Massachusetts Model System for Educator Evaluation

Facilitator Guide for Training Module 1: Overview

June 2012
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Overview of the Training Module Series

Training Module Purpose and Goals

This series of eight training modules is designed to prepare school leadership teams to implement the new Massachusetts educator evaluation system in their schools through the following intended outcomes:

- Make the 5-Step Cycle concrete and actionable for educators and their evaluators.
- Support school leadership teams in developing a common understanding of the new educator evaluation framework and the opportunities for professional growth and development using the Massachusetts Model System.
- Provide participants with implementation tips and strategies to help schools make educator evaluation meaningful and doable.

The training module series will accomplish these goals through the use of consistent, standardized training materials, detailed facilitator guides, and participant handouts that connect to Model System resources.

Audience

The audience for each module is school-level leadership teams of four to six people. Districts may bring some or all school leadership teams together for a single training session, or training sessions may consist of teams from several districts within a region.

The Massachusetts Department of Elementary and Secondary Education (ESE) recommends that each school leadership team include the principal, one to two additional school-level administrators (e.g., assistant principal, curriculum director, department chair), and two to three current classroom teachers representing a variety of subject areas, grade levels, and/or student needs. The modules are designed so that school leadership teams can facilitate abbreviated or complete versions of each module to other school staff (see the Timing and Structure section for more details). For districts that are interested in bringing these trainings back to their school sites, team members should be comfortable presenting information to a group of adult learners.

Timing and Structure

Each training module is three hours in length and includes interactive learning activities for school leadership teams. Suggested homework assignments described at the conclusion of each module are intended to help participants extend and apply their learning and are designed to take about an hour.
The modules are organized into a four-part structure to help facilitators and participants pace the content appropriately. The four segments of each module are as follows:

- **Connecting**—Builds community, prepares the team for learning, and links to prior knowledge, other modules, and current work; designed for all school-based educators
- **Learning**—Describes key concepts and highlights various implementation scenarios; supports teams to apply knowledge and share ideas; designed for all school-based educators
- **Implementing**—Supports teams to problem-solve and plan next steps for schools and districts; geared toward school leadership teams
- **Reflecting**—Engages participants in providing feedback, reflecting on learning, and closing the session

The Connecting and Learning segments compose the first two hours of each module, and the third hour is devoted to the Implementing and Reflecting segments. School leadership teams are encouraged to facilitate either (1) an abridged, two-hour version of each module or (2) a complete module to other school and district staff, as needed.

**List of Training Modules**

**Module 1: Overview.** The first module provides an overview of the module series structure and purposes, introduces the 5-Step Cycle of evaluation and Model System, and examines next steps for strategically implementing the new educator evaluation system in schools.

**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.** The third module engages participants in Step 1 of the 5-Step Cycle—self-assessment. Participants will learn how to engage in a comprehensive self-assessment and how this process prepares the educator to strategically identify professional practice and student learning goals. Participants will also practice using the rubric to reflect on educator practice and consider how best to engage in the analysis of student data and goal proposal.

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

**Module 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.

**Module 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.

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

**Module 8: Rating Impact on Students.** 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.
Preparing for Module 1

Module Overview

This module is designed to provide an overview of the 5-Step Cycle of educator evaluation. Each step of the evaluation cycle will be examined in greater detail in later Modules.

Context

Participants will have variable levels of knowledge about the new educator evaluation system. Some may have attended a “Getting Started” meeting while some may be unaware of the requirements of the new system.

The content is framed to describe the opportunity of a new educator evaluation system: to make educator evaluation more useful to improving practice and connected with student learning, not ritualistic or passive.

Intended Outcomes

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

- Explain the 5-Step Cycle of evaluation and what it means for their school’s implementation of educator evaluation.
- Identify what resources are available to them from ESE, including future Modules and ESE Model System documents such as 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.
Agenda

I. Welcome (5 minutes)

II. Connecting (25 minutes)
   - Connecting Content (3 minutes)
   - Connecting Activity: Think-Pair-Share 3 Words (17 minutes)
   - Connecting Wrap-up/Debrief (5 minutes)

III. Learning (1 hour 30 minutes)
   - Learning Content: Where Did This Come From? (25 minutes)
   - Learning Activity 1: Let’s have a Block Party (15 minutes)
   - Learning Wrap-up/Debrief 1 (5 minutes)
   - Learning Activity 2: Create a 6x6 Crosswalk (40 minutes)
   - Learning Wrap-up/Debrief 2: Standup Meeting (15 minutes)

IV. Implementing (45 minutes)
   - Implementing Content (5 minutes)
   - Implementing Activity 1: Affinity Diagram (15 minutes)
   - Implementing Activity 2: Targeted Action Planning (20 minutes)
   - Implementing Activity 3: 3-2-1 Communication Plan (5 minutes)

V. Reflecting (10 minutes)
   - Implementing Wrap-up/Debrief (10 minutes)

VI. Wrap-Up (5 minutes)
   - What’s Next
   - Homework
Equipment and Materials

- **Equipment:** Laptop computer, projector

- **Materials:**
  
  Make a copy of the Participant Handout packet for each participant.

  Make copies of the Block Party Cards – one card per participant – on pages 41-48 of this facilitator guide.

  Put the following materials on each table:
  
  - One Block Party Card per participant (for Learning Activity)
  - Markers (several per table)
  - Standard size Post-It notes (at least 1 pad per table)
  - Chart paper (each table will need a piece of chart paper for the Connecting activity – it can be hung nearby each table or passed out before the activity)

  Bring the following materials for use by you:
  
  - Chime/bell or some pre-determined signal (clapping three times) that will be used at several points during the meeting to get participant attention
  - Chart paper, easel, and markers
Regulatory Requirements

603 CMR 35.00 describes the revised Massachusetts state regulations around educator evaluation. The following are key highlights from the regulations:

(2) The evaluation cycle shall include self-assessment addressing Performance Standards established through collective bargaining or included in individual employment contracts.

(3) The evaluation cycle shall include goal setting and development of an Educator Plan.

