The Massachusetts Model System for Educator Evaluation

Training Module 1: Overview

June 2012
Module 1: Overview

★ Module 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.

★ Module 2: Unpacking the Rubric
★ Module 3: Self-Assessment
★ Module 4: S.M.A.R.T. Goals and Educator Plan Development
★ Module 5: Gathering Evidence
★ Module 6: Observations and Feedback
★ Module 7: Rating Educator Performance
★ Module 8: Rating Impact on Students
Agenda

- Connecting
- Learning
- Implementing
- Reflecting
- Wrap-Up
Connecting

25 minutes
Intended Outcomes

At the end of this session, participants will be able to:

- Understand the 5-Step Cycle and what it means for your school’s implementation of educator evaluation.
- Identify what resources are available from ESE, including future Modules and Model System documents (planning and implementation guides).
- Determine next steps for strategically introducing and implementing the new educator evaluation system in their school with a focus on engaging their colleagues and building buy-in.
Introduction to Modules

★ Similar format; different topics
★ PowerPoint presentations and facilitator notes available for each module
★ Presented to school leadership teams in a 3-hour format
  o Connecting, Learning, Implementing, Reflecting
★ School leadership teams can present to educators at their school in a 2-hour format
  o Connecting, Learning
Module Schedule

★ Module 1: Overview
★ Module 2: Unpacking the Rubric
★ Module 3: Self-Assessment
★ Module 4: S.M.A.R.T. Goals and Educator Plan Development
★ Module 5: Gathering Evidence
★ Module 6: Observations and Feedback
★ Module 7: Rating Educator Performance
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Connecting: Think-Pair-Share: A 3-Words Activity

★ Complete the first column under Think: What 3 words describe your best experiences with educator evaluation up to this point in your career?

★ Complete the second column: What 3 words describe your worst experiences with educator evaluation?

★ Find a table partner. Create 1 set of words for each column (5 minutes).

★ Partners share at your table and the table creates 1 set of words for each column (5 minutes).
Connecting: Think-Pair-Share: A 3-Words Activity

★ Table Groups share out their lists of 3 words for each column.

★ Whole Group Discussion and Reflection
  o What is similar among all lists of words?
  o What is different?
  o How do these words (and the experiences and stories behind them) help us collectively envision what an effective evaluation process can and should accomplish?
Learning

1 hour 30 minutes
A Mini-Lesson on Educator Evaluation

★ The National Perspective: Educator Evaluation in the U.S.
★ Race to the Top
★ The Massachusetts Task Force on the Evaluation of Teachers and Administrators
  o 40 members, cross-section of stakeholders
  o August 2010-March 2011
The National Perspective: Research and Reports

- Research confirms that teachers and leaders matter most to students’ achievement

- Recent studies find current educator evaluation systems lacking in three key ways:
  - Lack sufficient connection to goals for student learning and growth
  - Do not provide educators with adequate feedback for improvement
  - Fail to differentiate variability of educator effectiveness within schools and across districts
Educator Effectiveness Across the States

★ 32 states + DC have made some change to their state teacher evaluation policy in the last three years.
  o 24 of these states include objective evidence of student learning in the form of student growth and/or value-added data.

★ 17 states + DC have adopted legislation that specifically requires that student achievement and/or student growth “significantly” inform teacher evaluations.
  o 14 of these states have adopted legislation that specifically requires that student achievement and/or student growth will be the predominant criteria.

Membership of the Massachusetts Educator Evaluation Task Force

- Leaders of statewide organizations of teachers, principals, superintendents, school committees, and parent organizations
- Practicing classroom teachers and administrators
- Representatives of subject matter associations
- Special educators and special education administrators
- Higher education representatives
- Vocational educators
- A student representative
- Business representatives
- At-large members with expertise in performance management, psychometrics, economics, and/or statistics
Weaknesses in Current MA Evaluation Practices

- Fails to identify excellence among educators
- Contains too many Standards and Indicators
- Does not address issues of capacity, or “do-ability”
- Lacks a strong statewide set of calibration practices, to ensure that Proficient means the same thing in all districts
- Puts limited focus on ensuring educator input into the process
- Does not encourage reflective thinking, by either evaluator or educator
- Can contribute to a culture of apathy, mistrust and cynicism
- Lacks a focus on continuous improvement
Purposes of MA’s System for Effective Educator Evaluation

