

OVERVIEW	MEASURES OF EFFECTIVENESS	SELF-ASSESSMENT	RUBRICS	PROFESSIONAL PRACTICE GOAL
STUDENT LEARNING GOAL	OBSERVATIONS	EVIDENCE	RATINGS	EDUCATOR PLANS
SUMMATIVE EVALUATION	FORMATIVE ASSESSMENT	FORMATIVE EVALUATION	DISTRICT-DETERMINED MEASURES	FILLABLE PDF FORMS



MTA EDUCATOR EVALUATION

GUIDANCE & TEMPLATES



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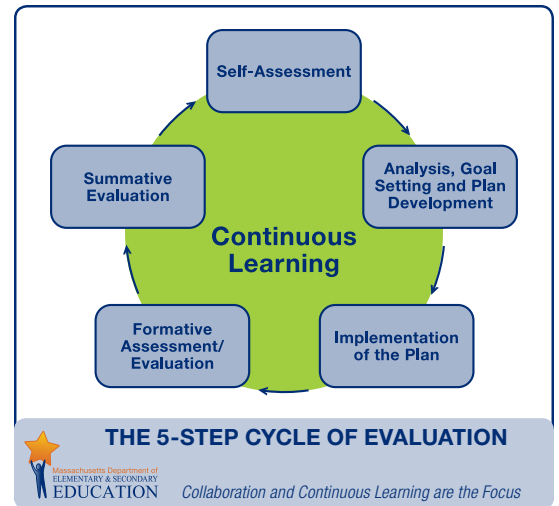
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MTA EDUCATOR EVALUATION OVERVIEW

EVALUATION CYCLE OVERVIEW

The goal of the educator evaluation framework is a continuous learning cycle. For the purposes of this guidance, the following terms will be used:

- **Improvement:** Where professional practice is below proficient or student learning is less than expected and the educator is defining
 - Professional practice goals that address evidence-based deficiencies content and/or pedagogical knowledge and skills by defining the content knowledge and/or professional practice(s) to be learned;
 - Student learning goals that address areas of inadequate performance, growth or achievement by defining adjustments, revisions or educator practices or student activities.
- **Enhancement:** Where professional practice or student learning is already high and the educator is defining
 - Professional practice goals that sharpen content and/or pedagogical knowledge and skills by expanding the professional practice repertoire;
 - Student learning goals that require students to demonstrate what they know and can do in higher cognitive domains or with broader or deeper content.



STEP 1: SELF-ASSESSMENT.

Completing a self-assessment is a regulatory requirement and considered evidence related to Standard IV: Professional Culture [See Measures of Effectiveness chart in this section]. The educator assesses his/her practice using the appropriate professional practice rubric on each of the four standards:

TEACHERS	ADMINISTRATORS
Curriculum, Planning & Assessment	Instructional Leadership
Teaching All Students	Management & Operations
Family & Community Engagement*	Family & Community Engagement*
Professional Culture*	Professional Culture*

* While the name of these standards are the same, the definitions and the indicators for teachers and administrators are different.

In addition, each educator should determine how students performed over the past year based on curriculum frameworks standards, district scope and sequences and/or pacing guides, curriculum maps and other district or school-based instructional guidelines.

STEP 2: GOAL SETTING AND EDUCATOR PLAN DEVELOPMENT.

Each educator must have at least one Professional Practice goal and one Student Learning goal that are informed by the Self-Assessment.

Once the educator or team of educators has developed a goal, it must be approved by the supervisor. The educator or team then develops an Educator Plan for each goal which then must be approved by the supervisor.

STEP 3: PLAN IMPLEMENTATION.

Once the Educator Plan has been approved, the educator is responsible for completing the activities and collecting evidence over the stipulated timeframe. During this time period, the supervisor conducts a series of unannounced – and perhaps announced – observations which should include examining both educator work products and student work from the educator's classes or interactions with students. Observations must result in actionable feedback to the educator about his/her practice.

STEP 4: FORMATIVE ASSESSMENT OR FORMATIVE EVALUATION.

Over the course of the Educator Plan, the supervisor periodically provides feedback to the educator about his/her performance. Formative Assessment applies to educators with an Educator Plan of one year or less, and Formative Evaluation is a requirement at midway through two-year Self-Directed Growth Plans.

STEP 5: SUMMATIVE EVALUATION.

The supervisor compiles evidence from multiple sources that must include observations and examination of work products as well as other relevant evidence of the educator's practice for each of the four standards of professional practice and the relative attainment of the professional practice goal and the student learning goal. The educator should also provide evidence related to standards and goals.

