

Massachusetts Educator Evaluation

Rating Educator Performance:

The Summative Performance Rating

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Overview

On June 28, 2011, the Massachusetts Board of Elementary and Secondary Education adopted new regulations to guide the evaluation of all educators serving in positions requiring a license. The educator evaluation regulations are designed to promote administrators' and teachers' professional growth and development, while placing improved student learning at the center of every educator's work.

The Massachusetts Educator Evaluation Framework allows educators and evaluators to focus on the critical intersection of educator practice and educator impact through two independent but linked ratings, creating a more complete picture of educator performance.

- The **Summative Performance Rating** assesses an educator's practice against four Standards of Effective Teaching or Administrator Leadership Practice, as well as an educator's progress toward attainment of his/her professional practice and student learning goals. The rating marks the culmination of an educator's 5-step evaluation cycle.
- The **Student Impact Rating** is a determination of an educator's impact on student learning, informed by patterns and trends in student learning, growth, and/or achievement based on results from statewide growth measures, where available, and district-determined measures (DDMs).

Taken together, these two ratings help educators reflect not only on their professional practice, but also the impact they are having on their students' learning.

This supplemental guidance document is intended to be a useful guide for educators and evaluators in the determination of Summative Performance Ratings that meet the regulatory requirements. In addition to a review of the basic components of a Summative Evaluation, sample Summative Evaluations for different types of educators are included in [Appendix A](#).

Guidance on the determination of Student Impact Ratings is also [available](#).

The Summative Evaluation

Evaluators are responsible for conducting a Summative Evaluation with each educator at the conclusion of an evaluation cycle (Step 5 of the 5-Step Cycle). According to the regulations,

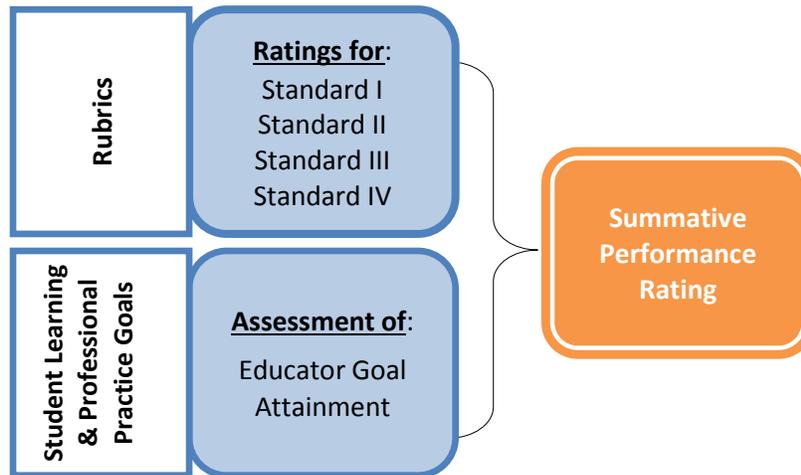
“[T]he evaluator determines an overall rating of educator performance based on the evaluator’s professional judgment and an examination of evidence that demonstrates the educator’s performance against Performance Standards and evidence of the attainment of the Educator Plan goals” ([603 CMR 35.06\(6\)](#)).

In accordance with this description, a Summative Evaluation (Step 5 of the evaluation cycle) results in the following:

- A rating on each of the four performance Standards¹
- An assessment of overall goal attainment
- A Summative Performance Rating

Formative Evaluations. Formative Evaluations take place at the end of Year 1 for educators on 2-year self-directed growth plans. Similar to the Summative Evaluation, districts must submit to ESE Formative Evaluation ratings on each of the four Standards and an overall performance rating; *however*, Formative Evaluation ratings default to the educator’s prior summative ratings, unless significant evidence demonstrates otherwise. [603 CMR 35.06\(5\)\(b\)](#) This acknowledges the expertise of experienced, proficient educators and eases the evaluator burden of developing *new* ratings at the Formative Evaluation unless absolutely necessary.

Figure 1: Components of a Summative Evaluation



¹ See [603 CMR 35.03-04](#).

The Role of Professional Judgment

How does an evaluator know how to rate an educator on a specific Standard? How does one assess goal progress? How does this translate into an overall Summative Performance Rating?

