Overview of the Training Module Series

Training Module Purpose and Goals

This series of eight training modules is designed to prepare school 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 (with the exception of Training Module 7) 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 typically 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 comprise 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 comprised of the Connecting and Learning segments, 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—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. This module is an online tutorial.

**Module 8: Rating Impact on Students.** The eighth module will provide an overview of the ESE-issued guidance on student learning measures and ratings of educator impact on student learning.
Preparing for Module 5

Module Overview

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.

Context

Modules 5 and 6 focus on the collection of evidence in preparation for formative or summative evaluations. Module 5 discusses evidence collection generally and alignment of evidence with Standards and Indicators. It also provides participants with steps and strategies for collecting evidence from artifacts, a requirement of the educator evaluation system that is likely new to many participants. Module 6 reviews expectations for observations, the collection and organization of observation evidence, and the sharing of constructive feedback to educators. Educators will need the information presented in Modules 5 and 6 shortly after they complete their Educator Plans to allow educators and evaluators sufficient time to collect evidence before formative and summative evaluations.

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.
Agenda

I. Welcome (5 minutes)

II. Connecting (25 minutes)
   - Connecting Content (5 minutes)
   - Connecting Activity: From Plan to Action (10 minutes)
   - Connecting Wrap-Up/Debrief (10 minutes)

III. Learning (1 hour, 30 minutes)
   - Learning Content 1 (15 minutes)
   - Learning Activity 1: Evidence or Judgment? (10 minutes)
   - Learning Wrap-Up/Debrief 1 (10 minutes)
   - Learning Content 2 (15 minutes)
   - Learning Activity 2: Digging for Evidence (25 minutes)
   - Learning Wrap-Up/Debrief 2 (15 minutes)

IV. Implementing (50 minutes)
   - Implementing Content (10 minutes)
   - Implementing Activity: Setting Your School Up for Success (30 minutes)
   - Implementing Wrap-Up/Debrief (10 minutes)

V. Reflecting (5 minutes)

VI. Wrap-Up (5 minutes)
   - Suggested Homework
   - Come to Closure
Equipment and Materials

- Equipment: Laptop computer with copy of Module 5 PowerPoint, projector

- Materials:

  Make a copy of the Participant Handout packet for each participant.

  Make several copies of the Model System Teacher Rubric so that there is at least one copy for each table.

  Put the following materials on each table:
  - Highlighters—for Learning Activity 1
  - Markers—for Implementing Activity 1
  - Post-it Notes (standard size)—for Learning Activity 2

  Bring the following materials for use by you:
  - Markers
  - Chart paper
  - Three sheets for Learning Activity 1—labeled Facts, Opinions, and Revised Statements
Regulatory Requirements

The educator evaluation regulations require that the evaluation cycle includes implementation of the Educator Plan as per 603 CMR 35.06(4). 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.

The regulations require the use of multiple categories of evidence, including:

- Multiple measures of student learning, growth, and achievement*;
- Judgments based on observations and artifacts of professional practice, including unannounced observations of practice of any duration; and
- Additional evidence relevant to one or more Performance Standards** (35.07(1)).

The additional evidence related to one or more performance standard must include evidence collected by the educator and presented to the evaluator relating to fulfilling professional responsibilities and family outreach and engagement (35.07(1)(c)1).

During the implementation of the Educator Plan, evaluators and educators compile evidence to be used in formative assessments and evaluations and summative evaluations.

* This use of multiple measures of student learning, growth, and achievement noted above is solely for the purposes of determining a performance rating on Standards and overall. This use of multiple measures was addressed in Part VII of the Massachusetts Model System for Educator Evaluation. District-determined measures of student learning, growth, and achievement will also be used to determine a “Rating of Impact on Student Learning.”

** This additional evidence noted above will incorporate staff feedback (with respect to Administrators) and student feedback beginning in 2013–14. The collection and use of this evidence will be addressed in separate guidance to be published on or before July 1, 2013, as Part VIII of the Massachusetts Model System for Educator Evaluation.

