

# Evaluation Implementation Support for Level 4 Schools

MTA's Center for Education Policy and Practice is approved as a Level 4 School Evaluation Implementation Support provider by the Massachusetts Department of Elementary and Secondary Education. Support is provided to Level 4 schools in three broad areas:

## IMPLEMENTATION AND OVERSIGHT SUPPORT

- Establish and facilitate the work of the District Evaluation Working Group (DEWG) comprised of one administrator and one teacher leader from each Level 4 school, district HR staff, curriculum and professional development staff, parent and community representatives.
- Establish and facilitate the work of the School Evaluation Steering Committee (SESC) comprised of administrators, teachers, parents, and community partners.

## NEEDS ASSESSMENT

- Work with DEWG to identify mandatory elements of the new evaluation regulatory framework required in the existing district evaluation system.
- Provide guidance on amending the district system to bring it into compliance with the regulatory framework.
- Develop a needs assessment online survey for Level 4 school staff to guide the professional development need for successful implementation.

## PROFESSIONAL DEVELOPMENT SUPPORT

- **Evaluation Explained Workshop:** Providing an orientation to the new evaluation framework requirements to each Level 4 school's teachers and administrators.
- **Rubric Development Focus Groups:** Adapting or developing rubrics for teachers and administrators— aligned with regulatory standards and indicators – to be used for self-assessment, goal setting, and supervisor evaluations.
- **Self-assessment Course:** Learning how to use the rubric to assess the educator's own practice and provide evidence to support ratings.
- **Goal Setting Course:** Learning how to develop a professional practice goal related to the self-assessment of team, school and/or district goals. Learning how to develop a student learning objectives goal determined in collaboration with the evaluator and grade level/subject area colleagues.
- **Educator Plan Course:** Learning how to develop an Educator Plan articulating professional learning activities and evidence directly related to the two goals.
- **Observing and Assessing Practice Course:** Learning how to use the rubrics to guide the observation of practice, examination of artifacts, and assessment of other evidence to inform judgments for formative and summative evaluations.
- **Train the Trainer Course:** Learning the elements of the Self-Assessment, Goal Setting, Educator Plan, and Observing and Assessing Practice professional development programs to build district capacity to rollout the new system with district educators as staff developers and experts.
- **Facilitation Skills Course:** Learning how to assist teachers, caseload educators and administrators to self assess their practice, collaborate in teams to develop goals and educator plans, and identify evidence to gauge implementation.



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## Step 1. Establish Project Management Structure

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### DISTRICT EVALUATION WORKING GROUP:

- **Membership:** One administrator and teacher leader from each school; district curriculum, professional development, and human resources staff; others determined by district.
- **Responsibilities:** Oversight of project, review and make recommended changes to school evaluation plans, and identify district resources.
- **Meeting:** Monthly in Year 1; Bi-monthly in Years 2 and 3.
- **MTA Support:** Facilitation of meetings; agenda planning; materials preparation; report of actions to wider district community.

### SCHOOL EVALUATION STEERING COMMITTEE

- **Membership:** Principal, administrators, teachers, caseload educators, parents; students in high schools.
- **Responsibilities:** Oversight of school implementation: develop work plan, adjust school schedule and/or calendar to accommodate learning needs of educators, communicate with faculty about rollout, identify and address problems as they arise, evaluate implementation through online surveys.
- **Meeting:** Bi-weekly in Year 1; Monthly in Years 2 and 3.
- **MTA Support:** Facilitation of meetings; agenda planning; materials preparation; report of actions to wider district community.

## Step 2. Understand the Implementation Elements to be Addressed

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- Needs assessment and program evaluation
- Analysis of current status of district evaluation system: practices, policies and procedures.
- Determine alignment with mandatory components outlined in regulations.
- Development of district rubric aligned to the regulatory standards and indicators.
- Identify student learning objectives<sup>1</sup> determined between the evaluator and educator in Year 1 and, after DESE guidance is issued in July 2012, trends on multiple measures during Year 2 for implementation in Year 3.



- Identify priority metrics used to gauge academic, social, emotional and health outcomes; student and parent engagement after DESE guidance issued in July 2012.
- Professional development for all educators: self-assessment, goal setting, educator plan development, collecting evidence, analyzing student outcomes.
- Professional development for all supervisors: observing and assessing practice, assessing educator work products and other evidence, development of Directed Growth and Improvement Plans.
- Management of the “do-ability” of implementing a new evaluation system.

## Step 3. Build and Implement a Professional Development Plan

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MTA has the ability and staff design, to develop and deliver professional development for various groups of educators. MTA staff would instruct and facilitate the initial professional development. As a means of building capacity, we would work with the DEWG to identify teacher and administrator leaders who would participate in a Train the Trainer program. This allows the district to be a solid position for rolling out the evaluation system to all schools in 2012-13.

### EVALUATION EXPLAINED WORKSHOP – ALL EDUCATORS:

- **Number of Sessions:** One 2-hour orientation session at the school level. This workshop includes a 1-hour presentation on the new evaluation framework and 1-hour for questions and answers.
- **Number of Sections:** One per school.

<sup>1</sup> The Denver ProComp has done the most comprehensive (and research validated) work on SLOs.

- **Topics:** Overview of evaluation framework; specific elements required in the district evaluation system.