(4) The evaluation cycle shall include implementation of the Educator Plan. It is the educator's responsibility to attain the goals in the plan and to participate in any trainings and professional development provided through the state, district, or other providers in accordance with the Educator Plan.

(5) The evaluation cycle shall include a formative assessment or a formative evaluation.

(6) The evaluation cycle shall include a summative evaluation, in which the 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. The educator shall have the opportunity to respond in writing to the summative evaluation.

(603 CMR 35.06)

Additional detail about the regulatory requirements for each step of the 5-Step Cycle of evaluation can be found at [http://www.doe.mass.edu/lawsregs/603cmr35.html](http://www.doe.mass.edu/lawsregs/603cmr35.html) and in Part II of the ESE Model System, the *School-Level Planning and Implementation Guide*.

Model System Resources

Model system resources can be found on ESE’s website, at [http://www.doe.mass.edu/edeval/model/](http://www.doe.mass.edu/edeval/model/).

Specific resources that are useful to review before facilitating this training include:

**Part II: School-Level Planning and Implementation Guide**

- Overview: Educator Evaluation Framework (pp. 5-6)
- Priorities for Implementing the Framework (pp. 7-8)
- The ESE Model System (p. 9) – includes the rollout timeline

**Part III: Guide to Rubrics and Model Rubrics**

- Structure of the Model Rubrics (p. 6)
I. Welcome (5 minutes)

Slide 1 is the title slide.

During this slide, welcome participants, introduce yourself, and ask participants to briefly do the same with their first name and role. If the group is large, ask for a quick identification of school teams by school.

This slide lists the Modules and includes the outcomes for Module 1: Overview.

*Explain:*
“This Overview Module is the first of eight on the new educator evaluation system that have been made available by ESE.

“This module provides an overview of the module series structure and purposes, introduces the 5-Step Cycle for evaluation and ESE Model System, and highlights the high-level implementation timeline and School-Level Planning and Implementation Guide.”

*Explain:*
“After we have finished up the welcome, we will connect this module to the rest in the series, learn about the educator evaluation system and the 5-Step Cycle, develop some implementation strategies and next steps, and reflect on how you can take this information back to your schools.”
II. Connecting (25 minutes)

Connecting Content (3 minutes)  
Slide 4 is the title slide for the connecting section.

Most modules will begin with a connection to previous modules. This Overview module instead will begin with an introduction to the module format.

Explain:  
At the end of this Overview Module I hope you will be able to explain the 5-Step Cycle of evaluation, describe some strategies that enhance and streamline implementation, identify resources from ESE, and determine next steps for introducing and implementing this system in your schools.

Explain:  
This module and all subsequent modules are designed so that vendors, districts, or regional staff can present the module to school leadership teams in a three-hour format, like at this meeting.

“School leadership team members are also encouraged to present the Connecting and Learning sections of the module, designed for a two-hour session, to school-level educators back at your schools.

“The format will be similar across the eight Modules. All module resources are provided on the ESE website, including facilitator notes, PowerPoint presentations, and participant handouts.”

Overview the module series and lay out the module training schedule for the audience, if available, e.g. “Every two weeks, we will engage with a module so that in 16 weeks you will have a comprehensive overview to the model educator evaluation system” or “These modules will be spaced out throughout the school year and here’s that schedule:”
Connecting Activity (17 minutes)

Purpose and intended outcomes:
The purpose of this activity is for participants to reflect on their experiences with educator evaluation to date and consider the purposes and theory of action for the new statewide framework now being implemented.

Activity detail:

Explain the purpose of the activity: Slide 8

“We’re going to take a moment to start thinking about educator evaluation by doing a think-pair-share.

“On Module 1 Handout 1 – Think-Pair-Share, under Think there is a 2-column table. In the first (left) column, jot down 3 words that describe your best experiences with educator evaluation up to this point in your career. I’ll give you 1 minute to complete this brainstorm and then use this chime [or other pre-determined signal] to bring the group back together.”

Give everyone 1 minute and then ring the chime to get the group’s attention.

“On the second column under Think, write 3 words that describe your worst experiences with educator evaluation.” Give participants 1 minute for this. Bring them back together with the chime or other pre-determined signal.

“Find a partner at your table and take about 5 minutes to share your two lists. Pick one of you to be the recorder and together, combine your two lists and record the new sets of three words in the ‘Pair’ columns of your handout.”

Call for the group’s attention using the chime or other pre-determined signal. Slide 9

“Now share your lists with the other pairs at your table and then determine which three words best represent your table’s views for each column. Designate someone at the table to record your large group list onto chart paper. Share your partner lists quickly, in the first minute, and use the remaining 4 minutes to summarize those into 1 group list.”

Give groups 5 minutes.

Ask each group to record their two sets of words on chart paper and be prepared to share out to the whole room (5 minutes). Ask groups share out the words on their chart paper lists. Post these lists (or a single piece of chart paper with all words compiled) somewhere near the main facilitation center (e.g. the front of the room, near the screen, etc.) for referencing throughout the session.
Possible Facilitation Challenges and Solutions:

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Solution(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants will continue talking after the chime to wrap up. This will cause the timing for subsequent activities and learning to be delayed.</td>
<td>Be emphatic (but fun) about the amount of time participants have. Present it like a challenge to accomplish the conversation in that amount of time. Also walking around (proximity) will support participants to wrap up. Give them a 1-minute warning signal.</td>
</tr>
<tr>
<td>There is a small audience size and/or some table groups are fewer than four people.</td>
<td>Skip the Partner-Tabletop condensing of words and just have partners share out. Modify slides 8-9 appropriately to remove references to the large groups share-out.</td>
</tr>
</tbody>
</table>

Guiding Questions:

- What do we notice about these lists?
- How do they compare – to each other, to your own individual list?
- What is similar/different about each group’s list?
- How do these words (and the experiences and stories behind them) help us collectively envision what an effective evaluation process can and should accomplish?

