

Massachusetts Educator Evaluation

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

Purpose

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.

Audience: School leadership teams

Trainers/facilitators: Vendor (e.g. Network of Educator Evaluation Partners), regional facilitators, or district trainers

Module Descriptions

- 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.
- 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.
- 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 practice using the rubric to reflect on educator practice and consider how best to engage in the analysis of student data and goal proposal.
- 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.
- 5) **Gathering Evidence:** The fifth module focuses on the collection and organization of evidence by Standard and Indicator and engages participants in thinking strategically about gathering high-quality artifacts to demonstrate performance
- 6) **Observations and Feedback:** The sixth module describes expectations for observations (both inside and outside of classrooms), the collection and organization of observation evidence, as well as the sharing of timely, constructive feedback to educators.
- 7) **Rating Educator Performance:** The seventh module supports participants in using the teacher performance rubric to determine formative or summative ratings.
- 8) **Rating 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.