The New Massachusetts System for Educator Evaluation

February 16, 2012
Massachusetts Secondary School Administrators’ Association
Welcome

★ “Do this with the field, not to the field”

★ “Learn with the field and from the field”
Intended Outcomes

★ Understand the 5-Step Cycle of Continuous Improvement that is the foundation of the new system
  - How it applies to you as an educator
  - How it applies to you as an evaluator

★ Know the key components of the model system for evaluating principals

★ Know how to access resources that will help you lead effective implementation efforts back in your school and district
ESE Homepage

http://www.doe.mass.edu/
On June 28, 2011, the Board of Elementary and Secondary Education adopted new regulations for the evaluation of all Massachusetts educators. The regulations:

- Promote growth and development amongst leaders and teachers,
- Place student learning at the center, using multiple measures of student learning, growth and achievement,
- Recognize excellence in teaching and leading,
- Set a high bar for professional teaching status, and
- Shorten timelines for improvement.

The Department of Elementary and Secondary Education (ESE) is committed to supporting effective implementation. ESE is developing a model system for evaluating administrators and teachers that districts can choose to adopt or adapt. ESE is using federal Race to the Top grant funds to develop the model system, along with training materials, resources, and networks designed to support districts in implementing the new regulations. ESE is also developing guidelines and resources for determining educator impact on student learning, growth, and achievement and incorporating student and parent feedback in evaluations. Districts participating in Race to the Top will have additional resources to help support implementation. As additional guidance and tools materials become available, they will be widely disseminated and ESE is developing a comprehensive strategy and web-based resources to do so. In the meantime, this interim webpage provides easy access to key documents and materials.

New Educator Evaluation Regulations and their Development

- 10/17/11 - Overview of the New Massachusetts Educator Evaluation Framework
- 9/19/11 - Update on Implementation Supports and Model System
- 7/29/11 - Regulations for the Evaluation of Educators, 603 CMR 35.00
- 7/20/11 - Page Overview of Key features of the regulations
- 6/21/11 - Commissioner’s Memo to the Board on Proposed Final Regulations on Evaluation of Educators, 603 CMR 35.00
- 4/16/11 - Commissioner’s Memo to the Board on Proposed Regulations on Evaluation of Educators, 603 CMR 35.00

http://www.doe.mass.edu/edeval/
Educator Evaluation Model System

http://www.doe.mass.edu/edeval/model/
Agenda

- Welcome & Intended Outcomes
- The Five-Step Cycle in action
- Implementation Guide for Principal Evaluation
- Break (10 mins)
- Rubrics
- Collective Bargaining
- In search of Coherence
- Next Steps
- Wrap Up, Feedback and Questions
Educators earn two separate ratings

<table>
<thead>
<tr>
<th>Summative Rating</th>
<th>1-YEAR SELF-DIRECTED GROWTH PLAN</th>
<th>2-YEAR SELF-DIRECTED GROWTH PLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient</td>
<td>DIRECTED GROWTH PLAN</td>
<td></td>
</tr>
<tr>
<td>Needs Improvement</td>
<td></td>
<td>IMPROVEMENT PLAN</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>Low</td>
<td>Moderate</td>
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</tbody>
</table>

**Rating of Impact on Student Learning**

(multiple measures of performance, including MCAS Student Growth Percentile and MEPA where available)
Multiple sources of evidence inform the summative performance rating

- Products of Practice (e.g., observations)
- Multiple Measures of Student Learning
- Other Evidence (e.g., student surveys)

**RUBRIC**
- Standard 1
- Standard 2
- Standard 3
- Standard 4

**Educator/Student Achievement**
- Educator Practice
- Student Learning

**Summative Performance Rating**
- Exemplary
- Proficient
- Needs Improvement
- Unsatisfactory
Every educator is an active participant in an evaluation
Process promotes collaboration and continuous learning
Foundation for the Model
Jigsaw Questions: the Model System

⭐ How does the 5-Step Cycle for teachers differ from the Cycle for principals?

⭐ What does principal observation of teachers look like? How is it different from current practice in your districts?

⭐ What does superintendent observation of principals look like? How is it different from principal observation of teachers? How is it different from current practice in your districts?
Every educator is an active participant in the evaluation process.

- Every educator uses a rubric and data about student learning.
- Every educator proposes at least 1 professional practice goal and 1 student learning goal – team goals must be considered.
- Every educator earns one of four ratings of performance.
- Every educator has a mid-cycle review.
- Every educator and evaluator collects evidence and assesses progress.