* From Part II: School-Level Planning and Implementation Guide, p. 33
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 module include:

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

- Overview of the Educator Evaluation Framework (pp. 5–6)
- Priorities for Implementing the Framework (pp. 7–8)
- Step 1: Self-Assessment & Goal Proposal (pp. 14–22)

**Part III: Guide to Rubrics and Model Rubrics for Superintendent, Administrator, and Teacher**

- Structure of the Model Rubrics (p. 6)
- Rubrics At-a-Glance (p. 7)
- Standards and Indicators of Effective Teaching Practice: Rubric (pp. C-2–C-15)
Facilitator Guide

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 5: Gathering Evidence.

Explain:

“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.”

Explain:

“This module will utilize the same format as previous modules, which you have already experienced.”
II. Connecting (25 minutes)

Connecting Content (5 minutes)

Slide 4 is the title slide for the connecting section.

The Connecting section will take approximately 25 minutes. This is intended to acquaint participants with the learning objectives as well as making a broader connection to the 5-Step Cycle of evaluation.

*Explain:*

“By the end of the session, you will be able to explain the three types of evidence that need to be collected and identify examples of each type.

“You will create evidence-based statements from example artifacts and connect them to relevant Standards and Indicators from the Model System Teacher Rubric.

“You will also be able to identify tools and processes for gathering and organizing evidence.”

*Explain:*

“Module 4 included information on creating S.M.A.R.T. goals and writing an Educator Plan. Once the Educator’s Plan is written and approved, we move to Step 3 of the 5-Step Cycle: Implementation of the Plan. Both the educator and evaluator begin collecting evidence and tracking progress towards goal attainment.

“This step of the 5-Step Cycle is where educators will spend most of their time. Both Module 5 and 6 will focus on this step, with Module 5 focusing on gathering evidence and Module 6 addressing observations and feedback.

“Together, Modules 5 and 6 will provide educators and evaluators with a complete understanding of the evidence collection process, including collecting evidence through artifacts and observations.”
Connecting Activity: From Plan to Action (10 minutes)

Purpose and intended outcomes:

The purpose of this activity is for participants to realize that the first step in collecting quality evidence is to write a high-quality Educator Plan.

Participants will look at the Educator Goal Setting and Educator Plan form of a sixth-grade science teacher named Tom Wilson. Tom Wilson is an example that will be used throughout the day. Participants then will identify possible artifacts that could be collected. Because most participants have not collected artifacts as part of their previous teacher evaluation system, this activity will give them an opportunity to think about what artifacts would authentically show evidence of progress toward goals.

Facilitation notes:

Participants are asked to write down on their handout two artifacts that would be collected to show progress toward the goal. At the end of the activity, participants will share their ideas with their table group.

Activity detail:

*Explain:*

“A well-written Educator Plan can serve as a road map for educators as they collect evidence on progress toward their goals.

“We are going to take a look at the Educator Goal Setting and Educator Plan form of Tom Wilson, a sixth-grade science teacher. You can find this form labeled as Handout 1 in your handout packet.

“Let me give you a few seconds to turn to that page.

“As you can see, Tom has identified two goals—an individual student learning goal that focuses on the achievement of his English language learners (ELLs), and a team professional practice goal that focuses on improving instruction of ELLs.

“If you turn the page, you'll see Tom's Educator Plan form. His student learning goal action steps are on the first two pages, followed by action steps associated with his professional goal. Tom has identified five action steps, with relevant resources and benchmarks for each one. What he hasn't done, however, is identify sources of evidence that can demonstrate each action.

“You are going to examine one action step individually and identify one or two sources of evidence that would demonstrate progress. To determine which action step, count off around your table by fives.

“Now, on your own, read your action step, related resources, and projected benchmarks, and fill in the blank titled ‘Evidence’ in the third column. What are one or two sources of evidence that might demonstrate this action step?”