Connecting Wrap-up/Debrief (5 minutes)

Ask participants to consider each of the questions on slide 9. Feel free to move quickly through the first two questions. Most time and discussion should be spent on the third question because this is the KEY question to ask and generate conversation with the group about as it provides the transition to the next piece of content.

Groups’ words that describe their best experiences with evaluation should start to create a vision for what evaluation can and should be. There will probably be significant overlap in the words or at least the ideas. If not, identify some themes or key words to highlight as you transition to the next section. Key words you may want to emphasize include collaborative, educator-led, meaningful, ongoing, fair, or formative.

Transitioning to Slide 10, Explain:

“The new educator evaluation cycle, tools, process, regulations are intended to help us get to what you’ve all just envisioned for what an evaluation should represent. You’ve captured this vision in words such as __________ and __________ [from lists above].”
III. Learning (1 hour 30 minutes)

Learning Content 1: Where Did This Come From? (25 minutes)  Slide 10

During this section, the facilitator will share the origins of the Massachusetts educator evaluation system, followed by a review of the 5-Step Cycle for educator evaluation.

Slide 10 is the title slide for the Learning section.

A Mini-Lesson on Educator Evaluation (20 minutes) Slide 11

Explain:

“You may be wondering why Massachusetts is embarking on redesigning educator evaluation at this moment in time. We’re going to embark on a mini-lesson to give you some context for the policy and practice changes we’ll be exploring later today.”
Explain:

“As many of you have undoubtedly noticed, educator evaluation is the focus of intense national discussion and debate right now. This interest is due, in part, to the growing body of evidence that the single most important school-based factor in strengthening students’ educational achievement is the quality and effectiveness of the educators who teach in and lead schools.”

[Facilitators or participants interested in reading some of this research can see Sanders & Rivers 1996; Barber & Mourshed 2007; Rivkin, Hanushek, & Kain 2005; Darling-Hammond & Bransford 2005; and Leithwood, Louis & Wahlstrom 2004.]

“This sharpened focus also stems from a series of reports and studies critical of the current status of educator evaluation across the nation and in Massachusetts.”

[Those interested in learning more should see publications by The New Teacher Project 2009; Donaldson 2009; and The National Council on Teacher Quality 2010.]

“Among the greatest concerns these studies raise are that current educator evaluations are disconnected from student learning and do not provide educators with adequate feedback to help them improve. In addition, current systems often do not differentiate levels of educator effectiveness, meaning the vast majority of educators in a school or entire district receive the highest possible rating.

“These failures are particularly significant because they make it hard for schools and districts to capitalize on the knowledge and skills of highly effective educators, promote professional growth and continuous learning, and value and reward excellence. Likewise, they prevent the identification and active support of teachers and administrators who have the potential to become highly effective. Finally, they may inhibit the removal of the small percentage of persistently poor performing educators who fail to make progress, despite being provided reasonable time and support for improvement. Simply put, poor evaluation practices are a missed opportunity for promoting better leading, better teaching, better learning, and better schools.”
“The federal government’s Race to the Top (RTTT) funding competition made the overhaul of educator evaluation one of its central objectives. Race to the Top required participating states to have or develop policies that differentiate educator performance by at least three levels and use student learning and growth as a significant factor in educator evaluation.

“In response to this federal policy direction and funding opportunity, the national landscape of educator quality policy is rapidly changing.

- 32 states + DC have changed their state teacher evaluation policy in the last three years.
- 73% of these states (all but 9) require the inclusion of student learning measures as part of a new educator evaluation system, using either growth and/or value-added models.
- 17 states + DC have adopted legislation that specifically requires that student achievement and/or student growth will “significantly” inform teacher evaluations.
- Of these 18 states, 78% (or 14) require that student achievement and/or student growth will be the predominant criteria in evaluation.

“And where does Massachusetts fit in? Massachusetts became a RTTT state in 2010 and immediately began work to develop a more robust, meaningful and authentic system for educator evaluation. The Commonwealth has modified state law and regulations and includes student learning measures as part of a multi-faceted system.”

“In August 2010, Commissioner of Elementary and Secondary Education Dr. Mitchell Chester convened a 40-person Task Force to accomplish this following charge: ‘...recommend...a revised set of regulations and principles (“evaluation framework”) consistent with the Board’s mission statement: To strengthen the Commonwealth’s public education system so that every student is prepared to succeed in postsecondary education, compete in the global economy, and understand the rights and responsibilities of American citizens.’

“The 40-member Task Force was composed of a wide variety of stakeholders, as you can see on the slide. The Task Force met regularly from August 2010 through March 2011 to develop its recommendations to the Commissioner and the Board of Elementary & Secondary Education (BESE).”
Explain:

“In their work, the Task Force reviewed current educator evaluation practices in Massachusetts. They found that many of the educator evaluation systems in the state fail to identify excellence, are unwieldy and do not address issues of do-ability, and can’t be compared using a statewide set of common standards or definitions of effectiveness. These systems limit educator input and do not encourage reflection, which may contribute to a negative school culture and limited focus on continuous improvement.”

Explain:

“By the end of the Task Force process, members came to agreement about several key principles that underlie the design of the MA educator evaluation framework:

“The first purpose of the MA educator evaluation system is to empower every educator to take ownership of their evaluation by giving educators key roles in shaping the process.

“Second, the educator evaluation process should promote growth and development, providing all educators with feedback and opportunities that support continuous growth and improvement through collaboration.

“Third, educator evaluation should place student learning at the center of the process, to focus the development of educators.

“Fourth, the framework must recognize excellence, encouraging districts to reward success in teaching and leadership.

“Fifth, the new educator evaluation system should set a high bar for tenure, requiring entrants to the teaching force to demonstrate proficient performance on all standards within three years to earn professional teacher status.

“Finally, the new framework must shorten timelines for improvement, meaning that educators who are not rated proficient face accelerated timelines for improvement.”