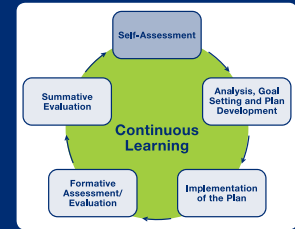
The supervisor shares his/her analysis from all sources with the educator as part of the summative evaluation. This is conducted by the supervisor and occurs for all educators at the end of the plan and includes the degree to which the educator attained each of the two goals and the educator's rating of exemplary, proficient, needs improvement or unsatisfactory on each of the four standards and an overall rating.

THE GOAL IS TO ACHIEVE AN RATING OF PROFICIENT ON EACH STANDARD AND OVERALL.

Note: The following pie charts in this section are from the Department of Elementary and Secondary Education model evaluation system. All DESE model system documents may be accessed through the Educator Evaluation Toolkit on the MTA website: www.massteacher.org/advocating/Evaluation.aspx

STEP 1: SELF-ASSESSMENT & GOAL PROPOSAL

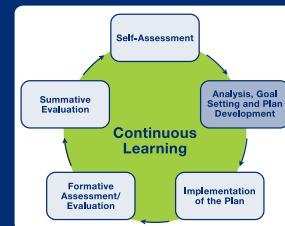
RECOMMENDED ACTIONS FOR SELF-ASSESSMENT & GOAL PROPOSAL



RECOMMENDED ACTION	INDIVIDUAL EDUCATOR	TEAM	EVALUATOR/ SCHOOL LEADERSHIP	NOTES
Communicate school and district priorities and goals, existing and planned initiatives, planned professional development, and other opportunities for support			✓	Clear communication will strengthen connection and coherence , enabling educators to propose tightly aligned goals and realistic supports.
Communicate expectations for completion of self-assessment			✓	Exact dates are not regulated and may be set through collective bargaining (Model Collective Bargaining Language can be found in Part IV of the Model System).
Identify teams who will collaborate to “unpack the rubric,” analyze student learning, and propose goals		✓	✓	Teams may be organized around department, grade level, or students for whom the team shares responsibility.
Assemble and review student learning data for students currently under the responsibility of the team or educator	✓	✓	✓	To save time, evaluators may want to participate in team discussion and goal development.
Identify student strengths and areas to target for growth	✓	✓		Educators will analyze trends and patterns in data for past students while reflecting on performance; goals are for current students.
Review performance standards on the district or ESE rubric	✓	✓	✓	All rubrics must include the Standards and Indicators for Effective Teaching Practice defined in <u>603 CMR 35.03</u> .
Identify professional practices that teams need to engage in to attain student learning goals		✓		Team professional practice goals should be aligned with team student learning goals where they exist as well as performance standards on rubrics.
Identify educator performance areas of strength and areas for growth	✓			Educators may choose to rate themselves on the rubric but are not required to submit ratings; they are only required to provide “an assessment of practice against Performance Standards” <u>603 CMR 35.06(2)(a)2</u> .
Propose a minimum of one student learning goal and one professional practice goals	✓	✓		Goals may be individual and/or at the team level.

STEP 2: ANALYSIS, GOAL SETTING & PLAN DEVELOPMENT

RECOMMENDED ACTIONS FOR GOAL SETTING & PLAN DEVELOPMENT



RECOMMENDED ACTION	INDIVIDUAL EDUCATOR	TEAM	EVALUATOR/ SCHOOL LEADERSHIP	NOTES
Review professional development that is already planned for the school year	✓	✓	✓	Depending on proposed goals, educators may incorporate pre-planned professional development into Educator Plan.
Evaluator schedules time with teams and educators to review self-assessments and refine goals			✓	Evaluator may want to meet with teams prior to individuals, as individuals on a team will have a shared goal.
Evaluator meets with teams and individual educators to review and finalize proposed goals	✓	✓	✓	Team and individual goals shall be consistent with school and district goals, according to the regulations.
Evaluator and educators work together to plan activities that will support attainment of goals	✓	✓	✓	Evaluators may want to develop a system for tracking all of the support and resources that they agree to offer educators to ensure capacity.
Record final goals and actions the educator must take to attain these goals			✓	Evaluator retains final authority over goals to be included on Educator Plans.