Tell participants to go ahead and get started identifying the artifacts.
Common facilitation challenges and solutions:

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants may say that the task is simple because the process and</td>
<td>Tell participants that a well-written Educator Plan</td>
</tr>
<tr>
<td>outcome benchmarks are so explicit in the example.</td>
<td>should make it simple to identify which artifacts need to be collected. Ask participants if the</td>
</tr>
<tr>
<td></td>
<td>action plans in their school are as clear.</td>
</tr>
<tr>
<td>Participants may note that the Educator Plan forms from their schools are</td>
<td>State that the first step in gathering evidence is to write a strong Educator Plan. Prompt</td>
</tr>
<tr>
<td>not as detailed as this example.</td>
<td>participants to share this example with educators at their schools if they need to revise their</td>
</tr>
<tr>
<td></td>
<td>plans to make them more detailed.</td>
</tr>
</tbody>
</table>

Guiding questions:

What artifacts could Tom Wilson use to show progress toward his goals?

Connecting Wrap-Up/Debrief (10 minutes)

Explain:

“With your table group, go around and say what artifacts you identified that Tom could use to show progress toward his goals.”

Give participants 3–5 minutes to share this information.

Get the whole group’s attention and ask:

“What did you learn about Educator Plans from this activity?”

Allow participants to respond—it is likely that in many cases the Educator Plans are not as detailed as this example.

Transition:

“The Educator Plan created by Tom Wilson included a lot of information. There were process and outcome benchmarks, and the frequency and timelines of the activities were clear. This activity shows us that the first step in gathering evidence is to write a strong Educator Plan because this document will help you be strategic and targeted about gathering evidence. As you’ll see over the next couple of hours, it’s not about gathering evidence for everything you do but, rather, a strategic sample of your practice. It may be helpful to share this example with educators at your school if they need to revise their plans to make them more detailed in order to make evidence collection go more smoothly. Let’s transition now from the Educator Plan to looking at the evidence itself: What does good evidence look like, and where does it come from?”
III. Learning (1 hour, 30 minutes)

Learning Content 1 (15 minutes)

Slide 8 is the title slide for the Learning section

Explain:

“The new educator evaluation framework in Massachusetts requires three categories of evidence that should inform each educator’s evaluation.

“These include:

- Multiple measures of student growth
- Judgments based on observations and artifacts of practice
- Additional sources that provide relevant information on an educator’s practice related to one or more performance standards

“When we are talking about artifacts, that means ‘products of an educator’s work that demonstrate knowledge and skills of the educator.’ In other words, artifacts should never be documents manufactured for the evaluation.”

Facilitator’s note: The definition of artifact included above comes from state regulations, 603 CMR 35.02.

Explain:

“So what does this look like? Here you can see examples of evidence sources for each category. Under Products of Practice, artifacts could include anything from grade-level meeting notes to parent/teacher communication logs, depending on the kind of evidence an educator needs. Notes from short, unannounced observations as well as formal, announced observations also fall under this category.

“The second category of evidence—Measures of Student Learning—could include a wide variety of measures, from student work to portfolios to performance assessments. Again, when thinking about how to track progress related to a student learning goal, the measures of student performance could take many forms.

“And finally, the third category, Other Evidence, includes evidence from student feedback and staff feedback surveys, which aren’t required until the 2013–14 school year.

“This may feel overwhelming or look like a lot to do. It’s important to keep one thing in mind. First, no single artifact or measure should be produced solely for the purpose of your evaluation—it should represent practices or activities that you already do in your daily work.”
Explain:

“Depending on the type of evidence—whether it’s an artifact from a classroom lesson, student data, or notes from an observation—the educator or the evaluator will be responsible for its collection and organization. For the most part, the educator will collect most of the evidence over the course of the year, and the evaluator will be primarily responsible for organizing and analyzing evidence.

“Here you can see the division of responsibilities for identifying, collecting, and organizing evidence.

“Educators are responsible for identifying, collecting, and organizing artifacts and other sources of evidence that demonstrate progress related to their goals and for providing evidence that action steps from their Educator Plan have been completed.

“Educators also need to collect examples of any common artifacts that all educators might be asked to collect. You will have some time at the end of this session to think about what common artifacts you might ask all educators to submit at your school. Let’s take an example. If you were part of a high school participating in the Wraparound Zone Initiative, you might have every teacher submit a lesson or unit plan that demonstrates their use of local civic, educational, or business partnerships to link the curriculum to the world beyond high school. The identification of common artifacts can help cultivate a shared sense of responsibility throughout a school while simultaneously moving the school forward in the same direction.