There are no numbers or percentages that dictate ratings on Standards, the assessment of educator goal attainment, or the overall Summative Performance Rating for an individual educator. Rather than adopt a more mechanistic, one-size-fits all approach to supervision and evaluation, the Massachusetts evaluation framework encourages evaluators to look for trends and patterns in practice across multiple types of evidence and apply their professional judgment based on this evidence when evaluating an educator.² **The role of evidence and professional judgment in the determination of ratings on performance Standards and an overall Summative Performance Rating is paramount in this process.** Formulaic or numerical processes that calculate outcome ratings and preclude the application of professional judgment are inconsistent with the letter and the spirit of the evaluation framework (see sidebar for regulatory requirements).

Evidence and professional judgment shall inform:

- a) the evaluator's ratings of Performance Standards and overall educator performance; and
- b) the evaluator's assessment of the educator's impact on the learning, growth, and achievement of the students under the educator's responsibility. [603 CMR 35.07\(2\)](#)

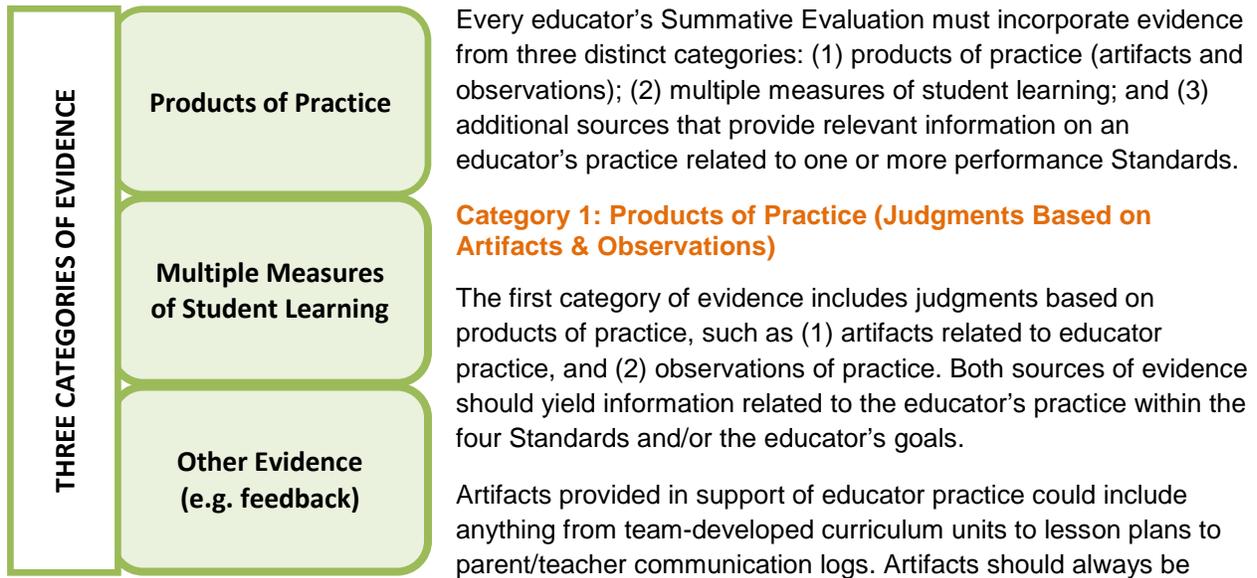
The use of professional judgment based on multiple types of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators are also encouraged to take into account how educators respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual educator performance, such as: school-specific priorities that may drive practice in one Standard; an educator's number of goals; experience level and/or leadership opportunities; and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas.

That said, professional judgment does not equate to a “black box” from which evaluators can determine a performance rating. Evaluators must be well versed in and follow three regulatory requirements in the application of professional judgment to an educator's practice:

- Inclusion of three Categories of Evidence (organized and analyzed using a performance rubric)
- Assessment of Goal Attainment
- Minimum Threshold Requirements

² “...[T]he evaluator determines an overall rating of educator performance based on the evaluator's professional judgment and an examination of evidence that demonstrates the educator's performance against Performance Standards and evidence of the attainment of the Educator Plan goals” ([603 CMR 35.06\(6\)](#)); see also [ESE Model Teacher & Caseload Educator Contract, Section 14\(b\)](#)); “The professional judgment of the primary evaluator shall determine the overall summative rating that the Educator receives” ([ESE Model Teacher & Caseload Educator Contract, Section 14\(c\)](#)).