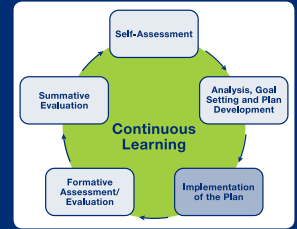


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Source: Massachusetts Department of Elementary and Secondary Education

STEP 3: IMPLEMENTATION OF PLAN

RECOMMENDED ACTIONS FOR IMPLEMENTATION OF THE PLAN



RECOMMENDED ACTION	INDIVIDUAL EDUCATOR	TEAM	EVALUATOR/ SCHOOL LEADERSHIP	NOTES
Review actions in Educator Plans and make agreed-upon supports and resources available to educator teams and individuals			✓	For many educators, key supports will be those provided through teams; evaluators need to have a system for monitoring that these supports are provided
Meet with teams to identify common artifacts all or most educators will be expected to collect and analyze	✓	✓	✓	Educators are required to provide evidence of “fulfillment of professional responsibilities...” and “active outreach to and ongoing engagement with families.”
Collect evidence of educator and team practice and progress toward goals	✓	✓	✓	At least some portion of the evidence should be collected by and through teams
Track collection activities (see Tools from the Model System)	✓	✓	✓	Evaluators must be prepared to compile and review evidence for multiple educators
Document evidence collected and feedback given	✓	✓	✓	Records of evidence should be updated regularly
Provide regular feedback to teams and individual educators		✓	✓	Consider thoughtful use of faculty, team/ department and individual meetings
Monitor alignment of educator actions and goals with school and district goals			✓	Accelerated school improvement is more likely with strong vertical alignment of goals

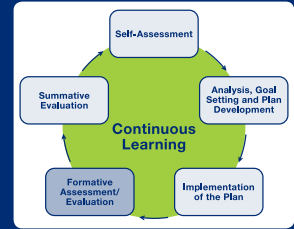


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EDUCATION Source: Massachusetts Department of Elementary and Secondary Education

STEP 4: FORMATIVE ASSESSMENT/EVALUATION

RECOMMENDED ACTIONS FOR FORMATIVE ASSESSMENT & EVALUATION



RECOMMENDED ACTION	INDIVIDUAL EDUCATOR	TEAM	EVALUATOR/ SCHOOL LEADERSHIP	NOTES
Schedule time to have formative conferences with enough advance notice to allow both the educator and evaluator to prepare	✓	✓	✓	Evaluators may not need a conference with all educators; some conferences may be with team
Communicate expectations about educators' roles in sharing evidence during the conference			✓	Be explicit about how much documentation or evidence the educator is expected to bring to the conference and when
Review evidence and artifacts for Standards and Indicators	✓	✓	✓	Read through the evidence chronologically, looking for patterns and trends 1) over time and 2) within or across Standards and/or Indicators
Briefly record analysis of evidence			✓	Evaluators should wait to finalize ratings until the educator has had the opportunity to present evidence.
Determine provisional formative ratings and progress toward goals			✓	Ratings on performance are only required for Formative Evaluations; evaluators should determine whether there is significant evidence of a change in rating
Share evidence of fulfillment of professional responsibilities and outreach to and engagement with families	✓	✓		Educators may bring other relevant evidence
Finalize formative ratings.			✓	Only required for Formative Evaluation

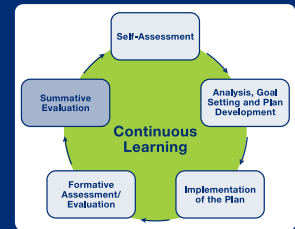


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EDUCATION Source: Massachusetts Department of Elementary and Secondary Education

STEP 5: SUMMATIVE EVALUATION

RECOMMENDED ACTIONS FOR SUMMATIVE EVALUATION



RECOMMENDED ACTION	INDIVIDUAL EDUCATOR	TEAM	EVALUATOR/ SCHOOL LEADERSHIP	NOTES
Schedule times of summative conferences with enough advance notice to allow both the educator and evaluator to prepare	✓	✓	✓	Make sure the educator knows the purpose of the meeting, how to prepare, and the expected outcomes of the discussion
Communicate expectations about educators' roles in sharing evidence during the conference			✓	Be explicit about how much documentation or evidence the educator is expected to bring to the conference and when
Review evidence and artifacts for each Standard and Indicator	✓		✓	Read through the evidence chronologically, looking for patterns and trends 1) over time and 2) within or across Standards and/or Indicators
Review Formative Assessment/Evaluation	✓		✓	Formative assessments provide additional evidence of feedback the educator has received as well as a record of evidence of progress, performance, and patterns
Briefly record analysis of evidence			✓	Evaluators should wait to finalize ratings until the educator has had the opportunity to present evidence
Determine provisional summative ratings and progress toward goals			✓	Summative conference, if any, may reveal information that affects ratings
Share evidence of fulfillment of professional responsibilities and outreach to and engagement with families	✓	✓		Educators may bring other relevant evidence



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EDUCATION Source: Massachusetts Department of Elementary and Secondary Education

