

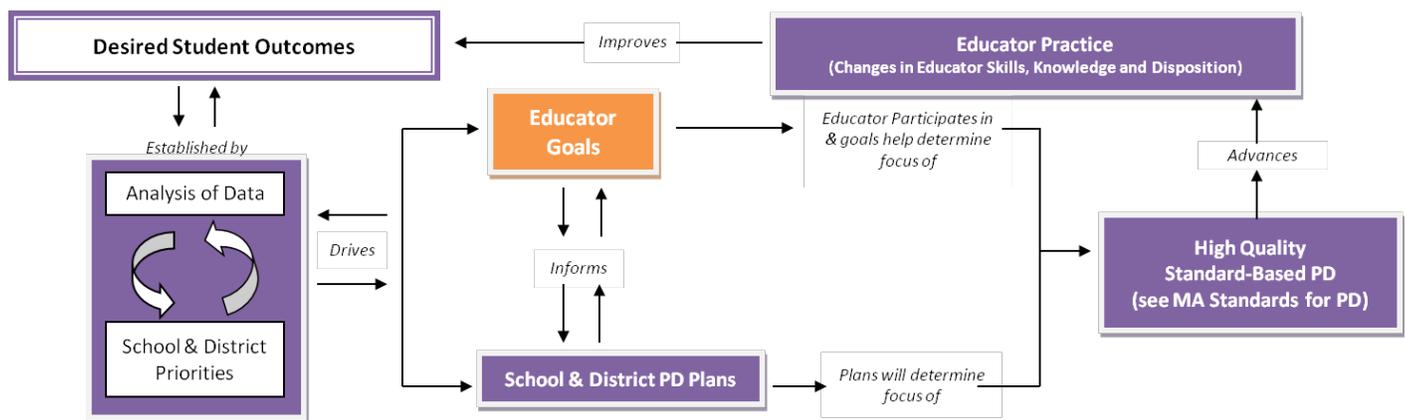
Quick Reference Guide: Educator Evaluation & Professional Development

Introduction

The Massachusetts educator evaluation framework supports districts, schools, and educators to identify opportunities for continuous growth and professional development (PD). For the purposes of this resource document, PD is used broadly to capture both *job-embedded learning opportunities* (e.g., an educator reflecting on a unit plan with his or her grade level team or observing a colleague) and *formal learning opportunities* (e.g., participating in a district training on the MA Curriculum Frameworks or graduate-level coursework in his or her content area).

Educator evaluation and PD are mutually reinforcing. They serve to improve educator practice and student outcomes. The evaluation process highlights educators' PD needs and should be leveraged to identify patterns in PD needs within a school and across the district. The data from educator evaluation should inform the school and district PD offerings, making them more meaningful and timely for educators. Likewise, educators should consider district and school priorities and PD opportunities when crafting their goals and educator plans at the beginning of the evaluation cycle.

Educator Evaluation and Professional Development



Tips for Aligning Professional Development with Evaluation

Educator evaluation supports schools, districts, and individual educators to plan and implement PD opportunities.

✓ District-level: How are district PD offerings determined?

- **Identify district-wide patterns across educators' goals to inform PD.** e.g., utilize technology to capture educator goals and plans for school and district-level educators to inform PD planning.
- **Integrate PD offerings across initiatives, rather than in silos.** e.g., connect PD on family engagement strategies to Standard III on the educator evaluation rubric.

✓ School-level: How is educator evaluation used to inform and expand school PD opportunities?

- **Analyze educators' goals and PD needs within and across grade levels/subjects to identify patterns;** share with district leadership to inform district PD offerings and incorporate into school PD opportunities.
- **Leverage expertise within the building** to accelerate job-embedded learning, create more targeted PD opportunities, and recognize Exemplary educators, e.g., by giving them a chance to lead the PD.
- **Establish a school environment that supports a range of educator-driven PD opportunities and models continuous learning.** e.g., create schedules that allow educators to engage in Professional Learning Communities or have administrators share their evaluations to model the process.