“Finally, educators are responsible for collecting evidence showing how they are progressing toward Standards III and IV, which tend to be less ‘observable’ than Standards I and II.

“Evaluators are responsible for letting educators know what resources and supports are available. They also need to identify common artifacts that all educators need to submit.

“Evaluators also need to observe practice on a regular basis, provide timely and specific feedback on performance, and monitor educator progress. At the conclusion of an evaluation cycle, evaluators review and analyze the body of evidence as it relates to goal progress and performance within the four standards of practice.”

Transition:

“Identifying, gathering, and submitting evidence from multiple sources is a critical component of the new evaluation process and a marked departure from previous evaluation systems that typically relied on single observations for an entire rating. By documenting and analyzing practice from multiple angles and over an extended period of time, educators and evaluators develop a more complete picture of performance, which leads to a more accurate and informed evaluation.”
Learning Activity 1: Evidence or Judgment? (10 minutes)

Purpose and intended outcomes:
Both educators and evaluators will be responsible for summarizing artifacts into evidence statements. The purpose of this activity is for participants to have practice identifying facts and opinions about evidence and revising opinion statements into more factual ones. Opinion statements often appear in evaluation feedback, and this activity will help participants avoid those kinds of statements.

Activity detail:
The facilitator will need three pieces of chart paper as participants share their information—one should be labeled Facts, one labeled Opinions, and one labeled Revised Statements on which to revise the opinion statements. Writing down responses will help ensure that participants are able to check their responses and understand how to change an opinion statement into one that is more factual. Participants will need Handout 2.

Facilitation note:
Make sure there are enough highlighters on the tables so that each participant can have one.

Activity detail:

Explain:
“As we saw in the list of implementation responsibilities, both educators and evaluators are responsible for collecting evidence of practice, but it’s what you do with that evidence and how you use it as a source of feedback that gives it meaning and value.

“Both educators and evaluators will collect artifacts and summarize those artifacts by creating factual evidence statements. Often, it is easy to let opinion or non-evidence-based statements sneak into feedback. This activity will serve as a good practice and reminder for how to create the most effective fact-based feedback.

“The document we are going to examine is a set of notes from Tom Wilson’s principal’s observation of a lesson Tom delivered. Handout 2 in your packet is the set of observation notes.

“Start with Handout 2. Read the statements recorded. Highlight factual statements that the teacher made, and underline statements that are opinions or do not provide evidence. You will have about 5 minutes to identify if each statement is fact or judgment.

After 5 minutes, get the group’s attention.
Common facilitation challenges and solutions:

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants may mistakenly identify an opinion as a fact.</td>
<td>Ask participants what evidence is provided in the artifact to show that the statement is true. If no evidence is provided, then it is a statement without evidence and should be underlined.</td>
</tr>
<tr>
<td>Participants may question whether all statements in observation notes need to be factual or evidence based.</td>
<td>The Research for Better Teaching (Jon Saphier) model is a common approach to observation in Massachusetts. This approach is highly judgment based and encourages observers to record “balance of claims, evidence, impacts and judgments” (p. 5). However, because ratings are not given to participants after each observation, it is important for the evaluator to collect only evidence-based statements to be able to accurately aggregate the balance of evidence.</td>
</tr>
</tbody>
</table>

Guiding questions:

What are some factual statements in these handouts?

What are some opinion statements?

What is one way each opinion statement could be revised into a factual statement?

Learning Wrap-Up/Debrief 1 (10 minutes)

Ask participants:

“So what are some factual statements that you identified?”

As participants share, record their responses on a sheet of chart paper labeled Facts.

After some responses, ask:

“What are some opinion statements that you found, or statements that are not based on recorded evidence?”

As participants share, record their responses on a sheet of chart paper labeled Opinions.

After recording the factual statements and opinion statements, ask participants how the opinion statement could be modified into a factual statement. Record their improvements on a sheet of chart paper labeled Revised Statements.

As an example is included below.

