

# Rating Educator Performance: Practice Worksheets

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*A scenario-driven training tool for individual educators or small groups, to accompany guidance document: **Rating Educator Performance**.*

## **Purpose**

When determining a Summative Performance Rating at the conclusion of an evaluation cycle, evaluators apply professional judgment within the bounds of regulatory parameters. The purpose of this document is to help evaluators 1) understand and practice applying the regulatory requirements to the determination of ratings and educator plans and 2) identify areas of evaluator discretion that require using professional judgment. This document targets three key areas that are governed by the regulations: the minimum threshold rule, the selection and duration of educator plans, and the relationship between ratings and Professional Teacher Status.

## **Description**

Based on the guidance document, [Rating Educator Performance](#), these practice worksheets build on the examples in Appendix A of the guidance and present a series of alternate scenarios designed to give evaluators an opportunity to practice applying the regulations to determine Summative Performance Ratings and educator plans.

The worksheets may be completed independently or in a small group setting.

**NOTE:** Educators should have already reviewed [Rating Educator Performance](#) prior to beginning practice.

## **Contents: Three Scenarios and Related Worksheets**

Three scenarios are designed to illustrate key regulatory requirements associated with the Summative Performance Rating (where the framework dictates performance rating outcomes), as well as areas of evaluator discretion (where professional judgment is determinative).

**NOTE:** Where the regulatory framework dictates the performance rating outcomes, ESE will provide the “answer” in Answer Keys found after each series of alternate scenarios. Where professional judgment is determinative, this guidance explains the options but does not offer a “correct answer.”

### **1. Minimum Thresholds (pgs. 3-5)**

- Answer Key on pg. 6

### **2. Educator Plan: Selection & Duration (pgs. 7-12)**

- Answer Key on pgs. 13-15

### **3. Non-PTS Educators (pgs. 16-20)**

- Answer Key on pgs. 21-22

# Rating Educator Performance: Practice Worksheets

## Resources

The following two graphics support the series of worksheets included in this training tool.

### Four Common Standards for Teachers and Administrators

Teachers & Specialized Instructional Support Personnel	Administrators
<b>Standard I:</b> Curriculum, Planning & Assessment*	<b>Standard I:</b> Instructional Leadership*
<b>Standard II:</b> Teaching All Students*	<b>Standard II:</b> Management & Operations
<b>Standard III:</b> Family & Community Engagement	<b>Standard III:</b> Family & Community Engagement
<b>Standard IV:</b> Professional Culture	<b>Standard IV:</b> Professional Culture
* Standards requiring <i>Proficient</i> rating or above to achieve overall rating of <i>Proficient</i> or above	

### Four Educator Plans & Performance Ratings Matrix

<b>SUMMATIVE PERFORMANCE RATING</b>	<b>EXEMPLARY</b>	<b>Self-Directed Growth Plan</b> “of one or two school years”
	<b>PROFICIENT</b>	
	<b>NEEDS IMPROVEMENT</b>	<b>Directed Growth Plan</b> “of one school year or less”
	<b>UNSATISFACTORY</b>	<b>Improvement Plan</b> “at least thirty calendar days and no more than one school year”
<b>For new teachers, new administrators, and at the discretion of the evaluator, educators in new positions</b>		<b>Developing Educator Plan</b> “for one school year or less”

Plan durations per [603 CMR 35.02](#)

## 1. Minimum Thresholds

The purpose of this scenario is to help you get a better understanding of the minimum threshold rule. In order to earn an overall Summative Performance Rating of *Proficient* or *Exemplary*, educators must meet the following minimum thresholds for ratings on specific Standards.

- **Teachers & Specialized Instructional Support Personnel:** Ratings of *Proficient* or *Exemplary* on Standard I: Curriculum, Planning, & Assessment **and** Standard II: Teaching all Students
- **Administrators:** A rating of *Proficient* or *Exemplary* on Standard I: Instructional Leadership

The example below is taken from Appendix A of the ESE guidance released in April 2013, [Rating Educator Performance](#). Each of the alternate scenarios is designed to provide practice applying the minimum threshold rule.

### *Denise Johnson (High School Guidance Counselor)*

Denise Johnson (Example D from [Rating Educator Performance](#)), an experienced high school guidance counselor, receives ratings of *Proficient* on Standards I and II and ratings of *Needs Improvement* on Standards III and IV. Ms. Johnson *exceeded* her student learning goal and professional practice goal, both of which focused on expanding the provision of student services in a way that improved equity and access to historically underrepresented students (Standard II, Role-Specific Indicator E: Student Services<sup>1</sup>). With *Proficient* ratings for both Standards I and II, she meets the minimum threshold requirement to receive a Summative Performance Rating of *Proficient* or higher. Coupled with such strong goal performance associated with a core component of her work, the evaluator gives Ms. Johnson an overall Summative Performance Rating of *Proficient* and places her on a Self-Directed Growth Plan for the next evaluation cycle.