Collaboration and Continuous Learning are the focus.

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Observation and Feedback

**School-level Administrator Rubric (I-D-2):** Typically makes at least two unannounced visits to classrooms each day and provides targeted, constructive feedback to all educators. Acknowledges effective practice and provides redirection and support for those whose practice is less than proficient.

**Superintendent Rubric (I-D-2):** Typically makes at least three unannounced visits to each school to observe principal practice every year and provides targeted, constructive feedback to all administrators. Acknowledges effective practice and provides redirection and support for those whose practice is less than proficient.
5 Step Evaluation Cycle

- Every educator is an active participant in an evaluation
- Process promotes collaboration and continuous learning
- Foundation for the Model

Massachusetts Department of Elementary and Secondary Education
# School-Level Planning & Implementation Guide

## Content Overview

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<tr>
<th>Step</th>
<th>Description</th>
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<td>Self-Assessment</td>
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<td>2</td>
<td>Goal Setting and Plan Development</td>
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<tr>
<td>3</td>
<td>Implementation of the Plan</td>
</tr>
<tr>
<td>4</td>
<td>Formative Assessment and Evaluation</td>
</tr>
<tr>
<td>5</td>
<td>Summative Evaluation</td>
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</table>

**Appendices:** Forms for Educator Evaluation, Setting SMART Goals

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Agenda

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Implementation Guide for Principal Evaluation

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<th>Content Overview</th>
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<tbody>
<tr>
<td>The Model Evaluation Process for Principals</td>
</tr>
<tr>
<td>Guidance for Conducting the Evaluation Process</td>
</tr>
<tr>
<td>Cycle of Continuous Improvement</td>
</tr>
<tr>
<td>Select Appendices: Administrator Standards and Indicators, Evaluation Reports, Roles and Responsibilities, SMART Goals, Samples</td>
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Principal Evaluation: The 5-Step Cycle

1. **Self-assessment:**
   In consultation with the school’s leadership team

2. **Goal-setting and Plan Development:**
   Propose 3 types: professional practice, student learning, and school improvement
   Team goals must be considered
Principal Evaluation: The 5-Step Cycle

3. Implementation of the Plan/Collection of Evidence
   Principal and superintendent collect evidence
   Unannounced observations

4. Mid-Cycle Goals Review
   Principal prepares a progress report
   Review evidence and assess progress on Principal’s goals
   Superintendent completes the Mid-cycle formative assessment

5. Summative Evaluation
   Assess 1) progress on goals 2) performance on each of the Standards, and 3) student learning (eventually)
   Continuous Improvement process
## Typical Timeline for Principal Evaluation

<table>
<thead>
<tr>
<th>Typical Evaluation Cycle</th>
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</thead>
<tbody>
<tr>
<td><strong>Late Spring/Summer</strong></td>
<td>Cycle Step 1: Principal’s Self Assessment</td>
</tr>
<tr>
<td><strong>Summer</strong></td>
<td>Cycle Step 2: Analysis, Goal Setting, and Educator Plan Development</td>
</tr>
<tr>
<td><strong>Throughout School Year</strong></td>
<td>Cycle Step 3: Plan Implementation and Collection of Evidence</td>
</tr>
<tr>
<td><strong>Mid-year</strong></td>
<td>Cycle Step 4: Mid-Cycle Goal Review</td>
</tr>
<tr>
<td><strong>Late Spring/Summer</strong></td>
<td>Cycle Step 5: End-of-Cycle Summative Evaluation</td>
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Principal Model: Adopt, Adapt or Revise?

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<thead>
<tr>
<th></th>
<th>ADOPT</th>
<th>ADAPT</th>
<th>REVISE</th>
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</thead>
<tbody>
<tr>
<td><strong>Protocol for Principal</strong></td>
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<tr>
<td><strong>Rubric for School-level Administrators</strong></td>
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- **5-Step Cycle**: regulations permit two-year cycle for experienced, proficient educators; the model requires one-year cycle for all principals.

- **Goals**: regulations require at least 1 professional practice goal and 1 student learning goal; the model protocol requires 2-4 school improvement goals, too.

- **Unannounced Observations**: regulations require at least 1 unannounced visit; the model requires at least 3 superintendent school visits.