<table>
<thead>
<tr>
<th>Opinions</th>
<th>Revised Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application, analysis, synthesis, evaluation = yes! —yay!</td>
<td>Students were asked to analyze the differences between heterotrophs and autotrophs.</td>
</tr>
</tbody>
</table>
Explain:

“A quick show of hands—How many of you have seen observation feedback or an observation form that included opinion statements during your career in education?

“If the evaluator had collected only opinion statements, it would be very difficult for him or her to come to a defensible rating of that teacher at the formative or summative evaluation. So it is extremely important for evaluators to make sure that they are collecting factual statements based on evidence.”

Learning Content 2 (15 minutes)

Explain:

“In the last activity, you used one of the tools ESE developed to help educators and evaluators keep track of observational evidence: the Observation Evidence Collection form. The Observation Evidence Collection tool provides evaluators with a place to record factual notes during an observation and identify evidence of practice based on these notes that relate to specific goals or Standards. There is also a place for evaluators to construct targeted feedback based on what they observed.

“The Artifact Cover Page is another tool you can use for collecting and organizing evidence—in this case, from artifact. You can see a small version of the form on this slide. For a closer view, turn to Handout 3. The cover page is intended to help educators communicate how a particular artifact demonstrates evidence of practice related to a goal or a particular Standard. Attaching this cover page to an artifact helps evaluators quickly identify the artifact’s purpose.

Explain:

“An important component of both tools is the place where the educator or evaluator connects the evidence to a specific goal or Standard. This makes these two forms critical organizational tools because they help evaluators know exactly what type of evidence they have in front of them and how organize the evidence.

“A tool for evaluators to keep track of all of this evidence might look something like this: a Running Record of Evidence form. The Running Record of Evidence form is in an Excel spreadsheet that is available on the ESE Educator Evaluation website. This tool includes drop-down boxes for the Source of Evidence, Standard or Indicator, and goals, so the evaluator can quickly identify and sort evidence based on a variety of criteria. You can also see a space to record the evidence statements, so if an evaluator were to sort by Standard I, Indicator A, for example, he or she could quickly read the evidence statements across multiple artifacts related to that Standard and Indicator and start to get a detailed picture of practice.”
Explain:

“This excel spreadsheet is just one of many organizational tools you might consider. How many of you already a system in place for collecting and organizing evidence? Some of you may have an online, paperless system that will support the new evaluation process, while others may be using a paper-based process. Either will work as long as they’re designed to help you organize the evidence using the performance Standards, Indicators and goals. This organizational process will make the analysis of evidence much easier at the end of the 5-step cycle.”

Explain: 

“We have discussed the tools and processes that an evaluator and educator might use as evidence is collected about practice. Now we are going to discuss what you can do back at your school to ensure that educators and evaluators don’t just collect everything under the sun but, rather, a strategic sample of high-quality artifacts that contain valuable evidence. One pitfall we often see is educators building binders full of artifacts that could fill a wheelbarrow, or the flip side—educators who collect next to nothing, preferring to jot something down on the back of a napkin just prior to their evaluation. Either scenario is inevitably the product of lack of clear expectations. We want to help you and your educators avoid these pitfalls and spend time wisely collecting artifacts in a strategic way.”

Explain: 

“The collection of artifacts must be seen as an opportunity to select a sample of artifacts and other data that fairly represents performance and impact. It is not intended to be a record of all that the educator has done in a year. It needs to be focused on the educator’s goals, high priority Standards and Indicators, and any critical school priorities not addressed by the professional practice and student learning goals.

“There is no set number of artifacts required to be submitted, and, in fact, the number of artifacts to collect will vary by educator depending on their goals and the action steps in their plan. Whether an educator identifies 8, 10, or even 12 artifacts, the key is to ensure a balanced representation of performance.”
Explain:

“As a school leadership team, you can utilize some strategies to promote effective, focused evidence collection in your school.

“Evaluators and school leadership teams can identify common artifacts that all or most educators will be expected to collect, and communicate that expectation to your entire school staff. Common artifacts can be used to promote schoolwide goals that are aligned to school improvement plans, as well as team goals, thereby building coherence and a shared sense of accountability throughout the building.