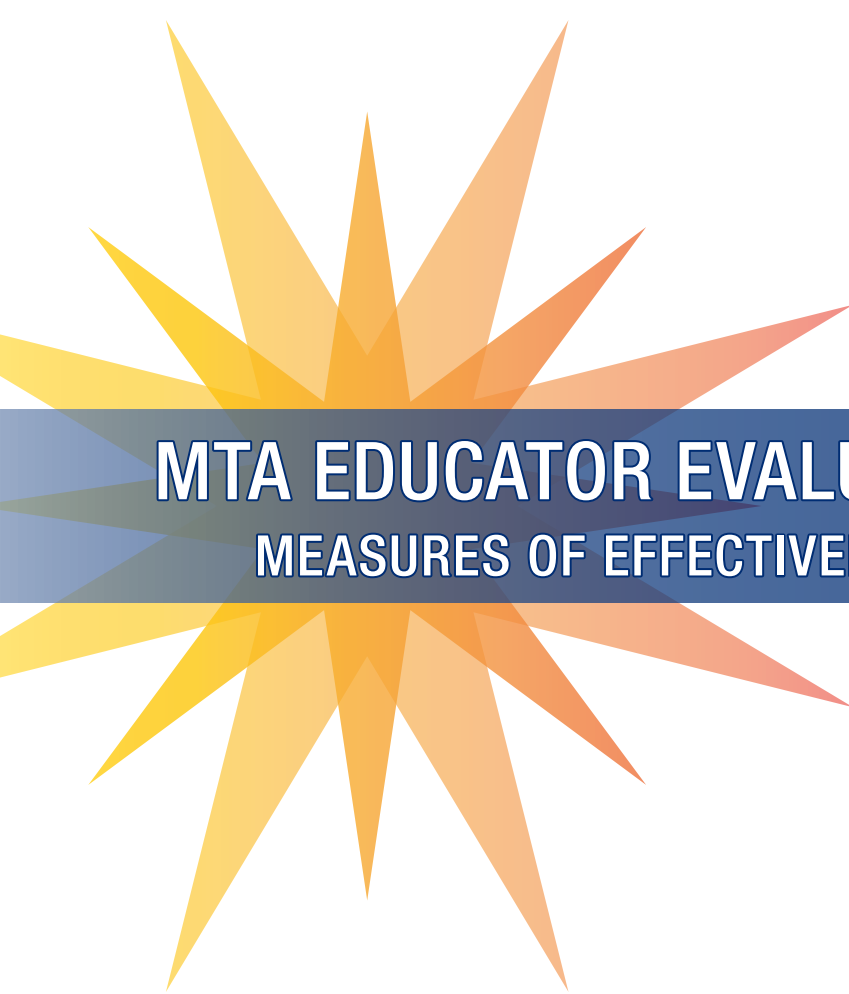
THE EVALUATION PROCESS AT THE DISTRICT LEVEL

SELF-ASSESSMENT	<p>The educator begins the process with a review of the appropriate Professional Practice rubric for her/his role (teacher, SISP/caseload, principal, administrator, superintendent) to understand the definitions of descriptors at each of the four performance levels: Exemplary, PROFICIENT, Needs Improvement, Unsatisfactory.</p> <p>The educator also reviews student learning outcomes from the previous year to assess learning and determine if changes to instruction should be made.</p> <p>The educator then completes a self-assessment which should focus on both areas of strength and areas for either the improvement or enhancement of professional practice and student learning.</p> <p>Deadline in the District: _____</p>
GOAL SETTING	<p>Goals may be developed by an individual educator or a team of educators who teach the same grade or the same subject or have the same or similar position in the school. Together they share the area(s) about which they would like to improve their practice and draft SMART-ER goals that would be the basis for all of their Educator Plans.</p> <p>The educator and colleagues then meet with their supervisor and go over the two goals they have developed for their work. The supervisor may approve the goals or disapprove asking them to consider suggested amendments. The supervisor approval is required for the goal setting.</p> <p>Deadline in the District: _____</p>
EDUCATOR PLAN	<p>The educator and colleagues then develop an Educator Plan for each goal that identifies the professional development activities they will complete, the work products they plan to develop, the student work products, the district support needed to attain the goals.</p> <p>They will then share their plan with the supervisor and determine the time and resources that will be available to them; the plan may need adjusting if the school/district does not have the resources to support all of their work.</p> <p>Deadline in the District: _____</p>
COLLECT EVIDENCE	<p>The educator(s) keeps track of the work that is done to attain the plan's goals and to document evidence of work related to the Professional Practice standards. Logs might include information and evidence related to teaching and learning, instructional leadership, school/district management & operations, professional development, parent/family engagement, professional responsibilities, and community engagement.</p> <p>Deadline in the District: _____</p>
FORMATIVE ASSESSMENT	<p>The supervisor periodically assesses practice throughout the timeframe of the plan to determine progress on the two goals and on the four standards of professional practice.</p> <p>Deadline in the District: _____</p>
OBSERVATION & FEEDBACK	<p>The supervisor observes the educator over the time frame of the plan through a series of mandatory unannounced visits; announced observations may also be part of the district's plan. The educator must receive actionable feedback from the supervisor to assist in the improvement or enhancement of practice, student learning, or both.</p> <p>Deadline in the District: _____</p> <p>Minimum Number of Unannounced Observations in the District: _____</p>
SUMMATIVE EVALUATION	<p>The educator receives a summative evaluation at the end of the plan's time frame which must include a performance rating on each of the four standards and overall and the degree to which the two goals were attained. If the educator is on a two-year self-directed educator plan, then a formative evaluation would occur at the end of the first year.</p> <p>Deadline in the District: _____</p>