#### Standard Ratings

**Standard I:** Proficient  
**Standard II:** Proficient  
**Standard III:** Needs Improvement  
**Standard IV:** Needs Improvement

#### Goal Progress

- **Student Learning Goal:** Exceeded
- **Professional Practice Goal:** Exceeded

**Assessment of Educator Goal Attainment:** Exceeded Goals

**Summative Performance Rating:** Proficient ➡ **Educator Plan:** Self-Directed Growth Plan

**TIP:** the minimum threshold rule for teachers and specialized instructional support personnel applies to Ms. Johnson, not the minimum threshold rule for administrators.

- **Alternate Scenario 1.1:** pg. 4
- **Alternate Scenario 1.2:** pg. 5
- **Answer Key:** pg. 6

<sup>1</sup> Please see *MASCA Role-Specific Indicators to Supplement the ESE Model SIS Rubric*, available at [http://masca.org/index.php?option=com\\_content&view=article&id=363%253Arole-specific-indicators&catid=38%253Anews&Itemid=1](http://masca.org/index.php?option=com_content&view=article&id=363%253Arole-specific-indicators&catid=38%253Anews&Itemid=1).

### Alternate Scenario 1.1 (Minimum Threshold)

In this first alternate scenario, Ms. Johnson still receives ratings of *Proficient* on two Standards and ratings of *Needs Improvement* on two Standards, however Standard II is now *Needs Improvement* and Standard III is now *Proficient*. Her goal attainment remains the same: she exceeds both her student learning and professional practice goals.

#### Standard Ratings

**Standard I:** Proficient  
**Standard II:** Needs Improvement  
**Standard III:** Proficient  
**Standard IV:** Needs Improvement

#### Goal Progress

➤ **Student Learning Goal:** Exceeded  
➤ **Professional Practice Goal:** Exceeded

**Assessment of Educator Goal Attainment:** Exceeded Goals

**TIP:** the minimum threshold rule for teachers and specialized instructional support personnel applies to Ms. Johnson, not the minimum threshold rule for administrators.

Put yourself in the position of her evaluator.

1. **Based on these four Standard ratings, what Summative Performance Ratings are options for Ms. Johnson? [Check all possible options within the regulatory parameters.]**

- Exemplary                       Needs Improvement  
 Proficient                       Unsatisfactory

**Rationale:**

2. **Based on the Summative Performance Rating you think Ms. Johnson is most likely to earn, what educator plan would she follow in the subsequent year? [Check one, using the matrix on p. 2.]**

- Self-Directed Growth Plan                       Directed Growth Plan  
 Improvement Plan                       Developing Educator Plan

**Rationale:**

### Alternate Scenario 1.2 (Minimum Threshold)

In this scenario, Ms. Johnson is an assistant principal (see pg. 3 for details on the minimum threshold requirements for administrators). Similar to the prior scenario, she receives ratings of *Proficient* on Standards I and III, and ratings of *Needs Improvement* on Standards II and IV. Her goal attainment also remains the same: she exceeds both her student learning and professional practice goals.

#### Standard Ratings

**Standard I:** Proficient  
**Standard II:** Needs Improvement  
**Standard III:** Proficient  
**Standard IV:** Needs Improvement

#### Goal Progress

➤ **Student Learning Goal:** Exceeded  
➤ **Professional Practice Goal:** Exceeded

**Assessment of Educator Goal Attainment:** Exceeded Goals

Put yourself in the position of her evaluator.

**3. Based on these four Standard ratings, what Summative Performance Ratings are options for Assistant Principal Johnson? [Check all possible options within the regulatory parameters.]**

- Exemplary                       Needs Improvement  
 Proficient                       Unsatisfactory

**Rationale:**

**4. If you choose to give Assistant Principal Johnson a Summative Performance Rating of *Proficient*, what educator plan would she follow in the subsequent year? [Check one, using the matrix on p. 2.]**

- Self-Directed Growth Plan                       Directed Growth Plan  
 Improvement Plan                       Developing Educator Plan

**Rationale:**

**5. With a Summative Performance Rating of *Needs Improvement*, what plan would she be on? [Check one, using the matrix on p. 2.]**

- Self-Directed Growth Plan                       Directed Growth Plan  
 Improvement Plan                       Developing Educator Plan

**Rationale:**

## Minimum Thresholds: Answer Key

### Alternate Scenario 1.1

1. Based on these four Standard ratings, what Summative Performance Ratings are options for Ms. Johnson?

- Exemplary                       Needs Improvement  
 Proficient                       Unsatisfactory

**Rationale:** Ms. Johnson cannot receive a Summative Performance Rating of *Proficient* or *Exemplary* because she received a *Needs Improvement* on Standard II. Within the regulatory parameters, she could receive either a *Needs Improvement* or an *Unsatisfactory*. The evaluator would then apply professional judgment to determine which of the two ratings to give Ms. Johnson, also considering goal attainment.

2. Based on the Summative Performance Rating you think Ms. Johnson is most likely to earn, what educator plan would she follow in the subsequent year?