“In addition, faculty and team time should be devoted periodically to showcasing examples of well-chosen samples and their thoughtful analysis of impact. These examples might include artifacts that show evidence of multiple Standards or Indicators.”

Transition:

“At this point, we’ve talked about the importance of being strategic in collecting specific artifacts that align to your goals and/or Standards, and identifying a sample of artifacts that are representative of practice, as opposed to collecting everything you do as an educator. Now we are going to practice this process to see what it means to be strategic and selective—how do you translate multiple artifacts into valuable sources of evidence?”

Learning Activity 2: Digging for Evidence (25 minutes)

Purpose and intended outcomes:

This activity gives participants the opportunity to look at artifacts and complete an accompanying Artifact Cover Sheet, which requires participants to synthesize the artifact into evidence statements and align those with Standards or Indicators from the Model System Teacher Rubric.

Facilitation notes:

The artifacts used in this activity are based on authentic artifacts, all aligned with sixth-grade science teacher Tom Wilson, whose Educator Plan participants reviewed in the Connecting activity. They are divided into three sets of documents.

Set A includes one artifact—a two-day lesson plan (Handout 3).

Set B includes two artifacts—a unit assessment tracking sheet and minutes from a team meeting (Handouts 4 and 5).

Set C includes two artifacts—a parent communication log and an e-mail exchange with a parent (Handouts 6 and 7).

Each artifact has a partially completed Artifact Cover Page for it.
Participants will work in pairs to identify evidence statements for each artifact. They will write questions they have on the artifacts on sticky notes.

**Explain:**

“Now we are going to take a look at some actual artifacts from Tom Wilson. Tom submitted these artifacts to his principal leading up to his formative assessment.

“Now we are going to take a look at some actual artifacts from Tom Wilson. Tom submitted these artifacts to his principal leading up to his formative assessment.

“There are five artifacts from Tom. Let’s take a look at them together.

“In Handout 3, you will see the Artifact Cover Page for a two-day lesson plan from a unit on the Structure and Function of Cells. On the pages behind that are the actual lesson plans.

“Handout 4 is an Artifact Cover Page for quarter 1 unit assessment data specific to scores of his English language learner students. Tom decided to submit this artifact because both of his goals focus on English language learners.

“Handout 5 includes an Artifact Cover Page and for team meeting minutes from the science team meeting in November.

“Handout 6 includes the artifact cover page and attached parent communication log. A parent communication log was one of the common artifacts that Tom’s school identified all teachers will need to submit. The log is behind the cover page.

“Finally, Handout 7 is an e-mail exchange between Tom and a parent. The student they are discussing is one of the English language learners in Tom’s class.”
Explain:

“You may have noticed something missing on the Artifact Cover Pages—the evidence statements.

“In this activity, you will review the artifact and identify the evidence relevant to that Indicator. Your task will be to identify evidence statements from the artifacts that align with the Standards and Indicators already mentioned on the Artifact Cover Page. For example, if you see Standard I, Indicator C: Analysis identified in the right-hand column, you might find evidence of data analysis in the document. Then you would write an evidence statement about it in the evidence space—for example, 'Change in student scores between unit assessments is noted at the bottom of each column.'

“You might also notice that just below the space where you can write your evidence is a note about how to indicate evidence related to the teacher's goals—you can simply place a star or asterisk next to that evidence statement. So if/where you see evidence in these artifacts related to Tom's goals on ELL student achievement and instruction, go ahead and star that evidence.

“Okay, let's get going. The Teacher Rubric At-a-Glance is included as Handout 8 in your packet. You can use that as a resource, as well as the full Model System Teacher Rubric on your table.

“Do you have any questions?” Answer any participant questions.

Explain:

“Within your school team, please divide into pairs. Divide the three sets of artifacts among the pairs at your table. “You will have about 15 minutes to examine the artifacts and synthesize the most relevant factual evidence statements from each one into evidence statements and record them on the cover pages.

“As you are doing this, also consider the two questions on Slide 19—what else do you want to know after looking at the artifacts? Based on what these artifacts demonstrate, what feedback or questions would you want to ask Tom Wilson that might serve as a starting point for further conversation between educators and evaluators?