#### **SELF-ASSESSMENT COURSE– ALL EDUCATORS:**

- **Number of Sessions:** Three 3-hour sessions.
- **Number of Sections:** One section for no more than 25 educators.
- **Topics:**
  - Understanding Evaluation Rubrics for Self-Assessment
  - Identifying Evidence to Support Self-Ratings
  - Drafting Professional Practice and Student Learning Outcomes Goals

#### **EDUCATOR PLAN COURSE – ALL EDUCATORS:**

- **Number of Sessions:** Two 3-hour sessions.
- **Number of Sections:** One section for no more than 25 educators.
- **Topics:**
  - Professional Practice Goal: Defining professional learning activities, evidence to document accomplishments, and timeframe for completing activities.
  - Student Learning Outcomes Goal: Analyzing student learning needs, identifying teaching activities, determining assessments to be used as evidence, and timeframe for completing activities.

#### **OBSERVING AND ASSESSING PRACTICE COURSE – ALL EVALUATORS:**

- **Number of Sessions:** Six 3-hour face-to-face sessions; six online activities.
- **Number of Sections:** One section for each 25 educators.
- **Topics:**
  - Adult Learning Theory
  - Collaborative Team/Grade Level Development of Practice and Outcomes Goals
  - Observation and Assessment of Practice
  - Feedback Practices and Difficult Conversations
  - Development of Educator Plans
  - Formative and Summative Evaluation Decision Making

#### **TRAIN THE TRAINER COURSE – DISTRICT IDENTIFIED STAFF DEVELOPERS:**

- **Number of Sessions:** Participation in all

sessions listed above; completion of all online activities. Eight 3-hour sessions for Trainers alone.

- **Number of Sections:** One section for no more than 25 educators.
- **Topics:**
  - Adult Learning Theory
  - Understanding Evaluation Rubrics
  - Identifying Evidence to Support Self-Ratings
  - Drafting Goals
  - Elements of an Educator Plan
  - Evidence Documenting Accomplishments
  - Timeframe and Reporting Requirements
  - Developing a Professional Learning Plan for the district

#### **FACILITATION SKILLS COURSE – DISTRICT IDENTIFIED TEACHER AND ADMINISTRATOR LEADERS:**

- **Number of Sessions:** Participation in all sessions listed above; completion of all online activities. Five 3-hour sessions for Trainers alone.
- **Number of Sections:** One section for no more than 25 educators.
- **Topics:**
  - Adult Learning Theory
  - Understanding the Components of the District Evaluation System
  - Facilitation and Collaboration Skills
  - Using Data to Inform Decisions
  - Dealing with Difficult People

### **Step 4. Monitor Success of Implementation**

- Define program evaluation elements using short-term and long-term implementation goals.
- Conduct online surveys and focus groups with teachers and administrators.
- Identify key metrics for reporting outcomes.
- Measure and monitor compliance with the regulatory framework.
- Document and publicly report on key successes.
- Identify and address barriers and concerns as they arise.

## MTA Center For Education Policy and Practice Approved Rates

The individual components and the cost of each of the MTA implementation work have been approved by the Department of Elementary and Secondary Education.

	Description of Support	Cost
PROJECT MANAGEMENT	<b>Evaluation System Development:</b> professional and clerical staff support; professional learning curriculum development and revision; needs assessment and program evaluation including focus groups and surveys; adaptation or adoption of educator rubrics for teachers, caseload educators, administrators; and identification or development of district-determined measures.	\$35,000 per school
	<b>District Evaluation Working Group:</b> monthly 2-hour meetings in Year 1; bi-monthly in Years 2 and 3: \$125/hour facilitation + \$150 preparation time + \$25 travel for facilitator + \$250 for meeting materials and supplies.	\$675 per meeting
	<b>School Evaluation Steering Committee:</b> bi-weekly 2-hour meetings in Year 1; monthly meetings in Years 2 and 3: \$125/hour facilitation + \$150 preparation time + \$25 travel for facilitator + \$250 for meeting materials and supplies.	\$675 per meeting
PROFESSIONAL DEVELOPMENT	<b>Evaluation Explained Workshop:</b> one 2-hour session with materials	\$500 per school
	<b>Self-Assessment Course:</b> three 3-hour sessions with up to 25 educators in one section: \$1,575 for instruction + \$750 for preparation + \$75 for travel + \$750 for materials.	\$3,150 per section
	<b>Educator Plan Course:</b> two 3-hour sessions with up to 25 educators in one section: \$1,050 for instruction + \$500 for preparation + \$50 for travel + \$500 for materials.	\$2,100 per section
	<b>Observing and Assessing Practice Course:</b> six 3-hour sessions with up to 25 educators in one section: \$3,150 for instruction + \$1,500 for preparation + \$150 for travel + \$1,500 for materials.	\$6,300 per section
	<b>Train the Trainer Course:</b> eight 3-hour sessions with up to 25 educators in one section: \$4,200 for instruction + \$2,000 for preparation + \$200 for travel + \$2,000 for materials.	\$8,400 per section
	<b>Facilitation Skills Course:</b> five 3-hour sessions with up to 25 educators in one section: \$2,625 for instruction + \$1,250 for preparation + \$125 for travel + \$1,250 for materials.	\$5,250 per section

**Contact Information:** For more information or to schedule an on-site visit, please call Beverly Eisenman at 800.392.6175 ext. 8362 or email [beisenman@massteacher.org](mailto:beisenman@massteacher.org).



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