- Self-Directed Growth Plan                       Directed Growth Plan (If rated *Needs Improvement*)  
 Improvement Plan (If rated *Unsatisfactory*)                       Developing Educator Plan

**Rationale:** See matrix on p. 2.

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### Alternate Scenario 1.2

3. Based on these four Standard ratings, what Summative Performance Ratings are options for Assistant Principal Johnson?

- Exemplary                       Needs Improvement  
 Proficient                       Unsatisfactory

**Rationale:** Although Assistant Principal Johnson received a rating of *Needs Improvement* on Standard II, she meets the minimum threshold requirement for administrators with a rating of *Proficient* in Standard I. She is therefore eligible to receive any of the four ratings. The evaluator would then apply professional judgment to determine which of the four ratings to give Ms. Johnson, also considering goal attainment.

4. If you choose to give Assistant Principal Johnson a Summative Performance Rating of *Proficient*, what educator plan would she follow in the subsequent year?

- Self-Directed Growth Plan                       Directed Growth Plan  
 Improvement Plan                       Developing Educator Plan

**Rationale:** See matrix on p. 2.

5. With a Summative Performance Rating of *Needs Improvement*, what plan would she be on?

- Self-Directed Growth Plan                       Directed Growth Plan  
 Improvement Plan                       Developing Educator Plan

**Rationale:** See matrix on p. 2

## 2. Educator Plans: Selection & Duration

The purpose of this scenario is to help you get a better understanding of how to select the appropriate educator plan for an educator, as well as evaluator discretion over plan duration.

- **Self-Directed Growth Plan:** a plan of one or two school years for experienced educators who are rated *Proficient* or *Exemplary*, developed by the educator
- **Directed Growth Plan:** a plan of one school year or less for educators who are rated *Needs Improvement*, developed by the educator and the evaluator
- **Improvement Plan:** a plan of at least thirty calendar days and no more than one school year for educators who are rated *Unsatisfactory*, developed by the evaluator with goals specific to improving the educator's unsatisfactory performance
- **Developing Educator Plan:** a plan developed by the educator and the evaluator for one school year or less; for an administrator in the first three years in a district, a teacher without Professional Teacher Status, or, at the discretion of an evaluator, an educator in a new assignment ([603 CMR 35.02](#))

The example below is taken from Appendix A of the ESE guidance released in April 2013, [Rating Educator Performance](#). Each of the alternate scenarios is designed to provide practice determining the next educator plan and considering the duration.

### **Michael Saunders (6<sup>th</sup> Grade Science Teacher with Professional Teacher Status)**

Michael Saunders (Example A from [Rating Educator Performance](#)) is an experienced teacher who receives ratings of *Proficient* on Standards I-III and a rating of *Exemplary* on Standard IV. The evaluator was also able to determine that Mr. Saunders exceeded his student learning goal and almost met his professional practice goal. With *Proficient* ratings for both Standards I and II, Mr. Saunders meets the minimum threshold requirement to receive a Summative Performance Rating of *Proficient* or higher. Coupled with relatively strong performance on his two goals and an *Exemplary* rating for Standard IV, the evaluator gives Mr. Saunders a Summative Performance Rating of *Proficient* and places him on a 2-year Self-Directed Growth Plan for the next evaluation cycle.

#### Standard Ratings

**Standard I:** Proficient  
**Standard II:** Proficient  
**Standard III:** Proficient  
**Standard IV:** Exemplary

#### Goal Progress

- **Student Learning Goal:** Exceeded
- **Professional Practice Goal:** Almost Met

**Assessment of Educator Goal Attainment:** Met Goals

**Summative Performance Rating:** Proficient ➡ **Educator Plan:** Self-Directed Growth Plan

- **Alternate Scenario 2.1:** p. 8
- **Alternate Scenario 2.2:** p. 9
- **Alternate Scenario 2.3:** p. 10
- **Alternate Scenario 2.4:** p. 11
- **Alternate Scenario 2.5:** p. 12
- **Answer Key:** pgs. 13-15

### Alternate Scenario 2.1 (Educator Plans: Selection & Duration)

In this first alternate scenario, Mr. Saunders is rated *Unsatisfactory* for Standards I, II and III, and *Needs Improvement* in Standard IV. Evidence also indicates very little progress on his two goals, and he receives ratings of having made “some progress” toward his student learning goal and “did not meet” his professional practice goal.

#### Standard Ratings

**Standard I:** Unsatisfactory  
**Standard II:** Unsatisfactory  
**Standard III:** Unsatisfactory  
**Standard IV:** Needs Improvement

#### Goal Progress

➤ **Student Learning Goal:** Some Progress  
➤ **Professional Practice Goal:** Did Not Meet

**Assessment of Educator Goal Attainment:** Some Progress

Put yourself in the position of Mr. Saunders’ evaluator.

**1. Based on these four Standard ratings, what Summative Performance Ratings are options for Mr. Saunders? [Check all possible options within the regulatory parameters.]**

- Exemplary                       Needs Improvement  
 Proficient                       Unsatisfactory

**Rationale:**

**2. Based on the fact that Mr. Saunders demonstrated *Unsatisfactory* performance in three of four Standards, including the minimum threshold Standards, the evaluator would use his/her professional judgment and might decide to give him an overall Summative Performance Rating of *Unsatisfactory*. If so, which plan would Mr. Saunders be placed on? [Check one, using the matrix on p. 2 or plan definitions on p. 7.]**

- Self-Directed Growth Plan                       Directed Growth Plan  
 Improvement Plan                       Developing Educator Plan

**Rationale:**

**3. How long of a plan would you assign to Mr. Saunders and why? [Refer to plan definitions on p. 7]**



## Alternate Scenario 2.2 (Educator Plans: Selection & Duration)

In this second alternate scenario, Mr. Saunders is rated *Unsatisfactory* on Standard I, *Needs Improvement* on Standards II and III, and *Proficient* on Standard IV. Evidence indicates moderate goal progress, and he receives ratings of having made “some progress” toward both his student learning goal and his professional practice goal.