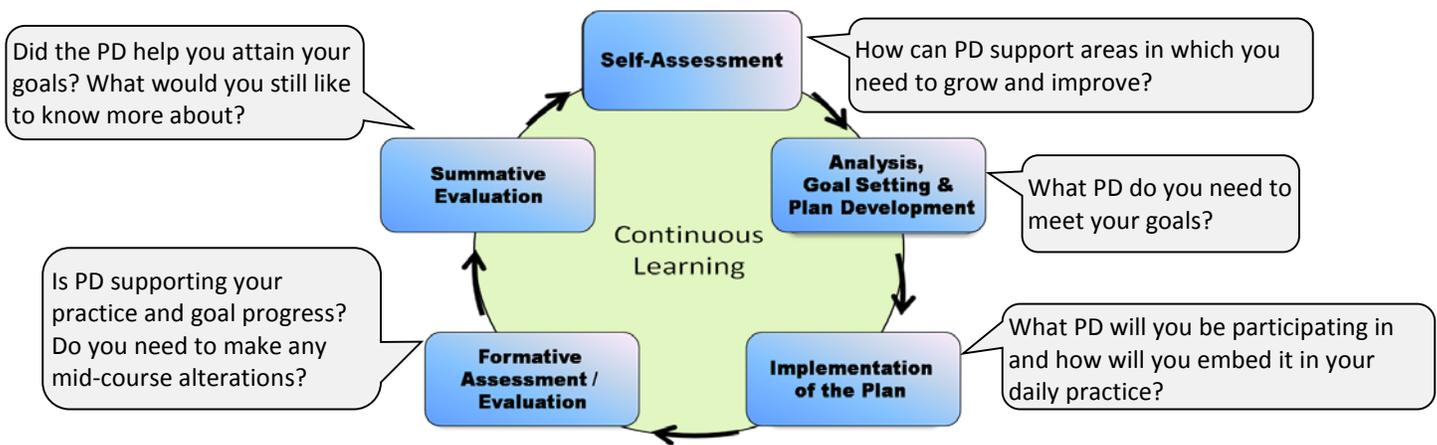
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✓ Individual-level: How is the evaluation process supporting opportunities for valuable, targeted PD?

- **Communicate your PD needs to your administrator** as identified through the self-assessment and goal setting processes.
- **Know the PD your school and district plans to offer and incorporate required PD into your goals and educator plan;** goals and educator plans should intersect with school and district priorities, but target application of the PD in a personalized way for each educator.
- **Use your educator plan to track implementation and application of PD.** E.g., include benchmarks for what or how many strategies you'll incorporate into your daily practice from planned PD activities.
- **Share your PD learnings with colleagues;** supports a culture of continuous learning and collaboration.

Professional Development & the 5-Step Cycle

Opportunities for educators to plan for and engage in professional development take place throughout the 5-Step Cycle. The following questions are intended to guide educators and evaluators in thinking about how to connect the process of educator evaluation with professional development.



FAQ's

1. **How can the professional development activities in an Educator Plan count toward an Educator's Individual Professional Development Plan (IPDP)?** In many instances the educator's PD activities associated with their Educator Plan will meet the PD requirements associated with license renewal. For more information on aligning Educator Plans and Individual PD Plans (IPDPs), review the [Educator Evaluation FAQs](#).
2. **Can Educator Plans and IPDPs be the same plan?** Yes, the regulations for license renewal ([603 CMR 44.04 \(1\) \(c\)](#)) do allow for these plans to be the same. Given the license renewal cycle is a five-year period and multiple evaluation periods will occur during that time, there are some considerations associated with combining these plans.
3. **What financial resources are available to support PD activities in my district?** In addition to local funds, ESE offers different grants to support PD. For a current list of funding opportunities, [click here](#). Title IIA is federal funding available to districts to support the preparation, training, recruitment, and retention of highly qualified educators. These funds can be used to support PD activities.
4. **What resources does ESE provide to support the planning and implementation of high quality PD?** ESE has established state standards for PD. To learn more about these standards and other ESE's PD initiatives, [click here](#).