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MTA EDUCATOR EVALUATION

MEASURES OF EFFECTIVENESS



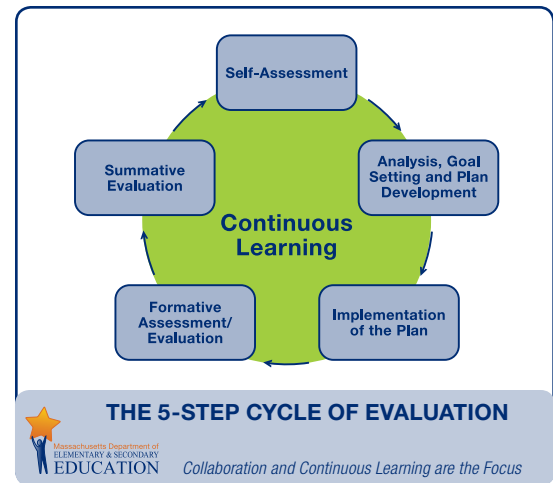
EXPLANATION OF MEASURES OF EDUCATOR EFFECTIVENESS CHART

This chart outlines the elements of Massachusetts educator evaluation regulations as they apply to district evaluation systems. It is designed to show how all of the pieces fit together. This is an **educator-centered, evidence-based framework: THE 5-STEP EVALUATION CYCLE** begins with self-assessment and ends with a summative rating and resulting **EDUCATOR PLAN**; both the evaluator and the educator share responsibility for providing each other with evidence used to inform judgments.

COMPONENTS OF EDUCATOR RATINGS

Evidence used for self-assessment and formative/summative evaluation ratings is defined in the left-hand gray section. Educators receive a performance rating on each of the four standards of practice and a determination of their progress toward attaining the two Educator Plan goals.

- Standard 1: **Curriculum, Instruction, Assessment** for teachers; **Instructional Leadership** for administrators
- Standard 2: **Teaching All Students** for teachers; **Management and Operations** for administrators
- Standard 3: **Family and Community Engagement** for all educators
- Standard 4: **Professional Culture** for all educators
- **Professional Practice Goal** for all educators
- **Student Learning Outcomes Goal** for all educators



Each educator must receive one of four ratings on each standard and overall: **EXEMPLARY, PROFICIENT, NEEDS IMPROVEMENT** OR **UNSATISFACTORY**. The performance rating will be based on the appropriate **PROFESSIONAL PRACTICE RUBRIC** – teacher, administrator, caseload educator or superintendent – for each standard and the educator’s progress toward attaining each of the two goals.

Educators receive a rating on each of the four standards, not the individual indicators for each standard. The basis for the overall summative or formative evaluation rating is a combination of the rating on the four standards (exemplary, proficient, needs improvement, unsatisfactory) and the degree to which the educator has attained each of the two goals: professional practice and student learning.

TYPE AND LENGTH OF EDUCATOR PLAN FOR EXPERIENCED EDUCATORS

All educators in their first three years of practice are on a **DEVELOPING EDUCATOR PLAN**.