Three Categories of Evidence



Every educator's Summative Evaluation must incorporate evidence from three distinct categories: (1) products of practice (artifacts and observations); (2) multiple measures of student learning; and (3) additional sources that provide relevant information on an educator's practice related to one or more performance Standards.

Category 1: Products of Practice (Judgments Based on Artifacts & Observations)

The first category of evidence includes judgments based on products of practice, such as (1) artifacts related to educator practice, and (2) observations of practice. Both sources of evidence should yield information related to the educator's practice within the four Standards and/or the educator's goals.

Artifacts provided in support of educator practice could include anything from team-developed curriculum units to lesson plans to parent/teacher communication logs. Artifacts should always be

"products of an educator's work that demonstrate knowledge and skills of the educator." In other words, artifacts should be naturally occurring products related to the day-to-day work of instruction, and never be manufactured solely for evaluation purposes. Both educators and evaluators share responsibility in the collection of relevant artifacts.

Short, unannounced observations accompanied by timely, targeted feedback, as well as longer, announced observations with feedback also fall under this category of evidence. Supervisors are primarily responsible for this type of evidence, although peer observations may also be included.³

- For more information about gathering evidence, review **Module 5: Gathering Evidence** (<http://www.doe.mass.edu/eval/training/modules/>) and/or **Workshop 4: Gathering Evidence** (<http://www.doe.mass.edu/eval/training/teachers/>).
- For more information about observations, review **Module 6: Observations & Feedback** (<http://www.doe.mass.edu/eval/training/modules/>).

Observations. According to Standard I, Indicator D (Evaluation) of the Administrator Rubric, an administrator should make "frequent, unannounced visits to classrooms" followed by "targeted and constructive feedback." This particular type of observational practice underscores the value of collecting observational evidence several times throughout the year and using these opportunities to engage in regular, sustained dialogue over time. [603 CMR 35.04](#)

³ "Districts may develop and implement Peer Assistance and Review Programs (PAR) through the collective bargaining process" ([603 CMR 35.10](#)).

Category 2: Multiple Measures of Student Learning, Growth & Achievement

The second category of evidence—Measures of Student Learning, Growth, and Achievement—informs both the Summative Performance Rating and the Student Impact Rating. With regard to the Summative Performance Rating, educators use multiple measures of student learning, growth and achievement to demonstrate the effectiveness of their practice related to one or more of the four Standards, as well as show progress toward their student learning goals. These measures can and should go beyond traditional standardized, year-end assessments to include performance assessments, capstone projects, interim and unit assessments, or even homework assignments or quizzes—it all depends on what the individual educator is seeking to measure related to his/her work with students. For example, a math teacher might include unit assessment trend data in her evidence portfolio to demonstrate student growth related to fractions, while a guidance counselor might incorporate attendance records and college application rates in his evaluation portfolio.

For the Student Impact Rating, multiple measures of student learning, growth and achievement (1) must include state assessments that measure growth when applicable (e.g. MCAS student growth percentiles), as well as district-determined measures, and (2) must be comparable across grade or subject level district-wide.

- For more information on multiple measures used in the Student Impact Rating, please see ESE's **Quick Reference Guide: District-Determined Measures** (<http://www.doe.mass.edu/eval/resources/QRG-Measures.pdf>).

Category 3: Other Evidence related to Standards of Practice (including Staff & Student Feedback)

The third category of evidence includes feedback from students and staff, as well as other sources of information such as evidence of fulfillment of professional responsibilities and evidence of family engagement. It is important to remember that, like the other categories of evidence, there is no specific weight or point value assigned to student and staff feedback. Effective teaching and learning environments are the result of complex, collaborative, meaningful interactions between students and their educators and educators and their administrators; feedback is an opportunity for students and educators to share ideas about how to best improve instructional and leadership practices.

