

### **Message from the Evaluation Team**

The purpose of this document is to guide educators through the evaluation process while providing a framework for thinking about evaluation. We hope this framework connects the various elements of the new evaluation system (goal setting, standards and indicators, DDMs, impact ratings, surveys and feedback, and formative and summative conferences) into a coherent and meaningful experience that helps educators improve their craft. In addition to walking educators through the evaluation system, this guide delineates the values and assumptions that underscore the district's approach to educator evaluation. Evaluation should increase educator autonomy and encourage educators to be self-directed. An evaluation system should help educators to be more effective. The role of evaluators and administrators in an evaluation system should be to create conditions where educators can do quality work while ensuring educators have the resources they need. Evaluation should help educators to align their efforts with intended outcomes and help educators measure and observe the effects of their work on their students and the world. We hope this approach builds an educator's sense of self-efficacy and fosters high levels of job satisfaction. Evaluation done well allows us to have a clear vision of what we want to accomplish (goals) based on evidence of what educators and students need to be successful (self-assessment), in order to become more effective and experience the satisfaction that occurs when our efforts achieve intended results (reflection on practice and learning using DDMs, evidence, artifacts). Evaluation done well is about creating the conditions where talented teachers want to work and students enjoy learning. The Educator Evaluation Team is always interested in feedback. If you have suggestions or questions regarding educator evaluation, this guide or professional development, please contact any one of the team members below.

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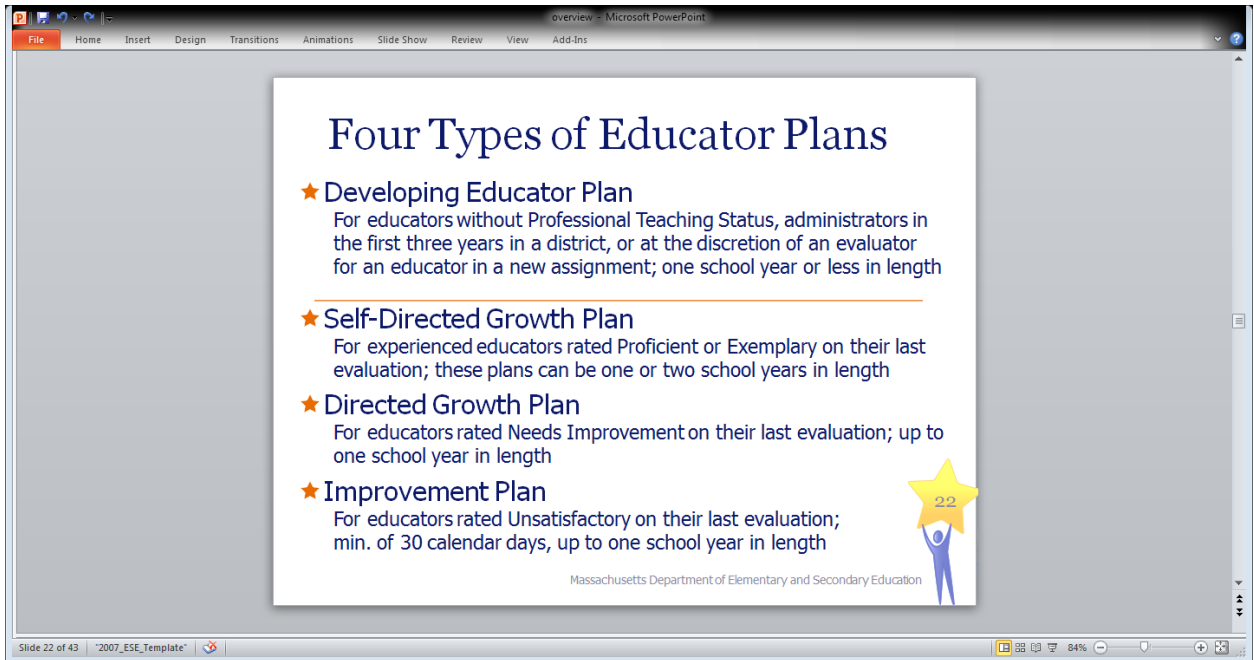
Jack Horrigan

