and [WIDA](#) Model Performance Indicators? See [Examples of Aligned Activities](#).
- How could grade level or content team goals support implementation of the MA Frameworks?
- How could your district use the [Model Curriculum Units](#), including the instructional practices and performance assessments found in them, in educator plans?

2. Goal Setting & Plan Development

3. Implementing the Plan

- What PD opportunities would support educator goals and implementation of the MA Frameworks?
- How could professional learning networks link team goals to the MA Frameworks?
- How could observation tools document instructional practice that reflects the MA Frameworks?

4. Formative Assessment/Evaluation

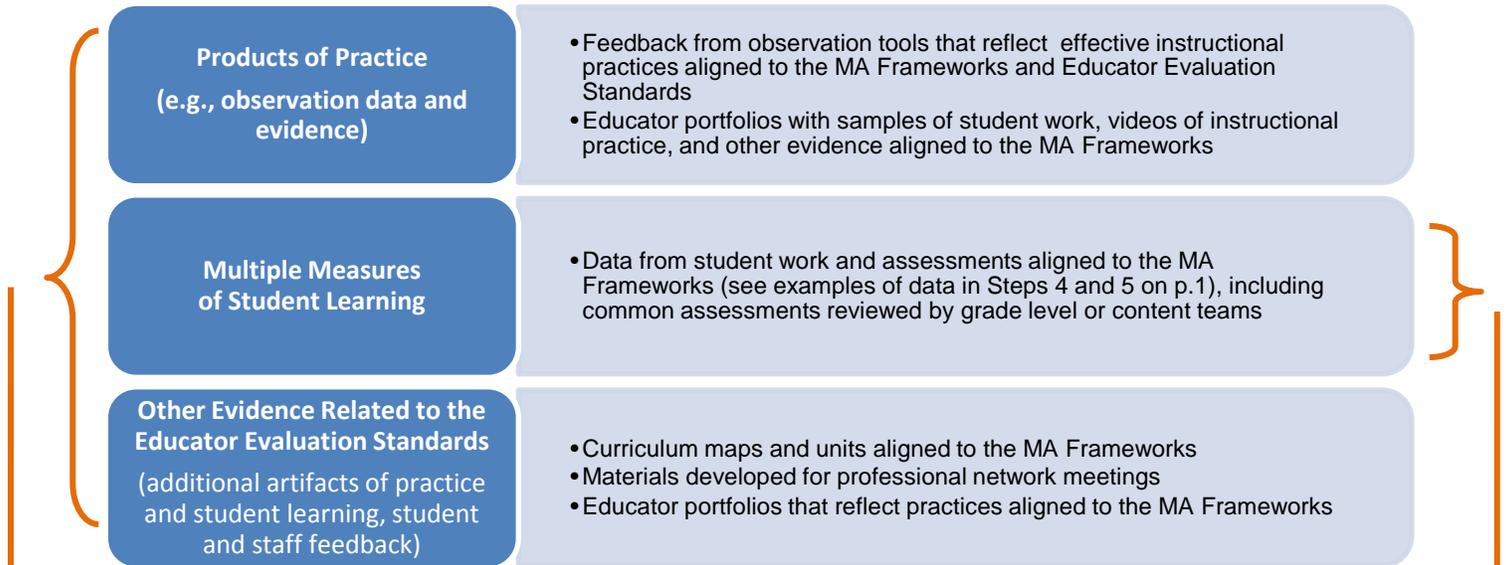
5. Summative Evaluation

- How could data from District-Determined Measures, other measures of student learning, and documentation of educator practice, as in the following examples, align with the MA Frameworks?
- How could DDM data, the MA Frameworks, and educator evaluation be integrated with student learning?
 - Portfolios designed to show student growth over time
 - A series of projects, performances, or presentations in response to performance assessments
 - Scores on state assessments or district/school assessments using items from the [Edwin Teaching and Learning item](#) bank
- How could DDM data, the MA Frameworks, and educator evaluation be integrated with educator practice?
 - Collaboratively developed common assessments
 - Collaborative scoring of student work using protocols, rubrics, and anchor sets
 - Documented protocols for selecting and evaluating student work for portfolios of student work
 - Educator portfolios that include formative student data, corresponding interventions, and

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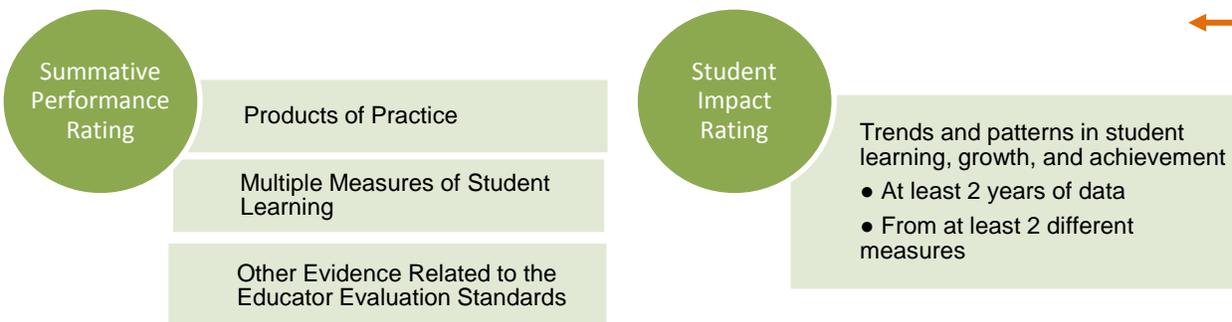
Incorporating MA Curriculum Frameworks into Evidence Collection

Throughout the 5-Step Cycle, educators and evaluators collect three categories of evidence to be used for determining the two ratings each educator will receive. The following chart provides examples of evidence aligned to the implementation of the MA Frameworks that may be used to fulfill requirements for each of the three categories.



Two Ratings and the MA Curriculum Frameworks

The 5-Step Cycle results in two separate ratings for each educator, a Summative Performance Rating (Exemplary, Proficient, Needs Improvement, Unsatisfactory) and a Rating of Educator Impact on Student Learning (High, Moderate, Low). Both ratings are based on evidence aligned to the MA Frameworks. The Massachusetts evaluation system is unique in that no formulas or percentages are used to determine an educator's ratings. An evaluator determines the two ratings an educator receives based on the evidence collected and the evaluator's professional judgment. For more information about determining ratings, read ESE's guidance on [Rating Educator Performance](#).



For more information about aligning educator evaluation and the MA Curriculum Frameworks, refer to:
[Examples of Aligned Activities: Implementing Educator Evaluation and the MA Curriculum Frameworks](#)