Did you know?

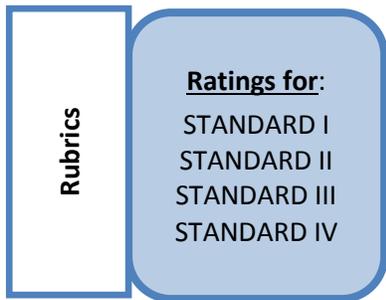
Research shows that combining observational feedback, student outcome data, and student feedback results in (a) a stronger predictor of teacher impact on student learning, (b) diagnostic feedback an educator can use to improve, and (c) a more reliable picture of educator effectiveness.⁴

⁴ Bill & Melinda Gates Foundation. 2012. Asking Students about Teaching: Student Perception Surveys and Their Implementation. http://www.metproject.org/downloads/Asking_Students_Practitioner_Brief.pdf; Bill & Melinda Gates Foundation. 2012. Gathering Feedback for Teaching: Combining High-Quality Observations with Student Surveys and Achievement Gains. http://www.metproject.org/downloads/MET_Gathering_Feedback_Practitioner_Brief.pdf; Bill & Melinda Gates Foundation. 2012. Asking Students about Teaching: Student Perception Surveys and Their Implementation. http://www.metproject.org/downloads/Asking_Students_Practitioner_Brief.pdf.

Student and staff feedback collection tools include prompts about instructional practices, classroom conditions, and leadership strategies that (a) are aligned to the Standards of Effective Teaching and/or Administrative Leadership, and (b) provide actionable feedback to educators. ESE's Model Feedback Surveys are a great example of high quality feedback collection tools well-aligned to the Standards. These surveys were developed, tested, and refined through a rigorous pilot project involving almost 10,000 students and over 1,500 staff members. Standard and short forms are available for student surveys about classroom teacher practice for grades 3-5 and 6-12, as well as staff surveys about school leadership practice.

- To download ESE's Model Feedback Surveys, please see ESE's **Student and Staff Feedback webpage** (<http://www.doe.mass.edu/eeval/feedback/>).
- For more information on student and staff feedback, please see ESE's **Quick Reference Guide: Student & Staff Feedback** (<http://www.doe.mass.edu/eeval/resources/QRG-Feedback.pdf>) and **Part VIII of the Model System for Educator Evaluation** (<http://www.doe.mass.edu/eeval/feedback/PartVIII-SSFGuidance.pdf>).

Organizing and Analyzing Evidence Using a Performance Rubric



Rubrics are critical components of the new evaluation system and are required for every educator.⁵ They play a key role at each step of the evaluation cycle by providing educators and evaluators with concrete descriptions of practice associated with each performance Standard.

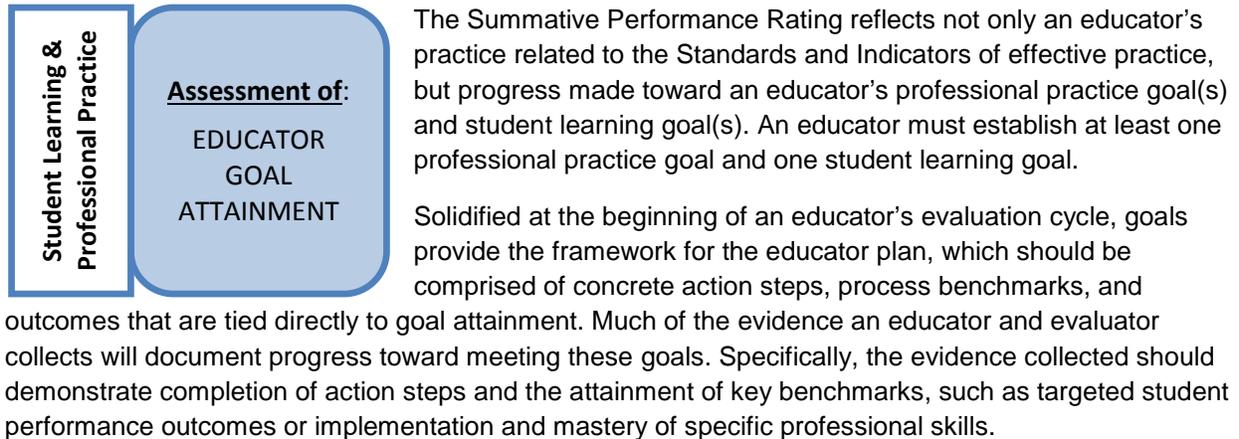
In the ESE Model Rubrics, descriptions of practice associated with the [Standards and Indicators of Effective Teaching Practice](#) and [Effective Administrative Leadership Practice](#) are broken down into elements and distributed across four performance levels (Unsatisfactory, Needs Improvement, Proficient, and Exemplary). Each element describes a discrete behavior or related set of behaviors that educators and evaluators can prioritize for evidence-gathering, feedback, and eventually, evaluation. Rubrics therefore allow the evaluator to organize and analyze evidence for each individual educator based on concrete descriptions of practice. The result is a more accurate, transparent, and manageable evaluation process.