### **Teachpoint – The Web Based System We Use for Documentation**

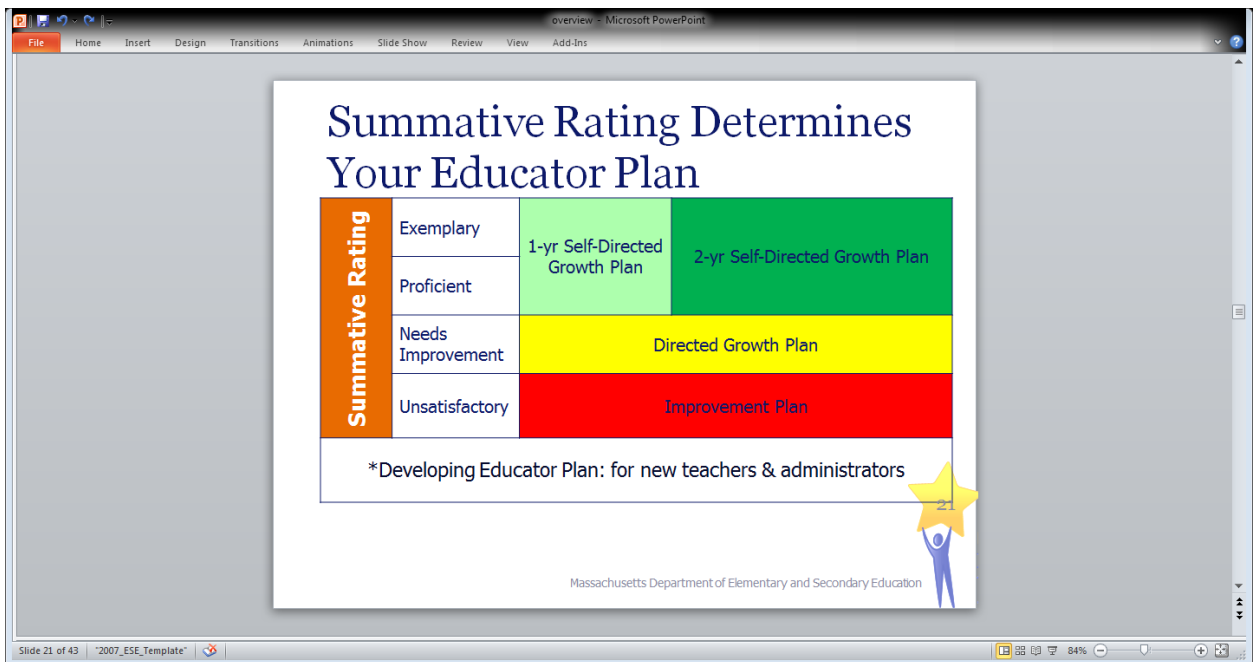
- Login can be acquired through the IT director [mduffy@hadleyschools.org](mailto:mduffy@hadleyschools.org)
- Training for Teachpoint for new teachers occurs during opening PD days. If you would like additional training contact the superintendent [amckenzie@hadleyschools.org](mailto:amckenzie@hadleyschools.org)

### **Determining Your Plan**

- Identify the plan that you are on.



- Plans affect goal timelines and collection of evidence.



**Self-Assessment**

- There are two assessments to complete: assessment of student learning and assessment of professional practice.
- Reflection/self-assessment questions to set student learning goal:
  - ✚ What are the essential skills, content, and habits I expect my students to learn this year?

- ✚ Based on available data (formative baseline assessments, MCAS, prior year performance, etc.) what is the current level of performance of my students?
- ✚ After analyzing the gap between where I want students to be at the end of the year and where they are now, what goal will I set for student growth?
- ✚ How will I measure student growth (this measurement can also be a DDM)?
- Reflection/self-assessment questions to set professional practice goal:

(At this time you should have a copy of the standards with all indicators and elements, as well as the rubric used by evaluators. Use these tools to assess your practice.)

I. Curriculum, Planning, & Assessment	II. Teaching All Students	III. Family & Community Engagement	IV. Professional Culture
<b>A. Curriculum and Planning</b> 1. Subject Matter Knowledge 2. Child and Adolescent Development 3. Rigorous Standards-Based Unit Design 4. Well-Structured Lessons  <b>B. Assessment</b> 1. Variety of Assessment Methods 2. Adjustments to Practice  <b>C. Analysis</b> 1. Analysis and Conclusions 2. Sharing Conclusions with Colleagues 3. Sharing Conclusions with Students	<b>A. Instruction</b> 1. Quality and Effort of Work 2. Student Engagement 3. Meeting Diverse Needs  <b>B. Learning Environment</b> 1. Safe Learning Environment 2. Collaborative Learning Environment 3. Student Motivation  <b>C. Cultural Proficiency</b> 1. Respects Differences 2. Maintains Respectful Environment  <b>D. Expectations</b> 1. Clear Expectations 2. High Expectations 3. Access to Knowledge	<b>A. Engagement</b> 1. Parent/Family Engagement  <b>B. Collaboration</b> 1. Learning Expectations 2. Curriculum Support  <b>C. Communication</b> 1. Two-Way Communication 2. Culturally Proficient Communication	<b>A. Reflection</b> 1. Reflective Practice 2. Goal Setting  <b>B. Professional Growth</b> 1. Professional Learning and Growth  <b>C. Collaboration</b> 1. Professional Collaboration  <b>D. Decision-making</b> 1. Decision-Making  <b>E. Shared Responsibility</b> 1. Shared Responsibility  <b>F. Professional Responsibilities</b> 1. Judgment 2. Reliability and Responsibility