★ Empower Every Educator to Take Ownership of Their Evaluation
★ Promote Growth and Development
★ Place Student Learning at the Center
★ Recognize Excellence
★ Set a High Bar for Tenure
★ Shorten Timelines for Improvement
Activity: Let’s Have a Block Party

“More than anything, evaluation systems should be recognizing, developing and promoting the most talented and successful educators. We need an approach to evaluation that is all about celebrating excellence, and ensuring that those who excel also thrive in their workplaces, and stay in education. The better we get at developing and rewarding excellence, the better we will get at building schools that succeed for all students.” ~ Task Force Member
5 Key Elements Developed by Task Force

- Four statewide Standards & Indicators for all educators
- Three categories of evidence
- Four performance ratings that apply to all educators
- Four educator paths/plans
- 5-Step Cycle of evaluation for continuous improvement

The 5-Step Cycle of Evaluation

1. Self-Assessment
2. Analysis, Goal Setting, and Plan Development
3. Implementation of the Plan
4. Formative Assessment/Evaluation
5. Summative Evaluation

Continuous Learning

Collaboration and Continuous Learning are the focus
Activity: Create a 6x6 Crosswalk

★ As we overview the basics of the 5-Step Cycle of evaluation and the impact on student learning, you will create a crosswalk that connects each component to the 6 framework purposes identified by the Task Force.

★ By the time we get to the end of this section, you’ll have a completed crosswalk to discuss with a partner.
Step 1: Self-Assessment

★ Educators self-assess their performance using:
  - Student data, and
  - The Standards and Indicators of Effective Teaching Practice and/or Administrative Leadership

★ Educators propose goals related to their professional practice and student learning needs
Step 2: Analysis, Goal Setting and Plan Development

Educators set at least two goals:
- Student learning goal
- Professional practice goal
  (Aligned to the Standards and Indicators of Effective Teaching and/or Administrative Leadership Practice)

Educators are required to consider team goals

Evaluators have final authority over goals
Step 2: Analysis, Goal Setting and Plan Development, cont.

★ Goals should be S.M.A.R.T.:
  - S=Specific and Strategic;
  - M=Measurable;
  - A=Action-Oriented;
  - R=Rigorous, Realistic, and Results-Focused;
  - T=Timed and Tracked

★ Goals become S.M.A.R.T.er with a plan and benchmarks that describe the educator’s and evaluator’s actions
Four Types of Educator Plans

- **Developing Educator Plan**
  For educators without Professional Teaching status, administrators in the first three years in a district, or at the discretion of an evaluation for an educator in a new assignment.

- **Self-Directed Growth Plan**
  For experienced educators rated proficient or exemplary on their last evaluation; these plans can be one or two years in length.

- **Directed Growth Plan**
  For educators rated in need of improvement on their last evaluation.

- **Improvement Plan**
  For educators rated unsatisfactory on their last evaluation.
Step 3: Implementation of the Plan - Educator

- Educator completes the planned action steps

- Educator collects evidence of:
  - Active outreach to families (Standard III)
  - Fulfillment of professional responsibilities and growth (Standard IV)
Step 3: Implementation of the Plan - Evaluator

★ Evaluator collects evidence on the professional practice of educators, including:
  o Multiple measures of student learning
  o Observations and artifacts
  o Additional evidence related to performance standards

★ Evaluator provides feedback on practice to educators
Step 4: Formative Assessment/Evaluation

- Educator submits collected data to evaluator
- Evaluator summarizes data collected, coming to a formative rating on each of the four standards of professional practice and/or assessment of progress toward goals
- Evaluator provides feedback to the educator to help him or her improve professional practice
Step 5: Summative Evaluation

★ Educator submits collected data to evaluator

★ Evaluator determines an overall summative rating of performance based on:
  o The educator’s performance against the four performance Standards (educators receive a rating for each Standard), and
  o Evidence of the attainment of goals
Step 5: Summative Evaluation, cont.

