### Eval Tool Tip Sheet

**Offsite and Onsite Evidence Rating Scale**

|  |  |  |
| --- | --- | --- |
| Rating | Evidence Label | Evidence Description |
| 4 | Compelling | Irrefutable evidence that criterion is being met consistently; or, sufficient evidence that while criterion is being met throughout the organization, one or more areas (i.e., programs) presents evidence above and beyond criteria. Would serve as a model to others. |
| 3 | Sufficient | Clear, convincing evidence demonstrating criterion is being met |
| 2 | Limited | Evidence inconsistently supports criterion; gaps within evidence exist; evidence is weakly linked to criterion |
| 1 | Insufficient | Inadequate evidence was found in support of the criterion |

**Output Rating Scale**

|  |  |
| --- | --- |
| Rating | Evidence Description |
| + | Data supports the criterion |
| ? | Inconclusive data |
| - | Data contrasts with the criterion |

**Output Data Labels**

|  |  |  |
| --- | --- | --- |
| Label | Where to Find Data | Data Types  |
| \* | Sent by specialist with offsite materials | Partner Survey; Candidate, Completer, Supervising Practitioner, and Hiring Principal Surveys;  |
| \*\* | Available on public profiles | Demographic data, Employment data, Ed Eval data |
| \*\*\* | Compiled by Specialist  | MTEL, CAP/PAL data, SGP data |
| Italics | Not yet available for use in reviews | Persistence data, GPA  |

**Finding Output Data on Public Profiles**

1. Go to doe.mass.edu
2. Hover over “Data & Accountability” in the menu bar
3. Hover down to “Data Tools”
4. Select “School and District Profiles”
5. Under Directories, choose “Educator Preparation Program Providers”
6. Select organization from list of providers
7. For most output data, select “Ed Prep Students” tab; for annual goals, select “General” tab
8. Select data type in menu bar on the left side of the page
9. Navigate between years in the upper left hand corner

|  | OFFSITE |
| --- | --- |
|  | Offsite Submission from SO | State-collected Outputs |
| INS Criterion 1:Completers have deeper content knowledge that makes them more effective in the licensure role. | Instruction Worksheet Prompt 2 |  |
| 1Insufficient | 2Limited | 3Sufficient | 4Compelling | -Contrasts | ?Inconclusive | +Supports |
| Evidence:*

Rationale: | Evidence:*

Rationale: |
| ONSITE |
| Candidate/Completer Focus Group(s) |
| 1Insufficient | 2Limited | 3Sufficient | 4Compelling |
| Evidence:*

Rationale:*
 |
| Criterion Overall Rating |
| Criteria Overall Rating Statement: |  | Commendation |
|  | Criteria Met |
|  | Finding |
| Professional Suggestion: |

|  | OFFSITE |
| --- | --- |
|  | Offsite Submission from SO | State-collected Outputs |
| INS Criterion 2:Completers have increased pedagogical skill that makes them more effective in the licensure role. | Instruction Worksheet Prompt 3 | Educator Evaluation Data\*\* |
| 1Insufficient | 2Limited | 3Sufficient | 4Compelling | -Contrasts | ?Inconclusive | +Supports |
| Evidence:*

Rationale: | Evidence:*

Rationale: |
| ONSITE |
| Candidate/Completer Focus Group(s) |
| 1Insufficient | 2Limited | 3Sufficient | 4Compelling |
| Evidence:*

Rationale:*
 |
| Criterion Overall Rating |
| Criteria Overall Rating Statement: |  | Commendation |
|  | Criteria Met |
|  | Finding |
| Professional Suggestion: |

|  | OFFSITE |
| --- | --- |
|  | Offsite Submission from SO | State-collected Outputs |
| INS Criterion 3:Completers have an increasingly positive impact on outcomes for PK-12 students. | Instruction Worksheet Prompt 4 | Evaluation Rating Data\*\* |
| 1Insufficient | 2Limited | 3Sufficient | 4Compelling | -Contrasts | ?Inconclusive | +Supports |
| Evidence:*

Rationale: | Evidence:*

Rationale: |
| ONSITE |
| Candidate/Completer Focus Group(s) |
| 1Insufficient | 2Limited | 3Sufficient | 4Compelling |
| Evidence:*

Rationale:*
 |
| Criterion Overall Rating |
| Criteria Overall Rating Statement: |  | Commendation |
|  | Criteria Met |
|  | Finding |
| Professional Suggestion: |

Overall Domain Summary

| Criterion | Offsite | Output | Onsite | Commendation | Criterion Met | Finding |
| --- | --- | --- | --- | --- | --- | --- |
| Outcome Criteria: |
| 1. Completers have the content knowledge (SMK) to be effective in the licensure role.
 |  |  |  |  |  |  |
| 1. Completers have the pedagogical skills (PST/PSI) to be effective in the licensure role.
 |  |  |  |  |  |  |
| 1. Completers have a positive impact on outcomes for PK-12 students.
 |  |  |  |  |  |  |
| Supporting (Input) Criteria: |
| 1. Program of Study is sequenced to support the increased depth of skills and knowledge acquired and applied over time.
 |  |  |  |  |  |  |
| 1. Program design results in a coherent program of study such that connections among and between courses are evident.
 |  |  |  |  |  |  |
| 1. Content is differentiated by subject area and level of licensure being sought.
 |  |  |  |  |  |  |
| 1. Content delivery is calibrated for consistency within programs (e.g. different instructors of same course, in satellites, online, etc.).
 |  |  |  |  |  |  |
| 1. Faculty/instructors model effective pedagogical and content practices of discipline (including strategies to meet the needs of diverse learners).
 |  |  |  |  |  |  |
| 1. Faculty/instructors use formative and summative assessment data to target areas of candidate need.
 |  |  |  |  |  |  |
| 1. Candidates receive targeted feedback from faculty/instructors in coursework that improves their practice.
 |  |  |  |  |  |  |
|  |
| Domain Summary | Overall Domain Recommendation |
|  |  | Exemplary |
|  | Proficient |
|  | Needs Improvement |
|  | Unsatisfactory |