The use of rubrics to organize and analyze evidence also promotes a constructive dialogue through the development of common vocabulary related to effective practice between evaluators and educators, and about how to improve practice from one performance level to another. This should be an ongoing dialogue that should unfold throughout an educator's evaluation cycle, starting with the identification of areas of practice that would benefit from growth or improvement (Step 1: Self-Assessment) and continuing through the establishment of goals and action steps that target these areas of practice (Step 2: Goal Setting & Educator Plan Development), the analysis of evidence and sharing of targeted feedback (Step 3: Implementation and Step 4: Formative Assessment/Evaluation), and the final assessment of practice in relation to performance described under each Standard at the culmination of an educator's cycle (Step 5: Summative Evaluation).

- For more information about the use of a performance rubric, review **Module 2: Unpacking the Rubric** (<http://www.doe.mass.edu/eval/training/modules/>) and/or **Workshop 1: Rubric Review** (<http://www.doe.mass.edu/eval/training/teachers/>).

⁵ In rating educators on each performance Standard, evaluators must use a performance rubric provided by the Department in its Model System, or a comparably rigorous and comprehensive rubric developed by the district and reviewed by the Department. [603 CMR 35.08](#).

Assessment of Educator Goal Attainment



The job of the evaluator is to assess all of the evidence related to an educator's goals and determine the extent to which the educator is progressing toward each goal (Step 4: Formative Assessment/Evaluation) and, ultimately, whether or not an educator meets each goal (Step 5: Summative Evaluation). As discussed, the Educator Plan plays a pivotal role in establishing clear benchmarks for goal attainment and should serve as a roadmap for determining goal progress. The evaluator makes a judgment of goal completion by comparing evidence to the key action steps and benchmarks outlined in the educator's plan. Evaluators then assess progress on each individual goal, as well as overall goal progress. Figure 2 provides one example of a goal attainment scale that an evaluator might use to rate individual goals and overall goal progress.

Figure 2: Model Rating Scale for Determining Educator Goal Progress



While evidence and professional judgment drive an evaluator's assessment of an educator's goal attainment, districts are encouraged to develop clear protocols evaluators can use in assessing goal progress as well as business rules for combining measures of goal attainment across multiple goals. This helps to ensure district-wide consistency in the assessment of goal progress.

Examples of how goal attainment informs the Summative Performance Rating are available in [Appendix A](#), particularly Examples D ([Denise Johnson](#)) and F ([Ellen Darcy](#)).

Multiple Goals. Every educator is required to have a minimum of two goals: a student learning goal and a professional practice goal. Overall goal attainment reflects progress across all goals. For example, if an educator *exceeds* his projected target on his student learning goal and makes *significant progress* on his professional practice goal, the evaluator may determine overall goal attainment as having *met goal*.

Minimum Threshold Requirements

MINIMUM THRESHOLDS FOR SUMMATIVE PERFORMANCE RATINGS

An educator's ratings on each of the four Standards and an assessment of his/her overall goal attainment inform the educator's Summative Performance Rating. The evaluator is responsible for determining the Summative Performance Rating based on these factors. However, the regulations put forth minimum threshold requirements for educators to earn an overall Summative Performance Rating of *Proficient* or *Exemplary*. These minimum performance expectations create a common understanding of performance thresholds to which all educators are held.