- Evaluator provides feedback to the educator to help him or her improve professional practice

- Educator uses summative evaluation to inform self-assessment
Trends and Patterns in at least two measures of student learning gains. MCAS growth and ACCESS gains where available; measures must be comparable across schools, grades, and subject-matter district-wide.
## Impact Ratings Inform the Length of a Self-Directed Growth Plan

<table>
<thead>
<tr>
<th>Summative Rating</th>
<th>1-YEAR SELF-DIRECTED GROWTH PLAN</th>
<th>2-YEAR SELF-DIRECTED GROWTH PLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient</td>
<td></td>
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<tr>
<td>Needs Improvement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td></td>
<td>IMPROVEMENT PLAN</td>
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</tbody>
</table>

### Rating of Impact on Student Learning
(multiple measures of performance, including MCAS Student Growth Percentile and MEPA where available)
Activity: So, What’s In It For Me? Standup Meeting

★ Turn to an elbow partner and have an 8 minute standup-meeting.
★ Share your crosswalks & discuss connections to the 3 Words Activity from earlier.
★ Additional discussion questions:
  o What makes the new educator evaluation framework more compelling and supportive for educators?
  o Where’s the value in it for you? For your colleagues?
  o How will this system support improved coherence, connection, collaboration, and conversation?
Implementing

45 minutes
Resources Available from ESE

★ Model system documents:
  - District-Level Planning and Implementation Guide
  - School-Level Planning and Implementation Guide
  - Rubrics for:
    - Superintendents
    - Administrators
    - Teachers
    - Specialized Instructional Support Personnel

www.doe.mass.edu/edeval/model/
ESE Homepage

http://www.doe.mass.edu/
Activity: Affinity Diagram

★ What are the goals and objectives for educator evaluation at your school? (Individuals complete 1 idea per post-it note in 2 minutes).
  o Consider both cultural and logistical goals
★ Group similar ideas together and categorize them with a title for that group.
★ Prioritize the two most important objectives for year 1 implementation.
Affinity Diagram Visual

Step 1

Step 2 & 3

Step 4
## Activity: Targeted Action Planning

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Key Drivers/Resources Needed</th>
<th>Next Steps: how do I make this happen?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make student outcomes central to strategies for improving practice</td>
<td>• Focus on growth and improvement over MCAS</td>
<td>1. Provide disaggregated data and data coaches at the first in-service day in August</td>
</tr>
<tr>
<td></td>
<td>• Appropriate training about the use and analysis of data to inform planning</td>
<td>2. Explore the connection between each step of the 5-Step Cycle and student outcomes</td>
</tr>
<tr>
<td></td>
<td>• Understanding of strategies that improve student learning</td>
<td></td>
</tr>
</tbody>
</table>

**Priority Objective from Affinity Diagram**

**Team brainstorm of drivers, resources**

**Next steps for back at school**

Massachusetts Department of Elementary and Secondary Education
Activity: Quick 3-2-1 Communication Strategy Plan

★ Identify the following pieces of information:

- 3 key messages that educators in your school need to know about the new educator evaluation system
- 2 key differences between the new system and your current evaluation system
- 1 available support in your school and district related to educator evaluation implementation
Reflecting

10 minutes
Activity Debrief

Each team will share:

★ 1 objective (from the Action Planning Activity)

★ 1 key message for teachers (from the 3-2-1 activity)
Wrap-Up

5 minutes
What’s Next?

★ Module 1: Overview

★ **Module 2: Unpacking the Rubric**

   The second module introduces the basic structure and terminology of the Model System performance rubrics and gives participants an opportunity to examine the rubric components.

★ Module 3: Self-Assessment

★ Module 4: S.M.A.R.T. Goals and Educator Plan Development

★ Module 5: Gathering Evidence

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Homework
Suggested Homework for School Leadership Teams

★ Complete Your Targeted Action Plan.
  o Build out the remaining activities and next steps for key objectives.

★ Review the model system teacher rubric in preparation for Module 2.
  o Identify similarities and differences between this new rubric and existing professional practice rubrics or protocols currently used at your school.
  o What would be the best way to explain these changes to educators at your school?
  o How does the schoolwide understanding of professional practice need to shift?
Suggested Homework for All School-Based Educators

★ Review the model system teacher rubric in preparation for Module 2.
  - Which standards and indicators align with the current professional practice rubric or evaluation protocol at your school?
  - Which areas are new?
  - How does the model system rubric’s definition of professional practice encompass all of the responsibilities of a teacher?
Feedback and Questions

☆ Please take a moment to complete the feedback form being handed out. We appreciate your feedback!

☆ Questions?
  o About this training:
    E-mail [FACILITATOR/VENDOR EMAIL HERE]
  o About educator evaluation more generally:
    E-mail EducatorEvaluation@doe.mass.edu