Eligible educators with Professional Teacher Status and eligible administrators with good-cause job protection (such as principals) will have one of four educator plans based on the overall summative rating:

- ❑ **PROFICIENT OR EXEMPLARY:** The educator is on a **SELF-DIRECTED PLAN**: For those whose impact on student learning is low, this plan is a one-year, as compared to a two-year, plan for those whose impact is moderate or high.
[GREEN ZONE ON CHART]
- ❑ **NEEDS IMPROVEMENT:** The plan is an up to one-year **DIRECTED-GROWTH PLAN**, regardless of student learning impact.
[YELLOW ZONE ON CHART]
- ❑ **UNSATISFACTORY:** The plan is an **IMPROVEMENT PLAN** of up to 12 months, regardless of the impact on student learning.
[ORANGE ZONE ON CHART]

DISTRICT-DETERMINED MEASURES AND STUDENT GROWTH PERCENTILE (SGP)

Beginning in 2014-15, districts must begin to collect annual baseline and final data from at least two measures per educator, a combination of **district-determined measures**, which are comparable across grades and schools by subject, and the **MCAS SGP** (if applicable to the educator), to establish yearly patterns of multiple measures of student learning outcomes. These lead to annual trends [gray section at bottom right of chart]. At least a two-year trend will be used to determine each educator’s impact on student learning. **MTA’s model contract language recommends at least a three-year trend to reduce testing error rates.**

STUDENT AND STAFF SURVEYS – THIS MANDATORY ELEMENT OF THE NEW FRAMEWORK HAS BEEN DELAYED UNTIL 2014-15.

To learn more about the requirements and implementation of the new educator evaluation framework in Massachusetts, go to the MTA Evaluation Toolkit at www.massteacher.org/advocating/Evaluation.aspx, which includes a YouTube video explaining the SGP determination.

For more information on district-determined measures, go to the MTA District-Determined Measures Toolkit at www.massteacher.org/advocating/toolkits/ddm.aspx

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
- 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.**

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

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

- 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.



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RATING	TYPE AND LENGTH OF EDUCATOR PLAN FOR EXPERIENCED EDUCATORS ^A		OUTCOMES	TRENDS OF MULTIPLE MEASURES OF STUDENT LEARNING OUTCOMES ^B	
	ONE-YEAR SELF-DIRECTED PLAN	TWO-YEAR SELF-DIRECTED PLAN	LOW	MODERATE	HIGH
EXEMPLARY	<ul style="list-style-type: none"> Goals set by educator with evaluator approval. Plan activities are primarily implemented with colleagues, which could include peer observation if negotiated. 	<ul style="list-style-type: none"> Formative evaluation at end of Year 1. Summative evaluation at end of Year 2. 			
PROFICIENT					
NEEDS IMPROVEMENT	DIRECTED PLAN – UP TO ONE YEAR <ul style="list-style-type: none"> 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. 				
UNSATISFACTORY	UP TO 12-MONTH IMPROVEMENT PLAN <ul style="list-style-type: none"> 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. 				

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

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MTA EDUCATOR EVALUATION SELF-ASSESSMENT

SELF-ASSESSMENT: WORKSHEET GUIDANCE, TEMPLATES AND DESE SELF-ASSESSMENT FORM

The entry point of the evaluation cycle is the educator's self-assessment using the standards and indicators of effective professional practice from the appropriate rubric [see [Rubrics tab](#)].

The focus of the self-assessment should include:

1. Assessing the educator's practice against performance standards;
2. Analyzing previous evidence of learning, growth, and achievement of students under the educator's responsibility;
3. Determining the academic, social, behavioral and/or emotional needs of students under the educator's responsibility;
4. Proposing at least two goals:
 - a. The Professional Practice Goal [see [PPG tab](#)] to improve or enhance professional practice.
 - b. The Student Learning Goal [see [SLG tab](#)] to improve or enhance student learning, growth and achievement.

The educator may use the appropriate worksheet provided in this section to assess his/her performance to determine areas of strength and areas needing improvement and/or enhancement.

ASSESSING PROFESSIONAL PRACTICE WORKSHEETS:

Complete the appropriate self-assessment worksheet which is designed to assist the educator in assessing his/her practice on the standards and indicators. *Worksheets are confidential to the educator and are not meant to be shared with the evaluator.*

Because a rating of **PROFICIENT** is the goal, the educator should read through the proficient description for each indicator to understand the definition of this level of practice and the type(s) of evidence that either the evaluator or the educator might use to demonstrate this level of performance.

For each standard, the educator should use the worksheet and ask the question: *Could I produce evidence to support a judgment that my practice on this standard is proficient?*

PROFESSIONAL PRACTICE WORKSHEET TEMPLATES

- Blue is for classroom teachers
- Green is for SISP/caseload educators
- Red is for school-based administrators

<i>Yes, I could produce evidence that my practice is PROFICIENT.</i>	<i>I'm not sure if I could produce evidence that my practice is PROFICIENT.</i>	<i>No, I could not produce evidence that my practice is PROFICIENT.</i>
May be an area of strength cited in self-assessment form.	<ul style="list-style-type: none">■ May meet with a trusted colleague to go through the worksheet and evidence collected to make a determination.■ If there are multiple indicators about which the educator has good evidence, then Proficient would be appropriate.■ If the educator cannot produce any or insufficient evidence, then this would be an area for improvement.	<ul style="list-style-type: none">■ This would be an area of improvement in professional practice on the self-assessment form.
The educator should then read the description for EXEMPLARY . Again, ask the question: <i>Could I produce evidence to support a rating of EXEMPLARY?</i> If the answer is "yes," identify this as an area of strength on the self-assessment form.		

