The Massachusetts Model System for Educator Evaluation

Training Module 5: Gathering Evidence

August 2012

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION
Module 5: Gathering Evidence

Module 5 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

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:

★ Explain the three types of evidence required by regulations, and identify concrete examples of each.

★ Create evidence-based statements, and connect these statements to relevant Standards and Indicators.

★ Identify tools and processes for gathering and organizing evidence.
Every educator is an active participant in the evaluation process.

Continuous Learning

Self-Assessment

Analysis, Goal Setting, and Plan Development

Implementation of the Plan

Formative Assessment/Evaluation

Summative Evaluation

Every educator and evaluator collects evidence and assesses progress.

Collaboration and continuous learning are the focus.
Artifacts in the Educator Plan

- Review the Educator Goal Setting and Educator Plan form for Tom Wilson.
- For your assigned action step, on a sticky note, write down two artifacts that could be collected to show progress toward the goal.
- Post your sticky note on the section of the chart paper with the same number as your action step.
Learning

1 hour, 30 minutes
Sources of Evidence for Summative Ratings

Three categories of evidence must be collected for each educator:

1. Multiple measures of student learning, growth, and achievement
2. Judgments based on observations and artifacts of professional practice
3. Additional evidence relevant to standards
   - This includes evidence collected by the educator and shared with the evaluator relating to fulfilling Standard III: Family and Community Engagement and Standard IV: Professional Culture from the Model System Teacher Rubric
### What does this look like?

<table>
<thead>
<tr>
<th>Products of Practice Related to Standards</th>
<th>Multiple Measures of Student Learning</th>
<th>Other Evidence Related to Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Artifacts</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Teacher-developed unit assessments</td>
<td>• Student work (quizzes, homework, presentations, etc.)</td>
<td>• Student and staff feedback (2013–14 school year)</td>
</tr>
<tr>
<td>• Grade-level meeting notes</td>
<td>• Portfolios</td>
<td></td>
</tr>
<tr>
<td>• Parent/teacher communication log</td>
<td>• Performance assessments (including arts, vocational, health and wellness)</td>
<td></td>
</tr>
<tr>
<td>• PLC meeting notes</td>
<td>• Interim assessments</td>
<td></td>
</tr>
<tr>
<td><strong>Observations</strong></td>
<td>• State or district assessments</td>
<td></td>
</tr>
<tr>
<td>• Notes/feedback from short, frequent observations (inside/outside classrooms)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Notes and feedback from announced observations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Implementation Responsibility

★ Educator responsibilities:
  o Identifying, collecting, and organizing artifacts/evidence related to goal progress
  o Documenting action steps completed
  o Collecting and submitting common artifacts
  o Collecting and submitting evidence related to Standards III and IV

★ Evaluator responsibilities:
  o Making resources and supports available
  o Identifying common artifacts/evidence
  o Observing practice and providing regular and specific feedback on performance
  o Monitoring progress—including midpoint check-ins
  o Organizing and analyzing evidence over time
Evidence or Judgment?

- Examine Handout 2.
- Highlight factual statements.
- Underline judgment statements or statements not based on evidence.
# Artifact Cover Page

**Artifact/Evidence Cover Page**

<table>
<thead>
<tr>
<th>Educator—Name/Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluator—Name/Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Educator Plan:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Directed Growth Plan</td>
</tr>
<tr>
<td>Developing Educator Plan</td>
</tr>
<tr>
<td>Directed Growth Plan</td>
</tr>
<tr>
<td>Improvement Plan*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan Duration:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-Year</td>
</tr>
<tr>
<td>One-Year</td>
</tr>
<tr>
<td>Less than a year</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Artifact Title/Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Submission Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

## Artifactual Evidence

**What aspects of educator performance does this artifact illustrate?**

<table>
<thead>
<tr>
<th>Artifactual Evidence</th>
<th>Aligned Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Star evidence statements that show progress toward attaining student learning goal(s) or professional practice goal(s).**

### Standards and Indicators for Effective Teaching Practice: Rubric Outline

<table>
<thead>
<tr>
<th>I. Curriculum, Planning, &amp; Assessment</th>
<th>II. Teaching All Students</th>
<th>III. Family &amp; Community Engagement</th>
<th>IV. Professional Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.B. Assessment</td>
<td>I.B. Learning Environment</td>
<td>I.B. Communication</td>
<td>I.V. Professional Growth</td>
</tr>
<tr>
<td>I.C. Analysis</td>
<td>I.B. Expectations</td>
<td></td>
<td>I.V. Collaboration</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I.V. Decision-making</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I.V. E. Shared Responsibility</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I.V. F. Prof. Responsibilities</td>
</tr>
</tbody>
</table>

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August 2012 DRAFT

Massachusetts Department of Elementary and Secondary Education
# Running Record of Evidence Form