“Using Post-it Notes placed on the pages, you can jot down any questions you have on the artifacts themselves or on the Artifact Cover Page.”

After 15 minutes, get participants' attention to proceed to the debrief.
Common facilitation challenges and solutions:

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>A school team might not have enough people (six) to review all of the documents as pairs or may have too many people (more than six) to pair up and review the documents.</td>
<td>If there are fewer than six participants in a school team, have them pair up and choose a set to review. It is not essential for all of the artifacts to be reviewed by each team. If there are more than six participants in a school team, more than one pair can review a set.</td>
</tr>
<tr>
<td>Participants may have difficulty identifying evidence statements for each artifact.</td>
<td>Prompt participants to read through the Model System Teacher Rubric for the Standard and Indicator listed on the Artifact Cover Page. Ask them to identify what factual statements about the educator’s progress toward that standard they can make, based on the artifact.</td>
</tr>
</tbody>
</table>

Guiding questions:

After reviewing these artifacts, what else would you want to know from Tom?

What kind of questions or feedback would you want to respond with?

Learning Wrap-Up/Debrief 2 (15 minutes)

*Explain:*

“Let’s briefly review each set of artifacts and share the useful evidence that could be gleaned from each artifact review.”

Ask: “Would a group that looked at Set A be willing to briefly describe the artifacts to us and share their evidence statements?”

Allow one group to answer.

Ask: “Would a different pair that looked at Set A have anything to add?”

Allow another group to answer.

Ask: “Did any other group that looked at Set A identify any questions for this teacher on their Post-it Notes?”

Allow any other groups who are interested to answer.

“Now we are going to move on to Set B, a different pair of documents for this same teacher.”

Proceed through this set of three questions until all three sets of artifacts have been discussed by the group. Optional activity for the facilitator: You may wish to create a list of artifact types (by set) and/or record participants’ answers during the discussion. One chart paper for each artifact set is recommended.
Transition:

“These example artifacts demonstrate how a single artifact can show evidence of practice in more than one Standard and/or Indicator. You have had some practice in how to create factual evidence statements based on artifacts and use the Artifact Cover Page. With our discussion, we also saw how artifacts could raise questions about educator practice that serve as a starting point for further conversation between educators and evaluators. It's time to start thinking about how you will share this set of tools and the evidence collection process with your school staff.”
IV. Implementing (50 minutes)

Implementing Content (10 minutes)

Slide 20 is the title slide for the Implementing section.

Explain:
“Let’s take a moment to recap what we’ve learned about evidence. First, remember that the regulations call for multiple sources of evidence. Second, both educators and evaluators play a key role in collecting and organizing evidence throughout the implementation of the Educator Plan.”

Explain:
“Given the comprehensive, strategic nature of evidence collection, it is helpful for you as a leadership team to consider what support will be given to teachers, how evidence will be organized, and how information will be communicated.”

Explain:
“What do we mean by ‘support?’ Some key ways to provide support to educators throughout this process are listed here.

“A concrete Educator Plan is the first step in the evidence collection process. As we saw in our connecting activity, Tom Wilson’s detailed Educator Plan helped you to identify relevant artifacts from the very beginning. The more you can support this step in the development of educator plans out the outset, the better positioned educators will be to collect evidence related to their practice.

“Evaluators and members of the School Leadership Team are also strongly encouraged to share examples of high-quality evidence during staff meetings. This will help make sure that everyone in the school understands what high-quality evidence looks like, and how artifacts can and should include evidence of multiple Indicators.

“Finally, the School Leadership Team can also work to identify a couple of common artifacts that all or most educators will be expected to collect. This helps to provide educators with some direction and helps to standardize the evidence collection process across the school.”
**Explain:**

“Get ORGANIZED. Both educators and evaluators will have a lot of evidence to identify and collect. Adopting a standardized process for organizing artifacts and notes is essential, whether it’s paper-based, e-mail-driven, or supported by an online cloud-based system.

“In addition, the creation of a schoolwide calendar will help to ensure that key points of contact occur, such as formative assessments, and will help evaluators organize their time.”

