## Classroom Teacher Evaluation: Reflection and Evidence Guide

The **Classroom Teacher Evaluation: Reflection and Evidence Guide** is a resource to support educators in reflecting on the myriad of ways that they demonstrate effective practices aligned with the Model Rubric for Classroom Teachers. Educators and evaluators can use this document to collaboratively identify sources of evidence to guide the educator evaluation process.

The examples included in this resource are drawn from educators participating in the Community of Practice for the 2023-2024 pilot of the updated model rubric. This is not intended to be a checklist or an exhaustive list, as educators demonstrate effective practice in many observable and non-observable ways. It is important that educators and evaluators *share responsibility* for evidence collection in the evaluation process to ensure that evidence is truly representative of the educator’s practice.

The Massachusetts Educator Evaluation Framework requires that educator evaluation be based on **multiple sources of evidence** so that evaluators can more fully understand and support educators’ individual strengths and areas for growth. The three required categories of evidence[[1]](#footnote-2) are:

1. Multiple measures of student learning, growth, and achievement
2. Products of practice, including observations and artifacts of planning or instruction
3. Additional evidence relevant to one or more Performance Standards, including student and/or staff feedback

Beyond the required categories, the principles of strategic and meaningful evidence collection include:

* **Focus on priorities:** While educators and evaluators should ensure that they have together collected some evidence for each of the four Standards, it is recommended that educators and evaluators prioritize the collection of a representative sample of evidence aligned to focus indicators from the rubric, based on the district’s priorities and the educator’s goals.
* **Quality over quantity:** High-quality evidence tells an authentic story. One piece of evidence can represent multiple aspects of an educator’s practice. Educators should consider artifacts that they produce through their work that demonstrate one or more elements of effective practice aligned to the model rubric.

See the [***Evidence Collection Toolkit***](https://www.doe.mass.edu/edeval/evidence/default.html) for more recommendations and resources.

**Standard I: Curriculum, Planning, and Assessment**

|  |  |
| --- | --- |
| Reflection Questions | Example sources of evidence |
| **I-A Curriculum and Planning**  *How am I applying knowledge of my subject matter with deep knowledge of my students to skillfully use curriculum materials and provide all students access to grade-level instruction?* | * An example lesson cycle (e.g., lesson internalization/planning notes, sample student work, and your post-lesson reflection) that reflects how you leverage knowledge of your students to support deeper learning * Observations of classroom practice focused on skillful use of instructional materials to make learning relevant, real-world, and interactive * Observations of collaborative planning meetings * Student or family feedback you have used to inform planning |
| **I-B Assessment**  *How am I purposefully using formal and informal assessments to measure and monitor student learning, growth, and achievement?* | * Example assessment plan for a lesson or unit (standard(s)/objective(s), method(s), accommodations) that indicates purposeful collection of student learning data * Strategies you use to informally monitor students’ understanding throughout a lesson * An example of how an assessment surfaced a student misconception and generated next steps |
| **I-C Analysis**  *How am I analyzing and using data to adjust my practice for improved and more equitable student outcomes, in collaboration with colleagues, students, and families?* | * Observations of data team meetings * An instructional action plan based on assessment data * Artifacts demonstrating ways that you collaborate with colleagues to support your students (general education, special education, English learner education, paraeducators, etc.) * An example of feedback on student learning that you have shared with students and/or families |

**Standard II: Teaching All Students**

|  |  |
| --- | --- |
| Reflection Questions | Example sources of evidence |
| **II-A Instruction**  *How am I using engaging and inclusive instructional practices that support all students to meet or exceed high expectations?* | * Observations of classroom practice focused on evidence-based, engaging, and inclusive instruction * Artifacts from an example lesson demonstrating ways that you support diverse learners to meet and exceed grade-level standards * Observations of collaborative planning meetings * Student or family feedback you have used to inform instruction |
| **II-B Learning Environment**  *How am I creating and maintaining a safe and collaborative learning environment, based on positive relationships and inclusive practices, that supports all students to thrive academically and social-emotionally, and develop critical thinking?* | * Observations of classroom practice focused on a safe, supportive, and collaborative learning environment * Visual of shared classroom norms and values * Strategies you use to build positive relationships with and among students * Examples of collaborative learning routines * Systems for students to think critically and reflect on their own learning * Student feedback you have used to strengthen the learning environment |
| **II-C Student Learning**  *What impact has my teaching had on student learning and well-being?* | * Assessment data, including common assessments and statewide student growth measures where available, disaggregated when/where possible to show trends by student groups * Student feedback on their learning and sense of belonging in the classroom * Other measures of student learning and well-being collected by your school or district |

**Standard III: Family and Community Engagement**

|  |  |
| --- | --- |
| Reflection Questions | Example sources of evidence |
| **III-A Communication**  *How am I engaging in regular, two-way, culturally and linguistically responsive communications with families?* | * A sample email or text conversation between you and a family member or a summary of a phone conversation that highlights asset-based, culturally and linguistically responsive communication * Beginning-of-year survey you have used to identify family preferences for communications * Strategies for regular, two-way communication (e.g., technology apps, feedback forms) that are accessible to all families |
| **III-B Engagement**  *How am I building relationships with families and providing inclusive and accessible opportunities to engage in the classroom community?* | * Artifacts from family engagement opportunities you have facilitated or supported (e.g., photos, invitations, agendas) * Event participation data and family feedback * Strategies you have used to eliminate barriers to family engagement and increase access for all families |
| **III-C Collaboration**  *How am I partnering with families to support students’ learning and well-being?* | * Examples of how you have leveraged families’ cultural and linguistic knowledge and expertise as assets to support student learning * Communications to families about what students are learning and expectations for student success * Systems for collecting family input on ways to support student learning and growth in and outside the classroom |

**Standard IV: Professional Culture**

|  |  |
| --- | --- |
| Reflection Questions | Example sources of evidence |
| **IV-A Reflection and Professional Growth**  *How am I engaging in ongoing reflection, goal-setting, and professional learning?* | * Examples of instances when you have paused to reflect on equity in your classroom and next steps that emerged * Examples of how you’ve applied new knowledge and skills gained from professional learning into your practice and the impact on students |
| **IV-B Shared Responsibility, Collaboration, and Decision-Making**  *How am I sharing responsibility for, and contributing to the enhancement of, schoolwide culture and learning expectations?* | * Examples of ways you have contributed to equitable, culturally and linguistically sustaining school practices * Artifacts of collaboration with colleagues in support of shared goals for student learning (e.g., meeting agendas or notes, communications) * Observations of collaborative team meetings |
| **IV-C Professional Responsibilities**  *How am I meeting my professional responsibilities?* | * Reflection on ways you’ve upheld school- and district-wide expectations (e.g., cell-phone policies, attendance, providing substitute plans, etc.) * Reflection on an interaction with colleague(s) that demonstrates respectful engagement |

1. See [603 CMR 35.07](https://www.doe.mass.edu/lawsregs/603cmr35.html?section=07) [↑](#footnote-ref-2)