In making this assessment, however, some indicators may be more important than others and some may be deemed unnecessary. Judgments are made about standards, not indicators. The same evidence may be used for multiple standards and indicators. For example, a standards-based unit of instruction that is differentiated based on student readiness could be used as evidence for both Standards 1 and 2.

EXAMPLE OF COMPLETED PROFESSIONAL PRACTICE WORKSHEET

The following two pages are an example of a completed professional practice worksheet by Jo Schmoh, a 6th grade classroom teacher. You will note that the teacher has rated his/her practice, made some comment about each of the indicators, and checked off evidence that the teacher could produce to support this assessment. This example will lead to the completed DESE Self-Assessment form in this section.

PROFESSIONAL PRACTICE WORKSHEET WITH EVIDENCE – TEACHERS

Educator Name/Title:

Jo Schmoh, Grade 6 Teacher

Date:

September 10

School Year:

Current Academic Year

STANDARD I: Curriculum, Planning, and Assessment.

The teacher promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.

EDUCATOR PERFORMANCE RATING ON STANDARD: ☐ Exemplary ☒ **Proficient** ☐ Needs Improvement ☐ Unsatisfactory

EVIDENCE PROVIDED TO SUPPORT RATING (briefly describe)

CURRICULUM AND PLANNING: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

Units of instruction show strong relationship to learning standards with clear student outcomes.

ASSESSMENT: Uses a variety of informal and formal methods of assessments to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction.

Varied assessments from quick checks for understanding to multi-step performance tasks.

ANALYSIS: Analyzes data from assessments, draws conclusions, and shares them appropriately.

Use of formative assessments

POSSIBLE EVIDENCE – check those that are used.

- ☒ Unit subject matter content and/or skills
- ☒ Lesson or Unit Plan Goals
- ☒ Standards-based units of instruction
- ☒ Lesson Plans
- ☒ Measurable outcomes for students
- ☒ Teacher-developed assessments
- ☒ Examples of assessments used
- ☒ Scoring guides/rubrics
- ☒ Student work samples
- ☒ Student data analysis
- ☐ Lessons/units amended based on data analysis
- ☐ Team-developed instructional work products

- ☒ Analysis of student learning needs
- ☐ Grade level or subject team collaboration
- ☒ Tiered/differentiated lessons/units
- ☒ Tiered/differentiated assessments
- ☒ Methods for engaging all students
- ☒ Posted behavioral norms
- ☐ Photographs of instructional space
- ☐ Videotapes of student engagement
- ☒ Homework assignments
- ☐ Communications to students about work
- ☒ Grading practices
- ☐ Other: _____

STANDARD II: Teaching All Students.

The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

EDUCATOR PERFORMANCE RATING ON STANDARD: ☐ Exemplary ☒ **Proficient** ☐ Needs Improvement ☐ Unsatisfactory

EVIDENCE PROVIDED TO SUPPORT RATING (briefly describe)

INSTRUCTION: Uses instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

Expanded instructional repertoire to match student activities to student interests/needs/styles

LEARNING ENVIRONMENT: Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.

Classroom is safe, orderly place to learn.

CULTURAL PROFICIENCY: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.

"Ego" wall allows students to share something of importance

EXPECTATIONS: Plans and implements lessons that set clear and high expectations and also make knowledge accessible for all students.

Students are provided with learning expectations in writing and verbally.

POSSIBLE EVIDENCE – check those that are used.

- ☒ Unit subject matter content and/or skills
- ☒ Lesson or Unit Plan Goals
- ☒ Standards-based units of instruction
- ☒ Lesson Plans
- ☒ Measurable outcomes for students
- ☒ Teacher-developed assessments
- ☒ Examples of assessments used
- ☒ Scoring guides/rubrics
- ☒ Student work samples
- ☒ Student data analysis
- ☐ Lessons/units amended based on data analysis
- ☐ Team-developed instructional work products

- ☒ Analysis of student learning needs
- ☐ Grade level or subject team collaboration
- ☒ Tiered/differentiated lessons/units
- ☒ Tiered/differentiated assessments
- ☒ Methods for engaging all students
- ☒ Posted behavioral norms
- ☐ Photographs of instructional space
- ☐ Videotapes of student engagement
- ☒ Homework assignments
- ☐ Communications to students about work
- ☒ Grading practices
- ☐ Other: _____

STANDARD III: Family and Community Engagement.