**Running Record of Evidence**  
Aligned to the Standards and Indicators of Effective Teaching Practice

<table>
<thead>
<tr>
<th>Date</th>
<th>Source of Evidence</th>
<th>Standard-Indicator</th>
<th>Evidence (e.g. statement, description of action or artifact)</th>
<th>Feedback Provided, if any (req'd for observations)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Artifact - lesson or unit plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Artifact - student work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Artifact - other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Observation - lesson, long</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Observation - lesson, short</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Observation - team mtg</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Importance of Strategically Collecting Artifacts
Importance of Strategically Collecting Artifacts

- Artifacts should be a sample that demonstrates educator performance and impact:
  - Aligned with educator goals, the Model System Teacher Rubric, or school goals
- Number of artifacts to collect varies by educator
- Artifacts can provide evidence of more than one Standard or Indicator
Strategies for Collecting Artifacts

★ Identify common artifacts that all or most educators will be expected to collect (e.g., lesson plans)

★ Share examples of high-quality, valuable evidence during faculty or team meetings:
  o Might include showing sample artifacts that provide evidence of more than one Standard or Indicator
Artifacts From Tom Wilson

Five artifacts with partially completed Artifact Cover Pages

<table>
<thead>
<tr>
<th>Set</th>
<th>Artifacts</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>A two-day lesson plan</td>
<td>Handout 3</td>
</tr>
<tr>
<td>B</td>
<td>Unit assessment data</td>
<td>Handouts 4 and 5</td>
</tr>
<tr>
<td></td>
<td>Team meeting minutes</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Parent communication log</td>
<td>Handouts 6 and 7</td>
</tr>
<tr>
<td></td>
<td>E-mail exchange</td>
<td></td>
</tr>
</tbody>
</table>
Identifying Evidence in Artifacts

★ Within your school team, divide into pairs.
★ Each pair will do the following:
  o Review one set of artifacts.
  o Complete the Artifact Cover Page for those two artifacts.
  o Consider these questions:
    - After reviewing these artifacts, what else might you want to know about Tom’s practice?
    - What would you want to ask this teacher?
Implementing

50 minutes
To Recap...

Three categories of evidence:

1. Multiple measures of student learning, growth, and achievement
2. Judgments based on observations and artifacts of professional practice
3. Additional evidence relevant to standards
1. Support
2. Organize
3. Communicate
1. Support
Set Your School Up for Success

★ The more concrete the Educator Plan, the easier it is to identify and collect artifacts.

★ Share examples of high-quality, valuable evidence during faculty or team meetings:
  - Demonstrate example artifacts that provide evidence of more than one Standard or Indicator.

★ Identify common artifacts that all or most educators will be expected to collect (unit assessments, parent-teacher logs, etc.).
2. Organize

★ Adopt a process for organizing artifacts and observation notes by Standard or Indicator and/or goals:
  - Paper-based, e-mail-driven, or online “cloud-based” system
★ Calendar:
  - Review actions in Educator Plans and make agreed-upon supports and resources available to educator teams and individuals throughout the year.
  - Identify key points of contact throughout the year (observations and feedback, formative assessment conferences, and summative evaluations).
3. Communicate Expectations

Avoiding the…

OR
3. Communicate Expectations

- Artifacts should be a sample that demonstrates educator performance and impact.
- Evidence should be clearly tied to educator goals, Standards, or Indicators.
- Provide everyone with a clear idea of what, how, and when to share products of practice.
Back at your school...

Work with your team to identify how you will:

1. Support,
2. Organize, and
3. Communicate expectations
related to the collection of evidence at your school.
Feasibility

Work with your team to identify how you will feasibly implement this aspect of the educator evaluation system. How will your school:

★ Provide necessary assistance and support to educators throughout the year?
★ Organize evidence collection?
★ Communicate information and expectations related to this process clearly and effectively?
Reflecting

5 minutes
Reflecting

★ On the back of your implementation plan, list:
  o Three next steps for you personally
  o Two challenges for implementing artifact collection at your school
  o One question you still have regarding evidence collection
Wrap-Up

5 minutes
What’s Next?

- 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**
  
  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
- Module 8: Rating Educator Impact on Students
Homework
Suggested Homework for School Leadership Teams

★ Review and discuss your district/school improvement plan and compare it with the Standards and Indicators to determine alignment. Begin to identify the type of evidence and data that are currently being collected that could help inform progress toward Educator Plans and goals.
Suggested Homework for All School-Based Educators

✈ Work with a colleague, in a small group or at a faculty meeting, to select a particular Standard from the Model System Teacher Rubric, and identify potential sources of evidence (data) to inform performance decisions. Discuss whether these data are easily accessible and comparable across classrooms.
Feedback and Questions

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

★ Questions?

- About this training:
  E-mail [FACILITATOR/VENDOR EMAIL HERE]

- About educator evaluation more generally:
  E-mail EducatorEvaluation@doe.mass.edu