



***March
Madness
Professional
Development***

Goals/Data
Workshop



Welcome!

Objectives of March Madness Educator Evaluation PD: To provide participants with implementation tips and strategies to help make the teacher evaluation process meaningful, doable, and focused on increased student learning.

Priorities of the new evaluation framework

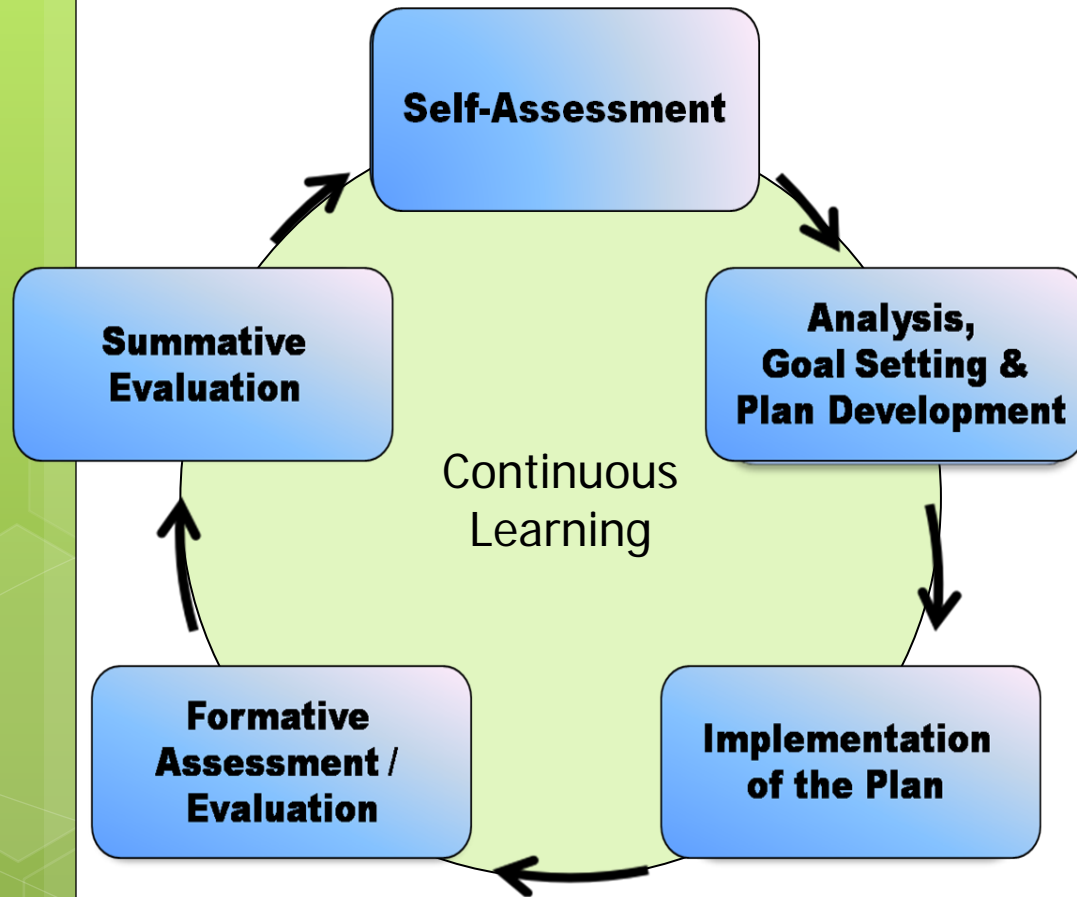
- ✓ ***Place Student Learning at the Center*** – Student learning is central to the evaluation and development of educators
- ✓ ***Promote Growth and Development*** – Provide all educators with feedback and opportunities that support continuous growth and improvement through collaboration
- ✓ ***Recognize Excellence*** – Encourage districts to recognize and reward excellence in teaching and leadership
- ✓ ***Set a High Bar for Tenure*** – Entrants to the teaching force must demonstrate Proficient performance on all standards within three years to earn Professional Teacher Status
- ✓ ***Shorten Timelines for Improvement*** – Educators who are not rated Proficient face accelerated timelines for improvement

We want to ensure that each student in the Commonwealth is taught by an effective educator, in schools and districts led by effective leaders.

The 5-Step Evaluation Cycle

A Step-by-Step Review

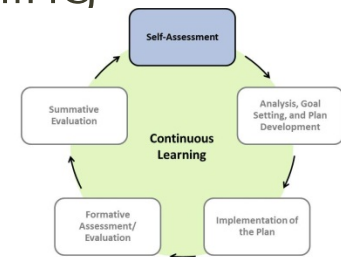
5 Step Evaluation Cycle



- ★ Every educator is an active participant in their own evaluation
- ★ Process promotes collaboration and continuous learning

Step 1: Self-Assessment

- Educators self-assess their performance using:
 - Student data, *and*
 - Performance rubric
 - Based on the Standards and Indicators of Effective Teaching Practice and/or Administrative Leadership
- Educators propose goals related to their professional practice and student learning needs



Step 2: Analysis, Goal Setting and Plan Development

- Educators set S.M.A.R.T. goals:
 - Student learning goal
 - Professional practice goal
(Aligned to the Standards and Indicators of Effective Practice)
- Educators are required to consider **team goals**
- Evaluators have final authority over goals