To receive a Summative Performance Rating of *Proficient* or *Exemplary*, a teacher must be rated *Proficient* or *Exemplary* on **both** Standard I: Curriculum, Planning, and Assessment, and Standard II: Teaching all Students. Similarly, for an administrator to receive a Summative Performance Rating of *Proficient* or *Exemplary*, he/she must be rated *Proficient* or *Exemplary* on the Standard I: Instructional Leadership.⁶ (See Table 1 below.)

Table 1: Performance Standards

| PERFORMANCE STANDARDS | |
|----------------------------------|--|
| School & District Administrators | Teachers & Specialized Instructional Support Personnel |
| Instructional Leadership* | Curriculum, Planning & Assessment* |
| Management & Operations | Teaching All Students* |
| Family & Community Engagement | Family & Community Engagement |
| Professional Culture | Professional Culture |

* Standards requiring *Proficient* rating or above to achieve overall Summative Performance Rating of *Proficient* or above

Examples B ([Julia Martinez](#)) and E ([Robert Miller](#)) in [Appendix A](#) illustrate how the minimum thresholds can impact a Summative Performance Rating.

Minimum Requirements for Earning Professional Teacher Status. To receive Professional Teacher Status, pursuant to G.L. ch. 71, § 41, a teacher must be rated *Proficient* or *Exemplary* on all four Standards of Effective Teaching Practice and for their overall Summative Performance Rating during their most recent summative evaluation. A principal considering making an employment decision that would lead to professional teacher status for any educator who has not met this minimum requirement 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\(6\)](#).

See Example B (Julia Martinez) in Appendix A for a hypothetical evaluation of a non-PTS teacher.

⁶ As defined in [603 CMR 35.03](#) and [603 CMR 35.04](#).

Determining a Summative Performance Rating

Figure 3: Determining a Summative Performance Rating

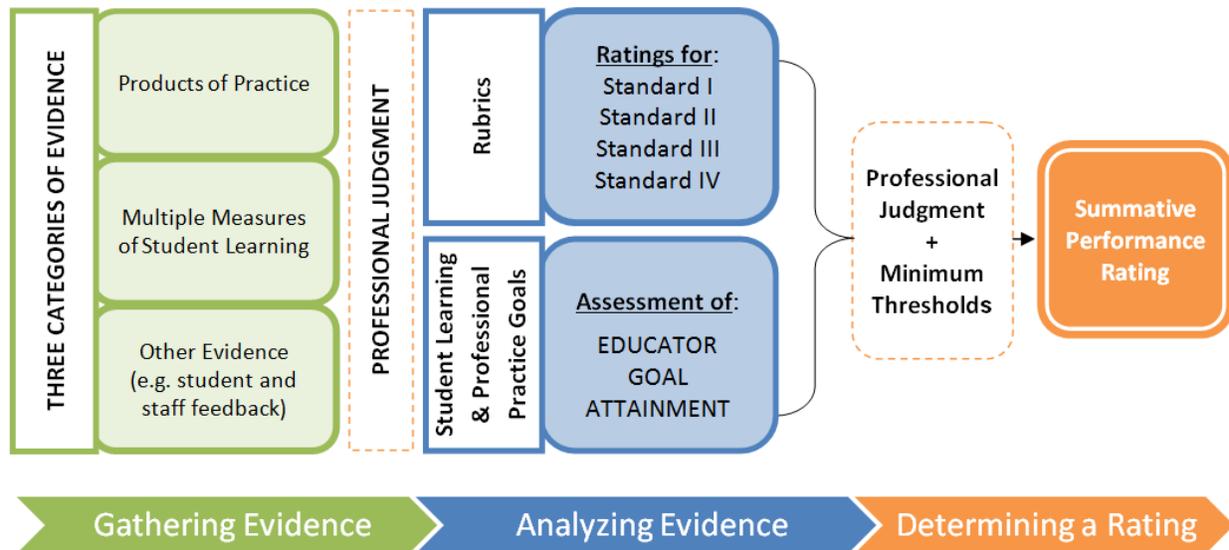


Figure 3 illustrates the entire process by which an evaluator determines a Summative Performance Rating. Based on evidence from three distinct categories, the evaluator applies his/her professional judgment to (1) an evaluation of the educator's practice within each of the four Standards, and (2) an assessment of the degree to which the educator met his/her student learning and professional practice goals.