Transition to slide 17 – Explain:

“Let’s dig in a little deeper into the rationale and purposes for this reform by examining some specific commentary from the Task Force to give you a sense of where the entire range of stakeholders were coming from as they thought about how to create a more meaningful evaluation process, and set the stage for the development of the ESE Model System.”
Learning Activity 1: Let’s Have a Block Party (15 minutes)

Purpose and intended outcomes:
The purpose of this activity is for participants to interact with quotes related to the purposes of the MA educator evaluation framework and to become more familiar with its origins. A second purpose is to give the facilitator some background information on participants' views about educator evaluation and where they fit philosophically in relation to the MA educator evaluation framework. This information will help you shape the direction of discussion and your responses to participants throughout the session.

Facilitation directions:
Distribute one block party card per person. (Preparation note: create enough sets of cards for total number of participants in the audience. There are 8 different cards, so with an audience of 24 people, three people will have duplicates; in a room of 32, four people will have duplicates, etc. The cards are located at the end of this facilitator’s guide. It’s helpful to color-code the cards so that participants can easily identify those cards that are different from their own.) One of the quotes is shown on slide 17.

Activity detail:
Explain the following instructions:  

“You’re going to get to know your neighbors at another table (just like at a block party). Review your quote and then we will stand up and mingle around the room, talking to people who are NOT on your school team and those who have a different quote from you. Introduce yourself, share your quote and discuss for 3 minutes (1 ½ minutes each) before moving on to find a new person to talk to. I will ring the chimes when you should move on and mingle. The idea is to talk to several different people and to hear multiple different quotes from members of the Task Force and start to become more familiar with the purposes of the new evaluation system.”

Give the audience 10 minutes. Ring the chime every 3 minutes so they should have talked to 3 different people.

On the last chime, the audience sits down.
Possible Facilitation Challenges and Solutions:

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Solution(s)</th>
</tr>
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<tbody>
<tr>
<td>Participants will continue talking after you ask them to switch groups.</td>
<td>Be emphatic (but fun) about the amount of time participants have. Present it like a challenge to accomplish the conversation in that amount of time. Also walking around (proximity) will support participants to wrap up at the end of each conversation.</td>
</tr>
<tr>
<td>Participants will continue talking when you ask them to return to seats.</td>
<td>If a participant disagrees so strongly that he or she is sabotaging the meeting or activity, speak with the participant individually, acknowledge the individual’s point-of-view (“it sounds like you disagree with student growth being included as part of teacher evaluations”), and redirect the participant to the purpose of the meeting. “Regardless of whether you agree or disagree with the system, we all are responsible for implementing it. Try to have an open mind, especially for this next section, to see why the creators of this new evaluation system made the choices they did.”</td>
</tr>
<tr>
<td>Participants may disagree philosophically with the direction of the educator evaluation system (and this may be the first time they are hearing the details of the system, if they did not attend a Getting Started meeting).</td>
<td></td>
</tr>
</tbody>
</table>

Guiding Questions:

- What are the common themes among these quotes?
- What stands out as particularly critical, new, or different from what you’re familiar with?

Learning Wrap-up/Debrief 1 (5 minutes)

Brief whole group discussion:

“What are the common themes among these quotes? What stands out as particularly critical, new, or different from what you’re familiar with?”

You may hear some disagreement or anxiety around individual quotes, particularly those related to the use of student learning measures (Quote 5) or a broader conception of educator responsibilities (Quotes 3, 4, and 8). Try to address these concerns respectfully but directly by tying the quotes back to the Task Force’s intent and purposes of the MA educator evaluation framework (slide 16). Underscore that the educator evaluation framework is built around the idea of multiple measures of educator performance as well as data trends and patterns over time; evaluation should never rely on a single observation, test, or conversation.

If appropriate, make connections from these themes back to the 3 words charts/lists from the beginning of the day.

Explain:

“In sum, the Task Force members all approached this effort with the utmost respect for the teaching profession and the desire to support and lift up educators. If the intent had been about compliance or a lot of “gotchas” they would have made different choices and different recommendations.”
Transition and Explain:

“Building upon the evaluation purposes I described before, the Task Force recommended that the following elements be included in a new educator evaluation system:

- 4 statewide standards for all educators;
- 3 categories of evidence;
- 4 performance ratings that apply to all educators;
- 4 educator plans or paths; and
- A 5-Cycle of evaluation that emphasizes continuous improvement.

“On June 28, 2011, the Board of Elementary and Secondary Education adopted new regulations for educator evaluation. This framework for evaluation included all five key elements recommended by the Task Force.

“We will spend a large portion of our remaining time today reviewing the basics of these elements and how they play out in the ESE Model System.”

Explain:

“Some of you may have seen this graphic by now. This is the 5-Step Cycle of evaluation, a comprehensive, educator-driven process for continuous improvement. When paired with the educator’s impact on student learning, the 5-Step Cycle embodies the six purposes of the Massachusetts system for effective evaluation, as well as the five key elements identified by the Task Force. We’re going to talk through each step of the cycle, as well as the role of student growth and achievement, and do a basic overview of what each entails.

“The five steps of the evaluation cycle are: self-assessment; analysis, goal setting and plan development; implementation of the plan, formative assessment/evaluation; and summative evaluation.

“Throughout the cycle, the focus is on collaboration and continuous learning.

“The results from one cycle’s summative evaluation inform the self-assessment of the next cycle.”
Learning Activity 2: Creating a 6x6 Crosswalk (40 minutes)

Purpose and intended outcomes:
The purpose of this activity is to connect the 5 steps of the evaluation system plus the student impact rating with the six purposes described by the Task Force, demonstrating alignment and increasing participant buy-in to the new educator evaluation system.

Activity detail:

Explain:

“I’m going to ask you to engage in an individual activity to help you make sense of the educator evaluation system components. While I explain each of the five steps of the evaluation cycle with a basic level of detail, you will create a crosswalk that connects each step to the appropriate purpose or purposes of the evaluation framework in order to better process and illustrate these connections. Creating this crosswalk during the next 40 minutes or so will provide you with the foundational material necessary for thinking about strategic action and communication at the end of our session. At the end of this section you’ll share your completed crosswalk with a partner….there isn’t one right answer to this; it’s about the kinds of connections you make.