### Standard Ratings

**Standard I:** Unsatisfactory  
**Standard II:** Needs Improvement  
**Standard III:** Needs Improvement  
**Standard IV:** Proficient

### Goal Progress

➤ **Student Learning Goal:** Some Progress  
➤ **Professional Practice Goal:** Some Progress

**Assessment of Educator Goal Attainment:** Some Progress

Place yourself in the position of Mr. Saunders' evaluator.

4. **Based on these four Standard ratings, what Summative Performance Ratings are options for Mr. Saunders? [Check all possible options within the regulatory parameters.]**

Exemplary                       Needs Improvement  
 Proficient                       Unsatisfactory

**Rationale:**

5. **If you rated Mr. Saunders *Needs Improvement* overall, which plan would you assign to Mr. Saunders? [Check one, using the matrix on p. 2 or plan definitions on p.7.]**

Self-Directed Growth Plan                       Directed Growth Plan  
 Improvement Plan                       Developing Educator Plan

**Rationale:**

- If you rated Mr. Saunders *Unsatisfactory* overall, which plan would you assign to Mr. Saunders? [Check one, using the matrix on p. 2 or plan definitions on p.7.]**

Self-Directed Growth Plan                       Directed Growth Plan  
 Improvement Plan                       Developing Educator Plan

**Rationale:**

6. **Based on his ratings for each Standard and the plan you selected for Mr. Saunders, how long should Mr. Saunders' educator plan be and why?**

### Alternate Scenario 2.3 (Educator Plans: Selection & Duration)

In this third alternate scenario, Mr. Saunders has now completed one year on a Directed Growth Plan, having received a Summative Performance Rating of *Needs Improvement* in his last evaluation. Although his evaluator sees improvement in Standard I, there is not enough evidence to suggest significant improvement in the remaining three Standards. Mr. Saunders receives ratings of *Needs Improvement* on Standards I, II and III, and *Proficient* on Standard IV.

#### Standard Ratings

**Standard I:** Needs Improvement  
**Standard II:** Needs Improvement  
**Standard III:** Needs Improvement  
**Standard IV:** Proficient

#### Goal Progress

➤ **Student Learning Goal:** Some Progress  
➤ **Professional Practice Goal:** Some Progress

**Assessment of Educator Goal Attainment:** Some Progress

Place yourself in the position of Mr. Saunders' evaluator.

**7. Based on this scenario and these four ratings, what Summative Performance Ratings are options for Mr. Saunders? [Check all possible options within the regulatory parameters.]**

**TIP:** At the conclusion of a Directed Growth Plan, "The educator must either earn at least a proficient rating in the summative evaluation, or shall be rated Unsatisfactory, and shall be placed on an Improvement Plan."  
[603 CMR 35.06\(7\)\(b\)](#)

- Exemplary                       Needs Improvement  
 Proficient                       Unsatisfactory

**Rationale:**

**8. Which plan will you assign to Mr. Saunders in the subsequent year? [Check one, using the matrix on p. 2 or plan definitions on p.7.]**

- Self-Directed Growth Plan                       Directed Growth Plan  
 Improvement Plan                       Developing Educator Plan

**Rationale:**

**9. How long should Mr. Saunders' educator plan be and why?**

### Alternate Scenario 2.4 (Educator Plans: Selection & Duration)

In this fourth alternate scenario, Mr. Saunders is at the conclusion of a two-year Self-Directed Growth Plan, having received a Summative Performance Rating of *Proficient* in his last evaluation. Although his evaluator sees continued evidence of strong performance in Standards I, III and IV, it is apparent that Mr. Saunders has room for improvement with regard to meeting the increasingly diverse needs of his students and demonstrating evidence of strong cultural proficiency. Mr. Saunders receives ratings of *Proficient* in Standards I, III and IV, and his evaluator rates him as *Needs Improvement* on Standard II: Teaching All Students. His goal progress reflects strong practice related to performance in Standards I and IV.

#### Standard Ratings

**Standard I:** Proficient  
**Standard II:** Needs Improvement  
**Standard III:** Proficient  
**Standard IV:** Proficient

#### Goal Progress

➤ **Student Learning Goal:** Met Goal  
➤ **Professional Practice Goal:** Met Goal

**Assessment of Educator Goal Attainment:** Met Goal

Put yourself in the position of Mr. Saunders' evaluator.

