Model System Highlights (Parts I-VI)

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

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

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

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

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

The 5-Step Educator Evaluation Cycle:
Train-the-Trainer Modules

Purpose

- Establish common understanding of the educator evaluation regulations and five-step evaluation cycle
- Encourage shared language about educator evaluation across the Commonwealth

Audience: Evaluators and School leadership teams

Trainers/facilitators: Vendors, regional facilitators, or district trainers

Module Descriptions

1) **Overview**: The first module provides an overview of the module series structure and purposes, introduces the five-step evaluation cycle and model system, and highlights the high-level implementation timeline and School-Level Planning and Implementation Guide.

2) **Unpacking the Rubric**: This module introduces the basic structure & terminology of the model system performance rubric & gives participants an opportunity to examine the rubric components.

3) **Self-Assessment & Goal Proposal**: The third module engages participants in the first step of the evaluation cycle, providing participants with information about engaging in a comprehensive self-assessment and how this process leads prepares the educator to strategically identify professional practice and student learning goals. Participants consider how to use the rubric to reflect on educator practice and how best to engage in team-based analysis of student data and goal proposal.

4) **SMART Goals and Educator Plan Development**: Module 4 focuses on Step 2 of the 5-Step Cycle: how to develop S.M.A.R.T. goals and Educator Plans so that goals are needs-driven, specific, and action-oriented, with Educator Plans that have clear benchmarks for success and provisions for professional development and support designed to help educators meet their student learning and professional practice goals.

5) **Gathering Evidence**: The fifth module focuses on the collection and organization of evidence by Standard and Indicator and engages participants in thinking strategically about gathering high-quality artifacts to demonstrate performance.

6) **Observations and Feedback**: The sixth module describes expectations for observations (both inside and outside of classrooms), the collection and organization of observation evidence, as well as the sharing of timely, constructive feedback to educators.

7) **Rating Educator Performance**: The seventh module supports participants in using the teacher performance rubric to determine formative or summative ratings.

8) **Rating Educator Impact on Student Learning**: The eighth module will provide an overview of the ESE-issued June 2012 guidance on student learning measures and ratings of educator impact on student learning.