**Explain:**

“Finally, COMMUNICATE YOUR EXPECTATIONS. Expectations need to be clearly communicated to all educators about what and how to submit. This is critical to avoiding educators submitting evidence on the back of a napkin or needing to use a wheelbarrow to transport all of the documents they have collected.”

**Explain:**

“Important messages to communicate might include:

- Artifacts are only a sample of all evidence of educator performance and impact.
- Evidence should be tied to educator goals and/or Standards and Indicators.
- What, how, and when to share products of practice.”
Implementing Activity: Setting Your School Up for Success (30 minutes)

Purpose and intended outcomes:
The purpose of this activity is to give participants a chance to plan how to implement the collection of evidence through artifacts, since it is a part of the new educator evaluation system that most schools have not previously implemented. Participants will work with their school team to fill out Handout 9: Plan for the Collection and Organization of Evidence.

Activity detail:

*Explain:* Slide 27

“You will have the next 30 minutes to work with your school team to create an initial action plan using Handout 9: Plan for the Collection and Organization of Evidence.

“Discuss how your school will:

- Provide necessary assistance and support to educators throughout the year,
- Organize evidence collection, and
- Communicate information and expectations related to this process clearly and effectively.”

Give participants 30 minutes to work on their implementation plan.

Circulate among teams, prompting them if they get stuck on a question. Provide a time check for participants when 10 minutes are left.

When 5 minutes are left, prompt teams to pause and do the following:

“We have minutes left. I’d like you to stop at this point and identify two strong strategies you discussed that other schools might find helpful or interesting. Choose one person to share out those strategies with the whole group.”

Give participants 5 minutes to complete this final step.

**Common facilitation challenges and solutions:**

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants may say that a decision-making member of their school team is not present at the meeting.</td>
<td>Prompt participants to consider this a suggested plan to bring back to the primary decision maker. Remind participants that their thinking in this area is valuable, since they have attended the training and understand the school context.</td>
</tr>
<tr>
<td>Participants may finish early if they do not dig into the details of the implementation plan.</td>
<td>Prompt participants to consider how they will share their decisions concerning implementation with all of the educators at their school. Ask them to create an agenda for that meeting.</td>
</tr>
</tbody>
</table>
Guiding questions for discussion:

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?

What are two strong strategies you discussed that other schools might find helpful or interesting?

Implementing Wrap-Up/Debrief (10 minutes)

Ask the reporter from each group to share the two strategies the team identified as being particularly helpful or interesting.
V. Reflecting (5 minutes)

Slide 29 is the introductory slide for the reflecting section.

*Explain:*  
“We have done a lot of strategic thinking today about how to collect and analyze evidence as well as how to make the most out of artifacts of practice.  

“Here at the end of the meeting, we are going to take a few minutes to reflect on what we have accomplished, and identify a few next steps that you need to complete individually.

“On the back of your implementation plan, list:

- Three next steps for you personally
- Two challenges for implementing artifact collection at your school
- One question you still have regarding evidence collection.”

Allow participants to have about 5 minutes to reflect on these questions.
VI. Wrap-Up (5 minutes)

Slide 31 is the introductory slide for the Wrap-Up section. Slide 31

Explain:

“Module 6 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.”

Suggested Homework

Slide 33 is the title slide for the homework section. Slide 33

The homework assignments for this module will help prepare participants for Module 6. There are two homework assignments: one for school leadership teams and one for teachers. The homework assignments for this session are described on Slides 34 and 35.

Explain:

“While the homework is certainly not mandatory, we think it’s a valuable opportunity for school leadership teams to continue the discussion and work we started today. Your suggested homework is to review and discuss your district/school improvement plan and compare it with the Standards and rubrics to determine alignment. Begin to identify the type of evidence and data that is currently being collected that could help inform progress toward Educator Plans and goals that align to your school improvement plan.”

The homework assignment for school leadership teams to present to all school-based educators is described on Slide 35. This slide does not need to be covered with this group of participants.
**Come to Closure**

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 e-mail, and dismiss the group.

Keep this final slide (Slide 36) 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.