**10. Based on this scenario and these four ratings, what Summative Performance Ratings are options for Mr. Saunders? [Check all possible options within the regulatory parameters.]**

- Exemplary                       Needs Improvement  
 Proficient                         Unsatisfactory

**Rationale:**

**11. Which plan will you assign to Mr. Saunders in the subsequent year? [Check one, using matrix on pg. 2 or plan definitions on p.7.]**

- Self-Directed Growth Plan                       Directed Growth Plan  
 Improvement Plan                                 Developing Educator Plan

**Rationale:**

**12. How long should Mr. Saunders' educator plan be and why?**

### Alternate Scenario 2.5 (Educator Plans: Selection & Duration)

In this final alternate scenario, Mr. Saunders is at the conclusion of a two-year Self-Directed Growth Plan as a 6<sup>th</sup> grade science teacher in a comprehensive middle/high school, and is considered a *Proficient* educator. Next year, however, he will teach 9<sup>th</sup> grade biology. This will be his first position in a dedicated science content area as well as his first experience teaching high school students.

#### Standard Ratings

**Standard I:** Proficient  
**Standard II:** Proficient  
**Standard III:** Proficient  
**Standard IV:** Exemplary

#### Goal Progress

➤ **Student Learning Goal:** Met Goal  
➤ **Professional Practice Goal:** Met Goal

**Assessment of Educator Goal Attainment:** Met Goal

Place yourself in the position of Mr. Saunders' evaluator.

**13. Based on this scenario and these four ratings, what Summative Performance Ratings are options for Mr. Saunders? [Check all possible options within the regulatory parameters.]**

- Exemplary                       Needs Improvement  
 Proficient                       Unsatisfactory

**Rationale:**

**14. Which plan will you assign to Mr. Saunders in the subsequent year? [Check one, using matrix on pg. 2 or plan definitions on p.7.]**

- Self-Directed Growth Plan                       Directed Growth Plan  
 Improvement Plan                       Developing Educator Plan

**Rationale:**

**15. How long should Mr. Saunders' educator plan be and why?**

## Educator Plans: Answer Key

### Alternate Scenario 2.1

1. Based on these four Standard ratings, what Summative Performance Ratings are options for Mr. Saunders?

- Exemplary                       Needs Improvement  
 Proficient                       Unsatisfactory

**Rationale:** Mr. Saunders cannot receive a Summative Performance Rating of *Proficient* or *Exemplary* because he was not rated *Proficient* or *Exemplary* in Standards I and II (Minimum Threshold). The evaluator would then apply professional judgment to determine which of the two ratings to give Mr. Saunders, also considering goal attainment.

2. Based on the fact that Mr. Saunders demonstrated *Unsatisfactory* performance in three of four Standards, including the minimum threshold Standards, the evaluator would use his/her professional judgment and might decide to give him an overall Summative Performance Rating of *Unsatisfactory*. If so, which plan would Mr. Saunders be placed on?

- Self-Directed Growth Plan                       Directed Growth Plan  
 Improvement Plan                       Developing Educator Plan

3. How long of a plan would you assign to Mr. Saunders and why?

An Improvement Plan may be anywhere from 30 calendar days to 1 school year in length with goals specific to improving the educator's unsatisfactory performance. An evaluator may choose to place a highly struggling educator, such as Mr. Saunders, on a shorter plan in order to concentrate resources and accelerate the timeline for improvement.

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### Alternate Scenario 2.2

4. Based on these four Standard ratings, what Summative Performance Ratings are options for Mr. Saunders?

- Exemplary                       Needs Improvement  
 Proficient                       Unsatisfactory

**Rationale:** Mr. Saunders cannot receive a Summative Performance Rating of *Proficient* or *Exemplary* because he was not rated *Proficient* or *Exemplary* in Standards I and II (Minimum Threshold). The evaluator would then apply professional judgment to determine which of the two ratings to give Mr. Saunders, also considering goal attainment.

5. If you rated Mr. Saunders *Needs Improvement* overall, which plan would you assign to Mr. Saunders?

- Self-Directed Growth Plan                       Directed Growth Plan  
 Improvement Plan                       Developing Educator Plan

**Rationale:** See matrix on p. 2.

If you rated Mr. Saunders *Unsatisfactory* overall, which plan would you assign to Mr. Saunders? [Check one, using the matrix on p. 2.]

- Self-Directed Growth Plan                       Directed Growth Plan  
 Improvement Plan                       Developing Educator Plan

**Rationale:** See matrix on p. 2.

**6. Based on his ratings for each Standard and the plan you selected for Mr. Saunders, how long should Mr. Saunders' educator plan be and why?**

A Directed Growth Plan may be up to one year in length, and an Improvement Plan may be anywhere from 30 calendar days to 1 school year in length with goals specific to improving the educator's unsatisfactory performance. An evaluator may choose to set the duration of educator plan according to the educator's needs. For example, a 1-year Improvement Plan recognizes Mr. Saunders' existing skills as an educator while underscoring the importance of improving practice in Standard I where he has the most room for improvement.

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**Alternate Scenario 2.3**

**7. Based on this scenario and these four ratings, what Summative Performance Ratings are options for Mr. Saunders?**

- Exemplary                       Needs Improvement  
 Proficient                       Unsatisfactory

**Rationale:** Experienced educators may not receive a Summative Performance Rating of *Needs Improvement* two consecutive times. At the conclusion of a Directed Growth Plan, the educator must be rated *Exemplary, Proficient* or *Unsatisfactory*. In this case, Mr. Saunders must receive a rating of *Unsatisfactory*, since he does not meet the minimum thresholds for an overall rating of *Proficient* or *Exemplary*.