“The crosswalk document is Module 1 Handout 2 in your packet. Identify a point of alignment with an “X” in the box when you see one of the purposes reflected in the specific evaluation component I’m discussing. For example, as I describe the self-assessment step, you might decide that it embodies the underlying goal of promoting professional growth and development, so you’ll place an X in the first column. Let’s get started!”
“During Step 1, educators engage in a self-assessment. The self-assessment process has three parts: analyzing student learning needs, identifying professional practice needs using the ESE performance rubrics, and thinking about goals related to these two areas. The purpose of the self-assessment is two-fold: it actively engages the educator in launching his or her own evaluation, and it prepares the educator to propose rigorous, targeted goals (in Step 2 of the evaluation cycle). The two-page Self-Assessment Form that is part of the ESE Model System serves to organize this step.

“Module 3: Self-Assessment will focus on this first step of the 5-Step Cycle.

“Take some time now to review the sheet and note where there is alignment between self-assessment and the key purposes of the educator evaluation framework.”

“During Step 2, the analysis, goal setting and plan development phase, educators set at least two goals. One must be a student learning goal, related to student achievement or growth. The other must be a professional practice goal that is aligned with the standards and indicators in the rubric.

“Educators must consider team goals, which are common goals they may set with a grade level or subject-area team at their school. The evaluator has final authority over educator goals.

“Goals should be written as S.M.A.R.T. goals: Specific and strategic, measurable, action-oriented, rigorous, realistic and results-focused, timed and tracked. When done well, these goals should lead directly to the development of each educator’s plan, a plan that will describe exactly what the educator and evaluator will do over the course of the evaluation cycle to meet the proposed goals.

“In Module 4: S.M.A.R.T. Goals and Educator Plan Development, you’ll learn more about writing goals and how to make them S.M.A.R.T.er with a strong action plan and benchmarks.”
Explain:

“Educators may be on one of four types of plans, based on their experience and ratings on the last evaluation cycle:

- Developing educator plans are for educators without professional teaching status; for an administrator in the first three years in a district; or, at the discretion of an evaluator, for an educator in a new assignment.
- Self-directed growth plans are for experienced educators who were rated proficient or exemplary on their last evaluation; these plans can be one or two years in length.
- Directed growth plans are for educators rated in need of improvement on their last evaluation.
- Educators rated unsatisfactory on their last evaluation are on an improvement plan.

“As part of the transition to the new educator evaluation system in a district, the district will determine the most appropriate starting plan for each educator. Module 4 will go into more detail about the four plans. In the meantime, there is additional information about each plan for you to read at a later time in Module 1 Handout 4.”

“Take some time now to review the sheet and note where there is alignment between Step 2 of the 5-Step Cycle and the purposes of the evaluation system.”

Explain:

“During Step 3, plan implementation, the educator completes the action steps outlined in the plan. Concurrently, the educator gathers evidence around his/her practice, playing careful attention to Standards 3 and 4, active outreach to families and the community, and fulfillment of professional responsibilities and growth.”
Explain:

“During plan implementation, the evaluator also collects evidence of educator practice through multiple observations and artifacts, and provides feedback to the educator through regular dialogue and communication.

“Module 5: Gathering Evidence and Module 6: Observations & Feedback will further describe how educators and evaluators can purposefully gather, organize and share evidence during Step 3.

“Take some time now to review the crosswalk again and note where you see alignment.”

Explain:

“Step 4, the formative assessment/evaluation, typically occurs midway through the evaluation cycle and is designed to serve as a check-in and opportunity to provide targeted feedback. The educator submits his or her collected data to the evaluator in advance of the conversation. The evaluator looks at all of the evidence collected to date and provides feedback to the educator to help him or her improve professional practice. For educators on a plan that is 1 year or less in length, the formative assessment serves as a critical “check-in” regarding progress on goals and/or performance standards.

“For educators on a 2-year plan, the formative evaluation takes place at the end of the school year. In addition to checking progress on goals, the formative evaluation results in ratings on each of the four Standards as well as an overall summative rating. However, formative evaluation ratings are assumed to be the same as the previous summative rating unless evidence demonstrates a significant change in performance, in which case the rating on the Performance Standards may change.

“Pause for a moment again to review the crosswalk and note points of alignment.”

Explain:

“Finally, at the end of the educator’s plan, the educator again submits his or her collected data to the evaluator. Each educator will earn a professional practice rating on each of the four standards, as well as an overall summative performance rating that takes into account overall progress on his/her goals.

“Module 7: Rating Educator Performance will discuss how to determine educator performance ratings while Module 8: Rating Educator Impact on Student Learning will describe the details of using multiple measures of student learning to rate an educator’s impact on student learning.”
"During the summative evaluation, the evaluator will again provide feedback to the educator to help him or her improve professional practice. Remember that even though ratings are involved, the focus should still be on good conversation and professional growth.

“The educator will use that information and feedback as part of the self-assessment for the next cycle of the evaluation.”

“Pause for a moment again to review the crosswalk and note points of alignment.”

"Eventually, all educators will receive two overall ratings of their performance, one summative performance rating based on professional practice and goal attainment, and a second rating of impact on student learning. Districts will begin piloting student learning measures in September 2013. Once there are at least two years of data available for at least two student learning measures, educators will receive a rating of their impact on student learning. However, for the next few years (and until at least two years of data are available for at least two student learning measures), educators will receive only the summative performance rating.

"As you can see, the Summative Rating will determine the educator’s plan for the subsequent cycle. The Impact Rating will inform whether experienced educators with a Proficient or Exemplary performance rating are on a one- or two-year self-directed growth plan.”

[Pause to help participants transition back to the bigger picture.]