The evaluator determines a rating for each of the four Standards and comes to an assessment of overall goal progress for a given educator. In conjunction with the appropriate minimum threshold requirements, the evaluator then uses professional judgment to determine an overall Summative Performance Rating of *Exemplary*, *Proficient*, *Needs Improvement* or *Unsatisfactory* and assigns the educator to the Educator Plan appropriate to that rating for the next evaluation cycle.

For examples of this process as applied to individual teachers, specialized instructional support providers, and administrators, please see [Appendix A](#).

The Importance of Evidence-Based Judgment and Transparency

The Summative Evaluation is the point at which an evaluator examines patterns of performance across multiple types of evidence collected throughout an entire evaluation cycle to determine a comprehensive rating. Rather than using formulas or percentages to determine ratings on individual Standards, the assessment of educator goal attainment, or the overall Summative Performance Rating for an individual educator, evaluators apply their professional judgment to evidence gathered over time and engage in an open dialogue with the educator about the status of his/her practice and progress. This evidence-based professional judgment combined with transparent dialogue about professional growth and development should lead to a summative evaluation that brings **no surprises** to the educator and results in ratings of practice that are informed and constructive, ensuring the entire evaluation cycle is both meaningful and actionable to each individual educator.

Points of Consideration

With its emphasis on professional judgment, the Massachusetts model gives evaluators more flexibility in determining individual performance ratings than they would otherwise have under a system that imposes numerical weights or values to individual components of an evaluation. In contrast to formulaic systems that calculate ratings based on set values or percentages, this system allows evaluators to be responsive to local context or individual needs, emphasize trends and patterns of practice rather than rely on individual data points, and better target feedback and resources to individual educators. All of these factors contribute to a more holistic, comprehensive assessment of educator practice that is designed to promote an ongoing cycle of continuous improvement. This system also assumes at its heart that educators are professionals with critical knowledge, skills, and judgment necessary to make each and every evaluation meaningful and productive.

In order to ensure thoughtful, consistent implementation, districts will have to devote time and resources to supporting evaluators in their use of a performance rubric and pay special attention to calibrating evaluator judgments of practice across multiple measures of teacher effectiveness. It is also essential for districts to cultivate and promote a strong culture of transparency and communication around educator evaluation, educating both evaluators and educator in the processes, purposes and intent of the Massachusetts evaluation model. For more information on evaluation training resources, including the ESE evaluation training programs and vendors approved to deliver comprehensive evaluator training, please see the Evaluation Training Program page at: <http://www.doe.mass.edu/edeval/training/>.

Appendix A

Teacher/Specialized Instructional Support Personnel (SISP) Examples

Example A: Michael Saunders (6th Grade Science Teacher with Professional Teacher Status)

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

Michael Saunders, an experienced teacher, 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, leading the evaluator to assess overall goal attainment as having “met” his goals. With *Proficient* ratings for both Standards I and II, Mr. Saunders meets the minimum threshold requirement to receive an Overall Standard 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 an overall Summative Performance Rating of *Proficient* and places him on a self-directed growth plan for the next evaluation cycle.

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

Example B: Julia Martinez (4th Grade Teacher *without* Professional Teacher Status)

Standard Ratings

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

Goal Progress

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

Assessment of Educator Goal Attainment: Met Goals

Julia Martinez is a 2nd year teacher with ratings of *Proficient* on Standards I, III and IV, and a rating of *Needs Improvement* on Standard II. Evidence indicated that Ms. Martinez met both her student learning and professional practice goals. Despite *Proficient* ratings for Standards I, III and IV, a rating of *Needs Improvement* in Standard II means that she does not meet the minimum threshold requirement to receive an Overall Standard 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 Standard II to *Proficient* by the end of her third year and be eligible to receive Professional Teacher Status. As a 2nd year, non-PTS teacher, Ms. Martinez will remain on a Developing Educator Plan for one more year.

