

MEASURES OF EDUCATOR EFFECTIVENESS

COMPONENTS OF EDUCATOR RATINGS

EVIDENCE SUCH AS THAT LISTED BELOW:

PRACTICE

- Self-assessment
- Unannounced observations*
- Announced observations
- Educator work products*
- Team, grade, school meetings
- School, district committees
- Professional development participation and products

STUDENT LEARNING

- Student learning goals determined by educator & evaluator*
- Student work samples
- District, school, classroom based assessments
- Student portfolios, projects, performance tasks

ENGAGEMENT

- Self-Assessment*
- School-home communications
- School-community communications
- Student surveys (postponed to 2014)*
- Staff surveys (postponed to 2014)*
- Family engagement
- Professional development

* Required by regulations

MUST BE USED TO INFORM RATINGS OF EDUCATOR'S PRACTICE

- Professional Practice Goal
- **Standard 1:** Curriculum, Planning and Assessment OR Instructional Leadership
- **Standard 2:** Teaching All Students OR Management & Operations
- **Standard 3:** Family and Community Engagement
- **Standard 4:** Professional Culture
- Student Learning Goal

RESULTING IN FORMATIVE & SUMMATIVE PERFORMANCE RATINGS.

OVERALL SUMMATIVE RATING AND RATINGS ON FOUR STANDARDS ARE REPORTED TO DESE.

DEVELOPING EDUCATOR PLAN

Educators without PTS, administrators in first 3 years or PTS educators in a substantially new position all have a **Developing Educator Plan**.

- One-year plan
- Same elements as the experienced educator plans

RATING

EXEMPLARY

PROFICIENT

NEEDS IMPROVEMENT

UNSATISFACTORY

OUTCOMES

TYPE AND LENGTH OF EDUCATOR PLAN FOR EXPERIENCED EDUCATORS^A

ONE-YEAR SELF-DIRECTED PLAN

- Goals set by educator with evaluator input; one must address low outcomes.
- Summative evaluation at year end.

TWO-YEAR SELF-DIRECTED PLAN

- Goals set by educator with evaluator approval.
- Plan activities are primarily implemented with colleagues, which could include peer observation if negotiated.
- Formative evaluation at end of Year 1.
- Summative evaluation at end of Year 2.

DIRECTED PLAN – UP TO ONE YEAR

- Goals determined by evaluator with educator input, but must address areas of low performance and/or low outcomes.
- Plan activities designed by evaluator with educator input, but must focus on improving identified areas of underperformance related to the four standards, student learning outcomes, or both.
- Formative assessment at least mid cycle.
- Summative evaluation at end of Plan. If sufficient progress is made, educator is rated Proficient. If progress is insufficient, educator is rated Unsatisfactory.

UP TO 12-MONTH IMPROVEMENT PLAN

- Goals determined by the evaluator with educator input and must address areas of low performance and/or low outcomes.
- Plan activities designed by evaluator with educator input and must focus on improving identified areas of underperformance related to the standards, student learning outcomes, or both.
- Formative assessment at least mid cycle through the plan.
- Summative evaluation at end of Plan. If sufficient progress, educator returns to regular evaluation cycle. Educator may be dismissed/demoted with insufficient progress on improvement goals.

LOW

MODERATE

HIGH

TRENDS OF MULTIPLE MEASURES OF STUDENT LEARNING OUTCOMES^B

MULTIPLE MEASURES MUST INCLUDE AT LEAST

- District-determined assessments comparable across grades and subjects – may be district-developed or district-adopted.
- MCAS Student Growth Percentile and ACCESS gain scores – if applicable.

REVISED DDM IMPLEMENTATION TIMELINE AS OF AUGUST 2013

- 2013-14:** Pilot district-determined measures
- 2014-15:** Collect DDM data from 2013-14 pilot measures and pilot new DDMs
- 2015-16:** Collect DDM data and issue two-year impact rating from 2013-14 measures
- 2016-17:** Collect DDM data and issue two-year impact rating from 2014-15 measures and three-year impact ratings from 2013-14 measures

A All educators will have an **Educator Plan**, the type and length determined by the overall summative rating and trends/patterns in student learning outcomes. All Educator Plans must have a professional practice goal and a student learning goal.

B At least 2-year trends using **multiple measures of student learning outcomes** will be rated as High, Moderate or Low. Initial guidance from DESE related to this element of the evaluation framework was released in August 2012.