**8. Which plan will you assign to Mr. Saunders in the subsequent year?**

- Self-Directed Growth Plan                       Directed Growth Plan  
 Improvement Plan                       Developing Educator Plan

**Rationale:** See matrix on pg. 2.

**9. How long should Mr. Saunders' educator plan be and why?**

An Improvement Plan may be anywhere from 30 calendar days to 1 school year in length with goals specific to improving the educator's unsatisfactory performance. An evaluator may choose to set the duration of educator plan according to the educator's needs.

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**Alternate Scenario 2.4**

**10. Based on this scenario and these four ratings, what Summative Performance Ratings are options for Mr. Saunders?**

- Exemplary                       Needs Improvement  
 Proficient                       Unsatisfactory

**Rationale:** Mr. Saunders is not eligible for a Summative Performance Rating of *Proficient* or *Exemplary* because he does not meet the minimum threshold of Proficiency in Standards I and II. The evaluator may give him a Summative Performance Rating of *Needs Improvement* or *Unsatisfactory*, although the scenario implies that *Needs Improvement* is the most likely rating.

**11. Which plan will you assign to Mr. Saunders in the subsequent year?**

- Self-Directed Growth Plan                       Directed Growth Plan  
 Improvement Plan                       Developing Educator Plan

**Rationale:** See matrix on pg. 2.

**12. How long should Mr. Saunders' educator plan be and why?**

A Directed Growth Plan may be up to 1 school year in length, with the opportunity for the evaluator and the educator to work together to establish goals that target the educator's area(s) in need of improvement. An evaluator may choose to set the duration of educator plan according to the educator's needs.

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### Alternate Scenario 2.5

**13. Based on this scenario and these four ratings, what Summative Performance Ratings are options for Mr. Saunders?**

- Exemplary                       Needs Improvement  
 Proficient                       Unsatisfactory

**Rationale:** Mr. Saunders meets the minimum threshold for Summative Performance Ratings of *Proficient* or *Exemplary*. The evaluator may choose any of the four ratings and would apply professional judgment to determine the rating, also considering goal attainment.

**14. Which plan will you assign to Mr. Saunders in the subsequent year?**

- Self-Directed Growth Plan                       Directed Growth Plan  
 Improvement Plan                       Developing Educator Plan

**Rationale:** Based on a Summative Performance Rating of *Proficient*, the evaluator may place him on a Self-Directed Growth Plan. Due to the upcoming change in assignment, however, the evaluator also has discretion to place him on a Developing Educator Plan, which is designed to provide educators in new assignments the time and flexibility to learn new skills associated with that position. This plan may be assigned independent of the prior Summative Performance Rating.

**15. How long should Mr. Saunders' educator plan be and why?**

A Self-Directed Growth Plan may be one or two years in length. A Developing Educator Plan may be up to 1 school year in length.

### 3. Non-PTS Educators: Plan Assignment & Implications

The purpose of this scenario is to help you get a better understanding of the relationship between performance ratings and Professional Teacher Status.

- “Professional teacher status, pursuant to G.L. ch. 71, § 41, should be granted only to educators who have achieved ratings of *Proficient* or *Exemplary* on each Performance Standard and overall on the most recent performance evaluation.” ([603 CMR 35.08\(6\)](#))
- “A principal considering making an employment decision that would lead to professional teacher status for any educator who has not been rated *Proficient* or *Exemplary* on each Performance Standard and overall on the most recent evaluation shall confer with the superintendent of schools by May 1. The principal's decision is subject to review and approval by the superintendent.” ([603 CMR 35.08\(6\)](#))

The example below is taken from Appendix A of the ESE guidance released in April 2013, [Rating Educator Performance](#). Each of the alternate scenarios is designed to provide practice determining Summative Performance Ratings for non-PTS educators and considering the relationship between ratings, educator plans, and professional teacher status.

#### **Julia Martinez (4<sup>th</sup> Grade Teacher without Professional Teacher Status)**

Julia Martinez (Example B from [Rating Educator Performance](#)) is a 2<sup>nd</sup> year teacher with ratings of *Proficient* on Standards I and IV, and ratings of *Needs Improvement* on Standards II and III. Evidence indicated that Ms. Martinez met both her student learning and professional practice goals. Despite *Proficient* ratings for Standards I and IV, she still has room to grow with regard to practice associated with Standards II and III. The rating of *Needs Improvement* in Standard II also means that she does not meet the minimum threshold requirement to receive a Summative Performance Rating of *Proficient* or higher. Ms. Martinez receives a Summative Performance Rating of *Needs Improvement*. Her evaluator notes, however, her strong goal performance and feels confident that she will improve her practice in Standards II and III to *Proficient* by the end of her third year and be eligible to receive Professional Teacher Status. As a 2<sup>nd</sup> year, non-PTS teacher, Ms. Martinez will remain on a Developing Educator Plan.