Summative Performance Rating: Needs Improvement **Educator Plan:** Developing Educator Plan

Example C: Elizabeth Allen (11th Grade American History Teacher with Professional Teacher Status)

Standard Ratings

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

Goal Progress

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

Assessment of Educator Goal Attainment:
Significant Progress

Elizabeth Allen, an experienced teacher, receives ratings of *Proficient* on Standards I and II and ratings of *Needs Improvement* on Standards III and IV. The evaluator also determined that Ms. Allen *met* her student learning goal and made *significant progress* toward her professional practice goal. This particular school was implementing a Wraparound Zone that year, and the majority of school staff, including Ms. Allen, had focused their professional practice goals on practice associated with Standard III: Family & Communication. Performance and goal attainment associated with this high-priority Standard was therefore prioritized in educator evaluations. Based on evidence of Ms. Allen’s practice related to Standard III, in addition to progress made toward her professional practice goal, the evaluator gives her an overall Summative Performance Rating of *Needs Improvement* and places Ms. Allen on a Directed Growth Plan for the next evaluation cycle. They agree that her professional practice goal during this subsequent evaluation cycle will focus specifically on establishing more effective two-way communications with parents of struggling students (Indicator II.C: Two-Way Communication).

Summative Performance Rating: Needs Improvement ➡ **Educator Plan:** Directed Growth Plan

Example D: Denise Johnson (High School Guidance Counselor)

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

Denise Johnson, a high school guidance counselor, also receives ratings of *Proficient* on Standards I and II and ratings of *Needs Improvement* on Standards III and IV. However in this case, 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 Services⁷). With *Proficient* ratings for both Standards I and II, she meets the minimum threshold requirement to receive an Overall Standard 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.

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

⁷ 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.

Administrator Examples

Example E: Robert Miller (Experienced High School Principal)

Standard Ratings

| | |
|----------------------|-------------------|
| Standard I: | Needs Improvement |
| Standard II: | Exemplary |
| Standard III: | Proficient |
| Standard IV: | Proficient |

Goal Progress

- **Student Learning Goal:** Significant Progress
- **Professional Practice Goal:** Significant Progress

Assessment of Educator Goal Attainment:
Significant Progress

Robert Miller, an experienced high school principal, receives a rating of *Needs Improvement* on Standard I, *Exemplary* on Standard II, and *Proficient* on Standards III and IV. Principal Miller came close but did not quite meet his two goals, however, including a professional practice goal that focused exclusively on aspects of practice associated with Standard I, Indicator C: Assessment. Without a rating of *Proficient* for Standard I, he does not meet the minimum threshold requirement needed to receive an Overall Standard Rating of *Proficient* or higher. Principal Miller receives an overall Summative Performance Rating of *Needs Improvement*, and his evaluator places him on a Directed Growth Plan that will focus on practice related to Standard I in the subsequent year.

Summative Performance Rating: Needs Improvement ➡ **Educator Plan:** Directed Growth Plan

Example F: Ellen Darcy (School Business Administrator)

Standard Ratings

| | |
|----------------------|------------|
| Standard I: | Proficient |
| Standard II: | Exemplary |
| Standard III: | Exemplary |
| Standard IV: | Exemplary |

Goal Progress

- **Student Learning Goal (Team):** Exceeded
- **Professional Practice Goal:** Exceeded

Assessment of Educator Goal Attainment:
Exceeded Goals

Ellen Darcy, an experienced school business administrator, receives a rating of *Proficient* on Standard I and ratings of *Exemplary* on Standards II, III and IV. Ms. Darcy actually exceeded her two goals, including a goal to overhaul the district budget (Standard II, Indicator E) and a team-based student learning goal related to administering and tracking student performance through a new suite of literacy assessments. With a rating of *Proficient* on Standard I, Ms. Darcy meets the minimum threshold requirement needed to receive an Overall Standard Rating of *Proficient* or higher; given her *Exemplary* performance on the remaining three Standards in conjunction with her goal performance, her evaluator chooses to give her an overall Summative Performance Rating of *Exemplary*. This places Ms. Darcy on a self-directed growth plan in the subsequent year.

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