“And now, look over your crosswalk document one more time, considering points of alignment between the 5-Step Cycle and evaluation framework purposes. You’ll have a chance to share your thoughts in just a moment.”
Possible Facilitation Challenges and Solutions:

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Solution(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>It will be difficult for the facilitator to monitor participants to ensure they are completing the exercise, since you will be simultaneously presenting information.</td>
<td>When pausing to allow participants to fill in their chart, go to a different table to ensure that participants are completing the work. If not, prompt them to fill in the information. During the first pause, make sure to glance at participants at every table, to make sure the activity begins correctly.</td>
</tr>
<tr>
<td>Participants may be confused by the recurring activity throughout the presentation of material.</td>
<td>If participants seem confused or ask questions about the activity, consider holding up a form and restating the hypothetical scenario described in the beginning – “If I heard something about promoting growth and development during the explanation of Step 1: Self-assessment, I would mark an X in the box where the two ideas correspond.” Be ready with a completed crosswalk of your own that you can refer to for any given step if participants get stuck, but be careful not to use it as an “answer sheet” since the process is as important as the outcomes for this activity.</td>
</tr>
</tbody>
</table>

Guiding Questions:

- What alignment is there between the 5 steps of the evaluation system with the 5 purposes of the educator evaluation framework identified by the Task Force?

Learning Wrap-up/Debrief 2 (15 minutes)

Explain:  
I know this has been a lot of information to absorb, but remember that later training modules will help you become more familiar with the various aspects of the 5-Step Cycle. Consider this introduction just the beginning.

You may also be wondering ‘What’s in this for me? How will this be better than what we’re currently doing or how will this support our students at the end of the day?’

“I’m going to ask you to find an elbow partner (someone on either side of your elbow) and have a standup meeting to debrief about what you’ve heard over the last 40 minutes or so. Yes, it’s time to get up after all of that sitting. You’ll each share your crosswalks, discuss any connections to the 3 words activity from earlier in the session, and here (on the slide) are some additional discussion questions to prompt you. You’ll have about 8 minutes for your standup meeting and then when you hear the signal (sound of the chimes) return to your seat.”

Get participants’ attention at the end of 8 minutes and spend 2-3 minutes asking the whole group to respond to 1-2 of the discussion questions on the slide.
Possible Facilitation Challenges and Solutions:

<table>
<thead>
<tr>
<th>Challenge</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Participants will continue talking you ask them to return to seats. This</td>
<td>Be emphatic (but fun) about the amount of time participants have. Present it like a challenge to accomplish the conversation in that amount of time. Also walking around (proximity) will support participants to wrap up. Give them 1 minute warning signal.</td>
</tr>
<tr>
<td>will cause the timing for subsequent activities and learning to be delayed.</td>
<td></td>
</tr>
<tr>
<td>Participants may have noticed different things during the presentation</td>
<td>Tell participants it is all right if they have different boxes checked and ask them to explain to each other what they heard that made them check that box (and perhaps why they decided not to check another box.) Underscore that the evaluation purposes are intertwined and that one step of the 5-Step Cycle leads into the next so that it may be difficult to make clear distinctions.</td>
</tr>
<tr>
<td>and have different answers.</td>
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</tbody>
</table>

Guiding Questions:

- What makes the new educator evaluation framework more compelling and supportive for educators?
- Where’s the value in it for you? For your colleagues?
- How will this system support improved coherence, connection, collaboration, and conversation?
IV. Implementing (45 minutes)

Implementing Content (5 minutes)

Slide 33 is the title slide for the implementing section.

Explain

“Let’s spend the last part of our time together considering how to best process and apply this information, how to determine the critical information to share with your colleagues after you leave here today, and how to make the content you’ve learned relevant to your school and context.”

Explain:

“There are several resources available from ESE to support district and school teams. These include many ESE Model System guiding documents, including district- and school-level planning and implementation guides. [You may want to hold up the school-level implementation guide and point out that today’s conversation is supported by pages 7-8.]

“Additional Model System documents include rubrics describing effective practice for superintendents, administrators, Specialized Instructional Support Personnel, and teachers.”

Explain:

“These Model System resources as well as additional information on the training modules can be found on the ESE website. Access the Educator Evaluation webpage by clicking on the link on the left side of the screen. Once you reach the Educator Evaluation webpage, you’ll find links in the column at the left to more detailed information about the Model System and other resources.”

Implementing Activity 1: Affinity Diagram (15 minutes)

Purpose and intended outcomes:
Participants will identify specific goals for implementing the new educator evaluation system in their school, connecting the content they have learned with their school context.

Facilitation Notes:
This activity kicks off a set of three activities that end the day. The timing of the activities is very tight. If a group is clearly not finished with activity 1 at the allotted time, it is possible to give them more time (but only 5 minutes more), by cutting out Activity 3: 3-2-1 Communication Strategy. Avoid this if you can; Activity 3 will be very useful to participants. Tell participants that these activities will require them to stay on time and on task in order to finish the meeting on time.
Transition to the series of Implementing activities:
“Now that I’ve given you a very brief preview of some implementation resources available to you from ESE, it’s time to help you connect the dots between educator evaluation and what’s already happening in your school. In the next 50 minutes, we’re going to speed through a set of three activities designed to help you identify (1) some concrete goals and objectives around implementing educator evaluation at your school, (2) one immediate action step to take in support of implementation, and (3) one key message to bring back to your school. In a nutshell, we’ll help you consider what are your priorities for educator evaluation? What will you need to do to right out of the gate? And how can you best communicate this work with your staff?

“Before we jump in, I should also mention that these activities are purposefully very fast-paced. Focus on getting your big ideas on paper, not on getting things perfect. Some of you may feel rushed but if you hang in there, you’ll find you have a great jumping-off point for when you return to your school.”
Describe:

“Okay, so let’s get started by creating an Affinity Diagram that will support the definition of goals/objectives for educator evaluation at your school. Grab a stack of post-it notes from the table and a pen.

“You’ll have 2 minutes to individually brainstorm as many school-specific goals for educator evaluation as you can – 1 per post-it note. Consider both cultural goals and logistical goals.

“For example, cultural goals might include “Jumpstart collaboration among teachers, beyond the usual grade-level teams,” “Create shared, ongoing ownership for educator improvement,” or “Make student outcomes central to strategies for improving practice.” Logistical goals might include “Train all educators on S.M.A.R.T. goals” or “Complete the self-assessment process by October 1st.” Some goals may be both cultural and logistical, such as “Implement a peer observation and feedback component by January.”