- ✚ How would I rate my proficiency in each standard?
- ✚ What evidence supports my self-assessment? **Evidence** should be expressed in terms of student learning outcomes. In other words, what evidence do I have that my practice has had an observable and positive impact on student learning?
- ✚ What artifacts support my self-assessment? **Artifacts** may include lesson plans, units, curriculum maps, assessments, rubrics, examples of tech integration, teacher web pages, etc.; artifacts do not always explicitly demonstrate impact on student learning.
- Write these up and submit to teach point.

**Goal Setting (What is my intended impact on student learning?)**

- The self -assessments should then lead to your two goals for the year.
  - ✚ Student Learning Goal – What is critical for my students to learn this year? How will I know when my students achieve proficiency or mastery (evidence and data I will analyze – DDM)? What measurable, challenging, yet realistic learning/growth targets will I set for my students?
  - ✚ Professional Practice Goal – What standards and indicators will I focus on this year in order to have the greatest impact on student learning and ensure I meet my

student learning goal? What artifacts will I produce to demonstrate proficiency on my professional practice goal?

- Goals may be team goals or individual goals.

### **Meeting with Evaluator to Discuss Self-Assessment and Goals (October)**

- When meeting with your evaluator for the first time be prepared to discuss:
  - ✚ My expectations for student learning this year are (academic, behavioral, etc)...
  - ✚ The present level of performance for my students is...
  - ✚ The data and assessments I evaluated to determine priorities and areas of concern for my students includes...
  - ✚ If my students were to demonstrate moderate growth this year I would expect to see... as measured by...(we can assume that anything below moderate would be low growth and anything above would be high growth)
  - ✚ My current level of proficiency in each standard is...
  - ✚ The evidence/artifacts I evaluated to rate my proficiency include...

### **Formative Evaluation Meeting (February for 1 year plans; May for 2 year plans)**

- During the formative evaluation meeting discuss your student learning and professional practice goals:
  - ✚ I have made: no progress, some progress, significant progress, met or exceeded towards my student learning goal. The evidence that supports my self-evaluation is...
  - ✚ I have made: no progress, some progress, significant progress, met or exceeded towards my professional practice goal. The evidence that supports my self-evaluation is...
  - ✚ My evaluation of my practice for each of the four standards is: unsatisfactory, needs improvement, proficient, or exemplary. My rationale/evidence for each rating is...

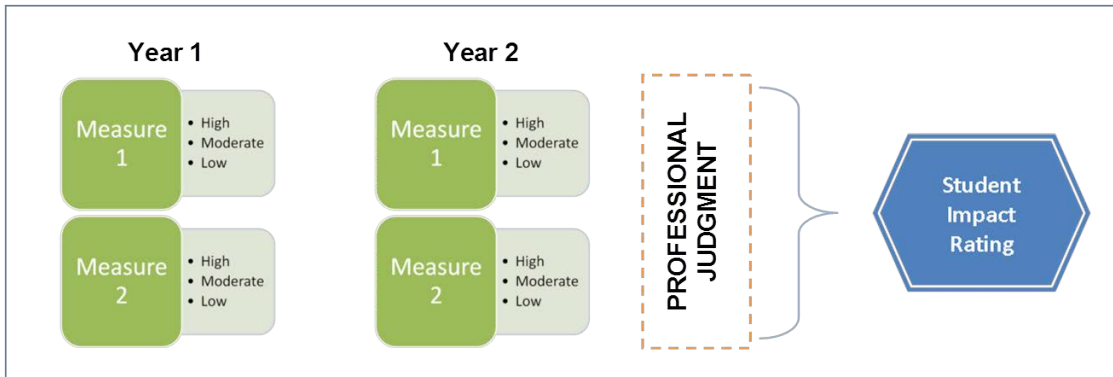
### **Impact on Student Learning (What is my observed impact on student learning?)**