Massachusetts Department of Elementary and Secondary Education
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Educator Evaluation: Rubrics

“Rubrics are designed to help educators and evaluators (1) develop a consistent, shared understanding of what proficient performance looks like in practice, (2) develop a common terminology and structure to organize evidence, and (3) make informed professional judgments about formative and summative performance ratings on each Standard and overall.”

- NOT a classroom observation tool
- Designed for analysis of patterns and trends
## 4 Performance Standards

<table>
<thead>
<tr>
<th>Principals &amp; Administrators</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Leadership*</td>
<td>Curriculum, Planning &amp; Assessment*</td>
</tr>
<tr>
<td>Management and Operations</td>
<td>Teaching All Students*</td>
</tr>
<tr>
<td>Family &amp; Community Engagement</td>
<td>Family &amp; Community Engagement</td>
</tr>
<tr>
<td>Professional Culture</td>
<td>Professional Culture</td>
</tr>
</tbody>
</table>

* Standards requiring proficient rating or above to achieve overall rating of proficient or above
Model Rubrics: Structure

- Standards
  - Indicators
    - Elements
  - Descriptors
    - Unsatisfactory ➔ Needs Improvement ➔ Proficient ➔ Exemplary

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Part III: Guide to Rubrics
Page 6
Model Rubrics: Structure

Standards → Indicators → Elements → Descriptors

Horizontal Alignment across an Element

Unsatisfactory → Needs Improvement → Proficient → Exemplary

Vertical Alignment within Rubrics

...and, Comprehensive Alignment across Rubrics

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Model Rubrics:
Horizontal Alignment across an Element

★ The same behaviors are measured at each level of performance

★ Behaviors across each Element are distinguished on the basis of:
  o Quality
  o Consistency
  o Scope of impact
Proficient vs. Exemplary

“**Proficient** is the expected, rigorous level of performance for educators. It is the demanding but attainable level of performance for most educators.”

“**Exemplary** performance significantly exceeds **Proficient** and could serve as a model for leaders district-wide or even statewide. Few educators—principals included—are expected to demonstrate Exemplary performance on more than a small number of Indicators or Standards.”
Model Rubrics: Comprehensive Alignment across Rubrics

- Superintendent Rubric
  - Principal Rubric
    - Teacher Rubric

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Model Rubrics: Comprehensive Alignment across Rubrics

**Teacher Rubric:** Meeting Diverse Needs (Element II-A-3)  
*Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests and levels of readiness, including those of students with disabilities and English learners.*

**Administrator Rubric:** Diverse Learners’ Needs (Element I-B-3)  
*While observing practice and reviewing unit plans, looks for and identifies a variety of teaching strategies and practices that are effective with diverse learners.*

**Superintendent Rubric:** Diverse Learners’ Needs (Element I-B-3)  
*While observing principal practice, ensures that principals look for and identify a variety of teaching strategies and practices that are effective with diverse learners when they observe practices and review unit plans.*

Part III: Guide to Rubrics  
Appendix B and C  
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5 Step Evaluation Cycle: Rubrics

Every educator uses a rubric to self-assess against Performance Standards.

Professional Practice goals – team and/or individual must be tied to one or more Performance Standards.

Rubric is used to analyze performance and determine ratings on each Standard and Overall.

Rubric is used to assess performance and/or progress toward goals.

Evidence is collected for Standards and Indicators; rubric should be used to organize evidence and feedback.

Part III: Guide to Rubrics Pages 4-5

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Model Rubrics: Customizing the Use of Rubrics

★ Use the rubrics to focus on district priorities
  - Focus on a subset of high leverage Indicators and/or Elements

★ Examples from Administrator Rubric:
  - I-A-1 (Standards-Based Unit Design) → Revised MA Curriculum Frameworks
  - I-D-1 (Educator Goals) → Educator Evaluation

★ Differentiate roles/responsibilities by emphasizing certain Indicators and/or Elements
Model Rubrics:
Adapting for roles/responsibilities

★ Adding or modifying Elements
  - Can be done to customize for local context, priorities, roles, and/or responsibilities

★ Creating a “hybrid” rubric
  - Combining Standards, Indicators, and/or Elements from the Teacher, Administrator, and/or Superintendent Rubrics

★ Adding additional Standards or Indicators
  - For example, can add a “job-specific Indicator”
Model Rubrics:
Where to Start if Adapting

★ Current rubrics – who do they apply to?
  o Classroom Teacher
  o Administrator
  o Superintendent

★ Under development – who will they apply to?
  o Caseload Educator
    – With “job-specific Indicators”

Part III: Guide to Rubrics
Appendices A-C

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Rubrics and S.M.A.R.T. Goals
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Collective Bargaining

From ESE Guidance:

   Engage principals in framing collective bargaining...