Ready? Set? Go.”

When the 2 minutes are up, ring the chime and say:

"Look up! Now, as a team, I want you to share your ideas and start grouping similar post-it notes together, as you see in Steps 2&3 on the slide. Once you’ve done this, quickly jot down titles or category names for those post-it note groups. You have about 10 minutes for this portion of the activity. Okay? Go!"

When 7-8 minutes have passed, prompt participants to begin coming up with category names if they haven’t done so already.

When 10 minutes are up, ring the chime and say:

“Okay everyone, look up! Take a look at your categories. These category names will become the support structure for crafting objective statements. The last step is to prioritize the two most important objectives to focus on for year 1 implementation. You’ll have about 3 minutes for this final step. Star your prioritized objectives as you see in Step 4 on the slide. Ready? Set? Go!”
Common facilitation challenges and solutions:

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Solution(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants are attending the meeting alone and have no one to talk with.</td>
<td>Have groups work in tables if several participants are without a partner.</td>
</tr>
<tr>
<td>Participants may not understand the directions or have trouble getting started.</td>
<td>Walk around the room checking on individual participants and groups. Clarify instructions and help them get unstuck with prompts such as:</td>
</tr>
<tr>
<td></td>
<td>▪ Brainstorm (Step 1): “What do you hope educator evaluation implementation will change at your school? What does an ideal system look like in its first year?”</td>
</tr>
<tr>
<td></td>
<td>▪ Sorting and Naming (Steps 2 &amp; 3): “Try to sort your Post-Its into as few meaningful groups as possible. When naming the groups, look at the common words that show up in most or all of the Post-Its to guide your thinking.”</td>
</tr>
<tr>
<td></td>
<td>▪ Prioritizing (Step 4): “Which categories were easiest to create from many individual thoughts? Which ones have the most Post-Its? These might be the best place to start when considering priorities.”</td>
</tr>
</tbody>
</table>

Guiding questions for discussion:

▪ What are the goals and objectives for implementing educator evaluation at your school in the coming year?

Implementing Activity 2: Targeted Action Planning (20 minutes)

Purpose and intended outcomes:
Arm the teams with concrete plans to take action as soon as they return to their schools so they can share information with their full staff.

Activity Detail:
Describe the activity purpose to participants: “The next activity will give you some time to think about strategic implementation of the educator evaluation system in your school, specifically what information teachers will need to get started.”
Explain:

“You will have the next 20 minutes to pick one objective that you just identified in the Affinity Diagram and build out the key drivers and next steps that support meeting that objective. Turn to the Targeted Action Plan, Module 1 Handout 3, in your packet and we’ll take a moment to walk through it.

“Work as a school team and choose one person to record your thoughts on the plan. You’ll start by writing one of your priority objectives in the first row . . . the other blank row is for your other priority objective, which you can tackle after this training. You will spend the next 8 minutes or so discussing and recording the key drivers behind your chosen objective and the resources needed to make it a reality. Finally, you’ll move on to a discussion about next steps in the last 8 minutes or so.

“I've provided a quick example here… [Facilitator briefly reviews content of slide to illustrate content in each box.]

“Sound do-able? I’ll give you some time checks during the process, to keep you on track. Any questions? Okay, get to it!”

Common facilitation challenges and solutions:

<table>
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<tbody>
<tr>
<td>Participants are attending the meeting alone and have no one to talk with.</td>
<td>Have groups work in tables if several participants are without a partner.</td>
</tr>
<tr>
<td>Some leaders responsible for and critical to implementation may not be in attendance.</td>
<td>School teams can work to create a draft action plan that they can share with the critical school leaders who are absent from this training.</td>
</tr>
<tr>
<td>Participants may have difficulty identifying or translating the content into concrete goals and next steps for their teams/schools.</td>
<td>Be ready with an example or be ready to pair different groups up so that the struggling teams can work with a team that is having an easier time. (Some examples are mentioned above.)</td>
</tr>
<tr>
<td>Participants get stuck on one cell of the Targeted Action Plan.</td>
<td>Provide time checks and prompts to the whole group (“It’s been about 3 minutes – you should be moving on to a discussion of one objective”) and circulate around the room. If a team is engaged in productive conversation, it's okay if they don’t complete the plan. The goal is to jumpstart actions back at the school and this conversation time may be the best way to accomplish this goal.</td>
</tr>
<tr>
<td>Teams finish with additional time left over.</td>
<td>Encourage teams that finish early to tackle a targeted action plan for their second priority objective.</td>
</tr>
</tbody>
</table>
Implementing Activity 3: 3-2-1 Communication Strategy (5 minutes)

Purpose and intended outcomes:
The purpose of this activity is for participants to identify ways to communicate this information to teachers at the school.
Bring the group back together and transition to the final Implementing activity:
“Let’s take a step back now… Hopefully, you’ve just started to engage in some concrete, focused planning around what it’s going to take to implement this new evaluation system at your school. This is just the beginning—there’s lots more work to do. Let’s take a breath now and think about what has to happen generally when you go back to your schools. This new evaluation framework is probably going to mean some significant culture shifts with regard to things like open communication, trust, and daily activities/responsibilities…”

Explain:

“Take the next 5 minutes to think about the key messages you’ll need to communicate to those not here with you today. This is often a step in the process that many teams take for granted but skipping it can really hurt effective implementation. You’ll want to make sure you have an agreed-upon set of messages that everyone can consistently share over the course of the year.