- When reviewing assessment data, did my students exceed my expectations (high growth), meet my expectations (moderate growth), or not meet my expectations (low growth)? In order to arrive at an overall performance rating, the educator may choose to use changes in median scores, changes in mean scores, or some other change in performance. Remember *growth* refers to *changes in performance* not simply meeting or failing to meet an achievement target. If you have questions about how to measure growth in a meaningful way, talk with your evaluator or contact the superintendent at [amckenzie@hadleyschools.org](mailto:amckenzie@hadleyschools.org)
- ***The Educator Evaluation Team believes student assessment is a tool to help students and educators grow. It should not be punitive. The purpose of assessment is to give teachers information on the impact and effectiveness of their practice and give learners information about their skill acquisition and understanding of content. We believe in using meaningful measures of student learning to evaluate our practices and make***

*adjustments to instruction, curriculum, and systems. Impact ratings are separate from Overall Performance Ratings and do not determine whether or not an educator receives a rating of Exemplary, Proficient, Needs Improvement or Unsatisfactory. Impact ratings affect the length of plan (1 year or 2 year) for teachers on Self-Directed Plans. The chart below indicates how impact ratings affect plan length.*

Performance Rating	Exemplary	1-yr Self-Directed Growth Plan	2-yr Self-Directed Growth Plan		
	Proficient				
	Needs Improvement	Directed Growth Plan			
	Unsatisfactory	Improvement Plan			
		Low	Moderate	High	
		Impact Rating			

The following chart demonstrates how an evaluator determines an impact rating.



**Student and Parent Feedback (What is the perceived impact of my instruction?)**

- Consider how you might get feedback from students that would help you be more effective. Examples of questions you might ask students include:
  - ✚ What was the purpose of the unit or lesson? What did you learn?
  - ✚ What parts of the unit helped you learn? What activities did you find most effective and why?
  - ✚ If you could change something about the lesson/unit/instruction, what would it be?
- Discuss the feedback you collect with your evaluator. What adjustments will you make to your curriculum or your instruction based on feedback?

**Summative Evaluation (May year 1 for 1 year plans; May year 2 for 2 year plans)**

- Rate progress on goals and standards as you did during the formative evaluation.
- Based on your overall evaluation of student growth, your impact on student learning (this refers to your assessment of student growth based on data/evidence), student feedback and your proficiency on the standards of effective practice, what will you focus on in your next evaluation cycle?

**Additional Information - Artifacts and Evidence**

- **Artifacts** are products created by the educator and/or student.
- **Evidence** is anything that proves a teacher did something- an observation, a list etc.
- We are required to show *evidence* for standards 3 and 4 only.
- Standards 1 and 2 are covered by observation.
- Goals and DDMs require artifacts as well.
- Your evaluator may ask for other artifacts as needed or in your conversations.

**Timeline**

Activity:	One Year Plans:	PTS on Two Year Plans
Superintendent, principal or designee meets with evaluators and educators to explain evaluation process	September 15	September 15 of year 1
Evaluator meets with 1 <sup>st</sup> year educators to assist in self-assessment and goal setting process Educator submits self-assessment and proposed goals	October 1	N/A
Evaluator meets with Educators in teams or individually to establish Educator Plans (may be established at Summative Evaluation Report meeting in prior school year)	October 15	October 15 of year 1
Evaluator completes Educator Plans	November 1	November 1 of year 1
Evaluator should complete first observation of each Educator	November 15	Any time during the 2-year evaluation cycle
Educator submits evidence of parent outreach, professional growth, progress on goals (and other standards if desired) *or 4 weeks before <i>Formative Assessment</i> Report date established by evaluator	January 5	First Monday after April break of year 1
Educator should complete mid-cycle Formative Assessment Reports	February 1	June 1 of year 1
Evaluator holds Formative Assessment Meetings if requested by either Evaluator or Educator	February 15	June 1 of year 1
Educator submits evidence of parent outreach, professional growth, progress on goals (and other standards if desired) *or 4 weeks before <i>Summative Evaluation</i> Report date established by evaluator	First Monday after April break	First Monday after April break of year 2
Evaluator completes Summative Evaluation Report	May 30	May 30 of year 2
Evaluator meets with Educators whose overall Summative Evaluation ratings are Needs Improvement or Unsatisfactory	June 1	June 1 of year 2
Evaluator meets with Educators whose ratings are proficient or exemplary at request of Evaluator or Educator	June 10	June 10 of year 2
Educator signs Summative Evaluation Report and adds response, if any within 5 school days of receipt	June 15	June 15 of year 2