#### Standard Ratings

**Standard I:** Proficient  
**Standard II:** Needs Improvement  
**Standard III:** Needs Improvement  
**Standard IV:** Proficient

#### Goal Progress

- **Student Learning Goal: Met**
- **Professional Practice Goal: Met**

**Assessment of Educator Goal Attainment: Met Goals**

**Summative Performance Rating:** Needs Improvement

**Educator Plan:** Developing Educator Plan

- **Alternate Scenario 3.1: p. 17**
- **Alternate Scenario 3.2: p. 18**
- **Alternate Scenario 3.3: p. 19**
- **Alternate Scenario 3.4: p. 20**
- **Answer Key: pgs. 21-22**



### Alternate Scenario 3.1 (Non-PTS Educators)

In this first alternate scenario, Ms. Martinez concludes her second year as a non-PTS teacher and receives ratings of *Proficient* in all four Standards. With strong goal performance, she is already demonstrating the potential to be a truly exceptional educator.

#### Standard Ratings

**Standard I:** Proficient  
**Standard II:** Proficient  
**Standard III:** Proficient  
**Standard IV:** Proficient

#### Goal Progress

➤ **Student Learning Goal:** Met Goal  
➤ **Professional Practice Goal:** Met Goal

**Assessment of Educator Goal Attainment:** Met Goal

Put yourself in the position of Ms. Martinez's evaluator.

**1. Based on this scenario and these four ratings, what Summative Performance Ratings are options for Ms. Martinez? [Check all possible options within the regulatory parameters.]**

- Exemplary                       Needs Improvement  
 Proficient                       Unsatisfactory

**Rationale:**

**2. Which plan will you assign to Ms. Martinez in the subsequent year? [Check one, using matrix on pg. 2.]**

- Self-Directed Growth Plan                       Directed Growth Plan  
 Improvement Plan                       Developing Educator Plan

**Rationale:**

**3. How long should Ms. Martinez's educator plan be and why?**

### Alternate Scenario 3.2 (Non-PTS Educators)

In this second alternate scenario, Ms. Martinez is at the conclusion of her third year as a non-PTS teacher and again receives ratings of *Proficient* in all four Standards and exhibits strong goal performance.

#### Standard Ratings

**Standard I:** Proficient  
**Standard II:** Proficient  
**Standard III:** Proficient  
**Standard IV:** Proficient

#### Goal Progress

➤ **Student Learning Goal:** Exceeded Goal  
➤ **Professional Practice Goal:** Met Goal

**Assessment of Educator Goal Attainment:** Exceeded Goal

Put yourself in the position of Ms. Martinez's evaluator.

**4. Based on this scenario and these four ratings, what Summative Performance Ratings are options for Ms. Martinez? [Check all possible options within the regulatory parameters.]**

- Exemplary                       Needs Improvement  
 Proficient                       Unsatisfactory

**Rationale:**

**5. Based on these individual Standard ratings and her overall Summative Performance Rating, can Professional Teacher Status be granted to Ms. Martinez?**

- Yes                       No

**6. Which plan will you assign to Ms. Martinez in the subsequent year? [Check one.]**

- Self-Directed Growth Plan                       Directed Growth Plan  
 Improvement Plan                       Developing Educator Plan

**Rationale:**

### Alternate Scenario 3.3 (Non-PTS Educators)

In this third alternate scenario, Ms. Martinez is at the conclusion of her third year as a non-PTS teacher and receives ratings of *Needs Improvement* in Standards I, II and III, and *Proficient* in Standard IV. Goal performance is adequate.

#### Standard Ratings

**Standard I:** Needs Improvement  
**Standard II:** Needs Improvement  
**Standard III:** Needs Improvement  
**Standard IV:** Proficient

#### Goal Progress

➤ **Student Learning Goal:** Significant Progress  
➤ **Professional Practice Goal:** Some Progress

**Assessment of Educator Goal Attainment:** Significant Progress

Put yourself in the position of Ms. Martinez's evaluator.

7. **Based on this scenario and these four ratings, what Summative Performance Ratings are options for Ms. Martinez? [Check all that apply.]**

- Exemplary                       Needs Improvement  
 Proficient                         Unsatisfactory

**Rationale:**

**What Summative Performance Rating would you consider for Ms. Martinez?**

8. **Based on these individual Standard ratings and her overall Summative Performance Rating, if the principal is considering making an employment decision that would grant Professional Teacher Status to Ms. Martinez, is the principal required to confer with the superintendent? (See p. 16)**

- Yes                       No

**TIP:** "A principal considering making an employment decision that would lead to professional teacher status for any educator who has not been rated *Proficient* in all four Standards and overall must confer with the superintendent of schools by May 1. The principal's decision is subject to review and approval by the superintendent." [603 CMR 35.08\(6\)](#). If the educator is granted Professional Teacher Status, his/her subsequent Educator Plan would be determined by the overall Summative Performance Rating from the prior year.

### Alternate Scenario 3.4 (Non-PTS Educators)

In this final alternate scenario, Ms. Martinez is at the conclusion of her third year as a non-PTS teacher and receives ratings of *Proficient* on Standards I, II and IV, and *Needs Improvement* in Standard III. Goal performance is strong.