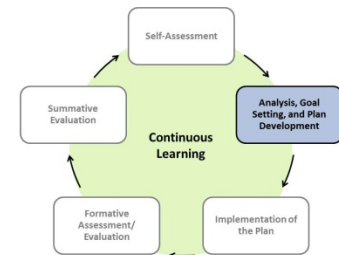


A "S.M.A.R.T.er GOAL"

A Goal Statement
+
Key Actions
+
Benchmarks (Process & Outcome)

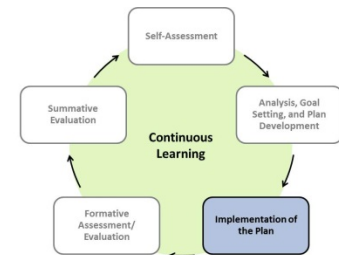
=

Educator Plan



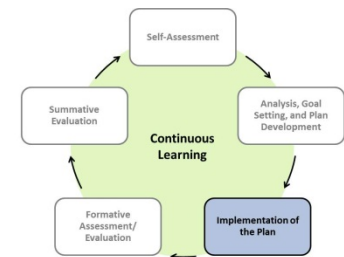
Step 3: Implementation of the Plan

- Educator completes the planned action steps of his/her plan
- Educator *and* evaluator collect evidence of practice and goal progress, including:
 - Multiple measures of student learning
 - Observations and artifacts
 - Additional evidence related to performance standards
- Evaluator provides feedback



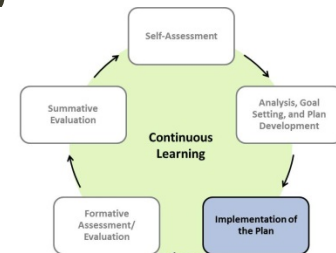
Strategic Evidence Collection

- Prioritize based on goals and focus areas
- Quality not quantity
- Artifacts should be “naturally occurring” sources of evidence (e.g. lesson plans)
- Consider common artifacts for which *all* educators are responsible



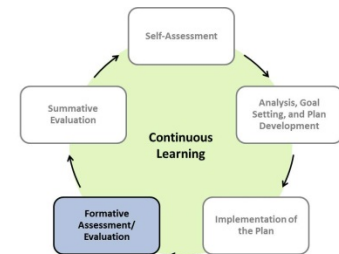
Observations

- The regulations define Proficient practice with regard to evaluation as including “frequent unannounced visits to classrooms” followed by “targeted and constructive feedback to teachers” (604 CMR 35.04, “Standards and Indicators of Effective Administrative Leadership Practice”)
- The Model System recommends short, frequent unannounced observations for all educators, as well as at least one announced observation for non-PTS and struggling educators.



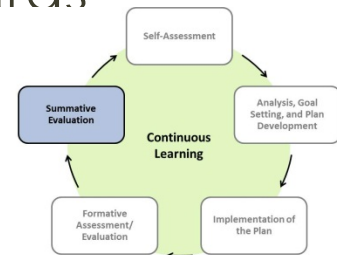
Step 4: Formative Assessment/ Evaluation

- Occurs mid-way through the 5-Step Cycle
 - Typically Jan/Feb for educators on a 1-year plan (formative assessment)
 - Typically May/June for educators on a 2-year plan (formative evaluation)
- Educator and Evaluator review evidence and assess progress on educator's goals



Step 5: Summative Evaluation

- Evaluator determines an overall summative rating of performance based on:
 - Comprehensive picture of practice captured through multiple sources of evidence
- Summative Performance Rating reflects:
 - Ratings on each of the four Standards
 - Progress toward goals



Implementation tips and strategies

1. Data collection and interpretation-- accessing and analyzing reliable and relevant data points to determine whether students have met the goals set for them.
2. Strategic collection of evidence-- increasing intentional, meaningful evidence collection.
3. EOY conferencing session-- maximizing the positive impact of this conversation on your teaching practice.

1. Focusing on SL goals...

- What data do you plan to use to track students' progress toward the goal you have set?
- What adjustments (if any) have you made to your instructional practice as a result of any formative student data connected to this goal?
- What assistance do you need from your evaluator as you move forward with this work?

2. Strategic collection of evidence

- You are in the driver's seat! You decide what will be used in artifact collection.
- To focus on strategic evidence collection– ask yourself what evidence is emerging authentically from the implementation of your goals. Use these pieces first to show proficiency in as many indicators as possible.
- Then, for the remaining indicators not addressed within the parameters of the goals you set, look at other components of your teaching practice to gather relevant evidence.

3. How will you share the story of your students' learning this year...

- Frame the progress of your SL and PP goals in order to share the story they create with your evaluator.
- Beginning– steps one and two
- Middle– step three
- End– steps four and five

Summative conference

- o <https://www.youtube.com/watch?v=3bY4yd4Fb9o>

Use observation sheet while viewing to capture what you see and hear the evaluator and teacher saying and doing in regards to increased student learning outcomes. Any connections can you make to your own evaluation meeting?

Turn to your neighbor and share your observations.

Strategic Planning Time

- Analyze the components of your SL (or PP) goal, cross referencing against the evaluation rubric--
- What authentic evidence from your goals could be used as artifacts during your EOY meeting?
- Are there any connected pieces?- for example formative assessment data that triggers a differentiated lesson plan, as well as an analysis of student work samples through collegial collaboration.

Create an action plan

What are your next steps for the completion of your SL goal analysis and EOY evaluative meeting?

Share out session

- Describe the take-aways of this session in regards to synthesizing the process and the actions you plan to take to ensure student learning outcomes.