From the Model Contract Language:

   “The parties agree to establish a joint labor-management evaluation team which shall review the evaluation processes and procedures annually through the first three years of implementation and recommend adjustments to the parties.”

From the Regulations:

   “Districts may develop and implement Peer Assistance and Review Programs (PAR) through the collective bargaining process.”
Other School Leaders

- Assistant Principals, Deans, Department Heads, etc.

- Rubric: The same rubric (Administrative Leadership Practice) can be used

- Protocol: ESE will issue contract language built from model contract language for teachers already released
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5 Step Evaluation Cycle

- Every educator is an active participant in an evaluation
- Process promotes collaboration and continuous learning
- Foundation for the Model
“An” initiative?

or

“The” organizing initiative?
Goals

**Teacher Rubric:** Proposes challenging, measurable professional practice, team, and student learning goals that are based on thorough self-assessment and analysis of student learning data.

**School-level Administrator Rubric:** Supports educators and educator teams to develop and attain meaningful, actionable, and measurable professional practice and student learning goals.

**Superintendent Rubric:** Supports administrators and administrator teams to develop and attain meaningful, actionable, and measurable professional practice, student learning, and, where appropriate, district/school improvement goals.
Some School/District Initiatives

- Adopting the new MA Curriculum Frameworks
- 21st Century/Global Skills
- Anti-Bullying
- Professional learning communities
- Examining student work
- Data Teams
- Lesson study
- Common course/grade level assessments
- Action research
- Peer Observation
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Next Steps - context

**Phase #1: Summative rating**
- Rating against standards + goals starting 2012/13

**Phase #2: Impact on Student Learning rating**
- ESE guidance in June 2012
- Districts identify district measures during 2012/13
- Districts begin implementing during 2013/14

**Phase #3: Student and Staff Feedback**
- ESE guidance by June 2013
- All districts implement for 2013-14
Next Steps - Resources on The Way

- District “Getting Started” workshop: video and powerpoint with notes

- “S.M.A.R.T.” Goals workshops with M.A.S.S. for administrators: powerpoint with notes and, possibly, video

- Seven training modules with facilitator guides for 5-Step Cycle

- Guidance on training and supporting evaluators
Next Steps — Suggestions for Principals

- Administrative Team: study the Implementation Guide for Principal Evaluation and decide: Adopt, Adapt or Revise.
- Principals: Use at least two faculty, grade level, team and/or department meetings to introduce the model rubric; select one Standard or Indicator, and “unpack” it (like you “unpack” the standards)
- Principals: Review “SMART” Goal Setting and assess how “SMART” your current school improvement goals are.
More Resources

Questions?  
EducatorEvaluation@doe.mass.edu

Information?  
www.doe.mass.edu/edeval

Link to Evaluation Overview on ESE website?  
www.doe.mass.edu/edeval/101511Overview.pps

Link to MTA’s one-page overview of the regulations:  
http://massteacher.org/advocating/Evaluation.aspx  
(click on “chart”)

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Intended Outcomes

★ Understand the 5-Step Cycle of Continuous Improvement that is the foundation of the new system
  ○ How it applies to you as an educator
  ○ How it applies to you as an evaluator

★ Know the key components of the model system for evaluating principals

★ Know how to access resources that will help you lead effective implementation efforts back in your school and district
Plus – Delta

What worked? | What would make it better?
Ticket to Leave

★ 3 of my priorities that the new educator evaluation system can help me achieve are...

★ 2 conditions, policies and/or practices in my district/school that I will need to work on changing in order to take full advantage of the new educator evaluation system are...

★ 1 question about the new educator evaluation system I still have is...
2-sided Handouts

- Today’s Powerpoint Presentation
- Components of the Model System + Highlights of Parts 1-6 of the Model System Guides (WHITE)
- Teacher Rubric at a Glance + Administrator Rubric at a Glance (PALE YELLOW)
- Teacher Rubric excerpt/Administrator Rubric excerpt (LIGHT BLUE)
- Two-Year Cycle + One-Year Cycle (WHITE GRAPHIC)
- Strategies and Suggestions for Observations/ The Five Step Cycle: Train-the-Trainer Modules (PINK)
- What Makes a Goal SMART?/Sample School-level SMART Goals
- Plus-Delta Feedback Sheet/Ticket to Leave