"Pull out the final handout for this module, Handout 4. You’ll be working as a school team for this final activity so choose one person to record your group’s thoughts. Consider and discuss the 3-2-1 prompts in turn, starting with the key messages for educators at your school."
**Common facilitation challenges and solutions:**

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Participants are attending the meeting alone and have no one to talk with.</td>
<td>Have groups work in tables if several participants are without a partner.</td>
</tr>
<tr>
<td>Participants may get stuck on the key messages and need some examples to get them started.</td>
<td>Be ready to share some sample key messages (you may choose to include them on an additional slide):</td>
</tr>
<tr>
<td></td>
<td>- The new evaluation system was designed by a large task force including educators whose main intent is to support educators to continuously improve their practice. This is not a “gotcha” system.</td>
</tr>
<tr>
<td></td>
<td>- <em>The new evaluation system has a great deal of opportunity for educator input and contribution. This is not going to be something DONE TO you, but rather WITH YOU, and can only be successful if we work together.</em></td>
</tr>
<tr>
<td></td>
<td>- Our district/school already has a good head start on this work, with the ____[goal-setting process, PD plans, etc.] that we have in place.</td>
</tr>
<tr>
<td></td>
<td>- We will be learning about this new system together and will navigate the bumps in the road as they occur. It won’t be easy but we’ll get there together.</td>
</tr>
</tbody>
</table>

**Guiding questions for discussion:**

- 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
V. Reflecting (10 minutes)

Implementing Debrief (10 minutes)

After teams have worked for 5 minutes, bring attention back to the center/front of the room. The Implementing Debrief will serve as the reflection activity for the day. Slide 40 is the introductory slide for the reflecting section.

*Explain:* Slide 41

“I’d like to ask each team to take 2 minutes to share the priority objective you selected for the Action Planning Activity and one key message for school staff (from the 3-2-1 activity). We’ll do a quick whip around the room.”

Teams share out. You may wish to record teams’ thoughts on chart paper for all to see.

VI. Wrap-Up (5 minutes)

Slide 42 is the introductory slide to the wrap-up section.

What’s Next (5 minutes)

*Explain:* Slide 43

“Module 2, Unpacking the Rubric, will introduce teams to the basic structure and terminology of the ESE Model System rubrics, which are the overarching tool for much of the 5-Step Cycle of evaluation. Participants will have an opportunity to begin developing a shared understanding of the four performance-level descriptions in the teacher rubric.”
Suggested Homework

The homework assignments for this Module help prepare participants for Module 2. There are two homework assignments: One for school leadership teams and one for teachers. The homework assignments for this session are described on slides 45-46.

*Explain:* Slide 45-46

“For homework, identify similarities and differences between the ESE Model System Teacher Rubric and the rubric or evaluation protocol currently used as part of your district’s teacher evaluation. Consider how to explain the differences to the teachers at your school and how the schoolwide understanding of professional practice will need to shift.”

The homework assignment for school leadership teams to present to teachers is described on slide 46. That does not need to be covered with this group of participants.

Come to Closure Slide 47

When the homework assignment has been covered, transition to the final wrap-up, hand out the feedback form for the session, direct participants as to where they can send questions via email, and dismiss the group.

Keep this final slide (slide 47) on the screen as participants start to gather their things and leave the session.

**NOTE:** Enter your email address on this final slide, so participants know where to send questions.
Quote #1

“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.”

~ Representative of Business Leaders & Task Force Member

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Quote #2

“Student learning and growth are about more than numbers. Making strong connections with ALL the diverse learners who are my students, motivating them, making sure they really understand, raising their expectations of themselves, collaborating with their families – these are hard to measure, but they are essential to my success as a teacher. We need a common understanding that students’ academic growth and progress is not a linear equation, and we need an evaluation strategy that honors this complexity.”

~ Teacher of the Year and Task Force Member
Quote #3

"We have to achieve academic growth in ways we haven’t before – this is critical. But every time I had a parent in my office, it was not because their child was not learning the concepts; it was because, in the eyes of the parent, the teacher was not making their child feel safe, accepted and valued. We cannot divorce social and emotional learning from academic learning, and we need to hold all educators accountable for them both."

~ Former Principal and Superintendent &
Task Force Member

Quote #4

"We do not choose lightly, or without thorough debate, to include Family and Community Engagement as one of only four Standards for the evaluation of all teachers and administrators. Our choice is based on thirty years of national research demonstrating that school-family partnerships are crucial to student achievement, and responds directly to the public’s keen interest in ensuring students’ academic success. The research is unambiguous: when teachers and administrators engage with families, student achievement rises."

~ Parent and Family Advocate & Task Force Member
Quote #5

“Student assessment data, such as MCAS, must be a part of the teacher evaluation process, but it can never be the sole measure of what is working in our classrooms. It is important to incorporate multiple measures of teacher impact in a teacher's evaluation. As a Kindergarten teacher, I believe assessments are important, and it is my responsibility to use the data from these assessments on a regular basis to evaluate and improve my practice, and ultimately strengthen outcomes for the students in front of me.”

~ Teacher and Task Force Member

Quote #6

(Regarding Implementation)

Task Force Member, in a meeting: “Whatever model for evaluation is adopted, it needs to be practical. We need to have the conversation – ‘Is this doable?’”

Task Force Member, in reply: “I would slightly change the question from ‘Is it doable?’ to ‘How can we make it doable? What will it take to make it possible?’”
Quote #7

We will know that our work is complete when every student can say with confidence:

“I am challenged and engaged in school, and I see how what I’m learning connects with the real world. I know what I’m good at, I know what I need to work on, and I know where to go for support. I am on track to go to college, get a job that I’m great at, and keep learning.”

And every teacher can say:

“I know how to reach, motivate, support, and engage every student in my classroom. I receive honest, useful feedback from my peers and principal, recognition when I succeed, and support when I do not. All of my students have the ability to go college, and I know that it’s my job to prepare them so they have that choice.”

Massachusetts Race to the Top application

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Quote #8

“Effective administrators create a climate where every teacher is going to thrive. The main focus is on student learning: that is a given. But the learning of students occurs in direct proportion to the high expectations and supportiveness of the professional culture of the school. Inquiry, intellectual risk taking, and mistakes are expected, valued, and recycled into learning. The job of the administrator and leader is to create a climate that fosters serious, ongoing adult and student learning. This is the standard against which we should be evaluating all leaders.”

Task Force Member and former Administrator