#### Standard Ratings

**Standard I:** Proficient  
**Standard II:** Proficient  
**Standard III:** Needs Improvement  
**Standard IV:** Proficient

#### Goal Progress

➤ **Student Learning Goal:** Met Goal  
➤ **Professional Practice Goal:** Exceeded Goal

**Assessment of Educator Goal Attainment:** Exceeded Goal

Place yourself in the position of Ms. Martinez's evaluator.

**9. Based on this scenario and these four ratings, what Summative Performance Ratings are options for Ms. Martinez? [Check all possible options within the regulatory parameters.]**

- Exemplary                       Needs Improvement  
 Proficient                         Unsatisfactory

**Rationale:**

**What Summative Performance Rating would you consider for Ms. Martinez?**

**10. Based on these individual Standard ratings and her overall Summative Performance Rating, if the principal is considering making an employment decision that would grant Professional Teacher Status to Ms. Martinez, is the principal required to confer with the superintendent? (See p. 16)**

- Yes                       No

## Non-PTS Educators: Answer Key

### Alternate Scenario 3.1

1. Based on this scenario and these four ratings, what Summative Performance Ratings are options for Ms. Martinez?

- Exemplary                       Needs Improvement  
 Proficient                         Unsatisfactory

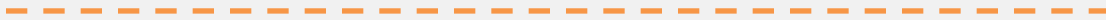
**Rationale:** Ms. Martinez meets the minimum threshold requirements for Summative Performance Ratings of *Proficient* or *Exemplary*. All four ratings are available for the evaluator to consider.

2. Which plan will you assign to Ms. Martinez in the subsequent year?

- Self-Directed Growth Plan                       Directed Growth Plan  
 Improvement Plan                                 Developing Educator Plan

**Rationale:** As a non-PTS teacher entering her third year, Ms. Martinez will continue on a Developing Educator Plan, regardless of her Summative Performance Rating. She will not be eligible for PTS until the conclusion of her third year.

3. How long should Ms. Martinez's educator plan be and why? A Developing Educator Plan may be up to 1 school year in length.



### Alternate Scenario 3.2

4. Based on these four Standard ratings, what Summative Performance Ratings are options for Ms. Martinez?

- Exemplary                       Needs Improvement  
 Proficient                         Unsatisfactory

**Rationale:** Ms. Martinez meets the minimum threshold requirements for Summative Performance Ratings of *Proficient* or *Exemplary*. Although all four ratings are available for the evaluator to consider, a Summative Performance Rating of *Proficient* is required for PTS.

5. Based on these individual Standard ratings and her overall Summative Performance Rating, can Professional Teacher Status be granted to Ms. Martinez?

- Yes                       No

6. Which plan will you assign to Ms. Martinez in the subsequent year?

- Self-Directed Growth Plan                       Directed Growth Plan  
 Improvement Plan                                 Developing Educator Plan

**Rationale:** Assuming a Summative Performance Rating of *Proficient* and the granting of PTS, Ms. Martinez would be placed on a Self-Directed Growth Plan.

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**Alternate Scenario 3.3**

**7. Based on this scenario and these four ratings, what Summative Performance Ratings are options for Ms. Martinez?**

- Exemplary                       Needs Improvement  
 Proficient                         Unsatisfactory

**Rationale:** Ms. Martinez does not meet the minimum threshold requirements for a Summative Performance Rating of *Proficient* or *Exemplary*. The evaluator would apply his/her professional judgment to determine whether to give Ms. Martinez an overall rating of *Needs Improvement* or *Unsatisfactory*, also considering goal attainment.

**8. Based on these individual Standard ratings and her overall Summative Performance Rating, if the principal is considering making an employment decision that would grant Professional Teacher Status to Ms. Martinez, is the principal required to confer with the superintendent?**

- Yes**                       **No**

“A principal considering making an employment decision that would lead to professional teacher status for any educator who has not been rated *Proficient* in all four Standards and overall must confer with the superintendent of schools by May 1. The principal's decision is subject to review and approval by the superintendent.” [603 CMR 35.08\(6\)](#). If the educator is granted Professional Teacher Status, his/her subsequent Educator Plan would be determined by the overall Summative Performance Rating from the prior year.

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**Alternate Scenario 3.4**

**9. Based on this scenario and these four ratings, what Summative Performance Ratings are options for Ms. Martinez?**

- Exemplary                       Needs Improvement  
 Proficient                         Unsatisfactory

**Rationale:** Ms. Martinez meets the minimum threshold requirement for a Summative Performance Rating of *Proficient* or *Exemplary*. The evaluator would use his/her professional judgment to determine which of the four ratings to give Ms. Martinez, also considering goal attainment.

**10. Based on these individual Standard ratings and her overall Summative Performance Rating, if the principal is considering making an employment decision that would grant Professional Teacher Status to Ms. Martinez, is the principal required to confer with the superintendent?**

- Yes**                       **No**

**Rationale:** Although Ms. Martinez meets the minimum threshold requirement for a Summative Performance Rating of *Proficient*, she did not receive a rating of *Proficient* on all four Standards. The principal may want to expedite the finalization of ratings for Ms. Martinez if he/she is considering making an employment decision that would lead to PTS as the principal would then be required to confer with the superintendent by May 1.