The teacher promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

EDUCATOR PERFORMANCE RATING ON STANDARD: ☐ Exemplary ☒ **Proficient** ☐ Needs Improvement ☐ Unsatisfactory

EVIDENCE PROVIDED TO SUPPORT RATING (briefly describe)

ENGAGEMENT: Welcomes and encourages every family to become active participants in the classroom and school community. *This is an area where I need to learn how to be more effective.*

COLLABORATION: Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school. *This is an area where I need to learn how to be more effective.*

COMMUNICATION: Engages in regular, two-way, and culturally proficient communication with families about student learning and performance. *PTA meetings; send messages home; classroom newsletter.*

POSSIBLE EVIDENCE – check those that are used.

- | | |
|--|---|
| <input type="checkbox"/> Outreach activities to families | <input type="checkbox"/> Assistance to families about homework |
| <input checked="" type="checkbox"/> Parent-teacher conference participation | <input checked="" type="checkbox"/> Notification to families about student performance/behavior |
| <input checked="" type="checkbox"/> RTI, IEP or 504 Plan conference participation | <input type="checkbox"/> Feedback from parents/families |
| <input type="checkbox"/> Communication with families via phone calls, emails, meetings | <input type="checkbox"/> College/financial aid program development |
| | <input type="checkbox"/> Other: _____ |

STANDARD IV: Professional Culture.

The teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

EDUCATOR PERFORMANCE RATING ON STANDARD: ☐ Exemplary ☒ **Proficient** ☐ Needs Improvement ☐ Unsatisfactory

EVIDENCE PROVIDED TO SUPPORT RATING (briefly describe)

REFLECTION: Demonstrates the capacity to reflect on and improve the educator's own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning. *Team leader - organize meetings; distribute agenda, notes, materials; our focus has been on academic language.*

PROFESSIONAL GROWTH: Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles. *I have developed and instructed three in-service programs about formative assessment strategies.*

COLLABORATION: Collaborates effectively with colleagues on a wide range of tasks. *Serve on the school's curriculum committee.*

DECISION-MAKING: Becomes involved in schoolwide decision making, and takes an active role in school improvement planning. *Member of the school council.*

SHARED RESPONSIBILITY: Shares responsibility for the performance of all students within the school. *Work with my team on social, emotional & behavioral issues.*

PROFESSIONAL RESPONSIBILITIES: Is ethical and reliable, and meets routine responsibilities consistently. *Come early, stay late; paperwork on time.*

POSSIBLE EVIDENCE – check those that are used.

- | | |
|---|---|
| <input checked="" type="checkbox"/> Professional development program/graduate work completion | <input type="checkbox"/> Student teacher supervisor |
| <input checked="" type="checkbox"/> PD program/course work products | <input type="checkbox"/> Mentor/Instructional Coach |
| <input checked="" type="checkbox"/> Grade or subject team participation | <input checked="" type="checkbox"/> Professional development program leader |
| <input type="checkbox"/> Model lesson/counseling session educator | <input type="checkbox"/> Instructional Coach |
| <input checked="" type="checkbox"/> Curriculum development examples | <input type="checkbox"/> School activity advisor/coach |
| <input type="checkbox"/> Parent engagement program development | <input type="checkbox"/> Behavioral referrals |
| <input checked="" type="checkbox"/> School or district committee service | <input checked="" type="checkbox"/> Paper work completion |
| <input checked="" type="checkbox"/> Professional conference attendance and report to colleagues | <input checked="" type="checkbox"/> Attendance rate |
| | <input type="checkbox"/> Other: _____ |

The educator should keep this completed form in a personal file and may choose to include any evidence checked off as a demonstration of the rating on the standards.



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ANALYSIS OF STUDENT LEARNING:

Complete Analysis of Student Learning, Growth and Achievement using the analysis of student learning worksheet in this section.

- a. Based on curriculum requirements, performance standards, student performance data, or other relevant data points, the educator should:
 - Define the specific student learning to be analyzed by answering the question: In relation to either the curriculum frameworks learning standards and/or the district curriculum, scope and sequence or pacing guide, what specific knowledge and skills were my students expected to learn this past year?
 - Describe the multiple sources of evidence that you used for your analysis. This may include: classwork, homework, tests and quizzes, projects and performances, portfolios, district assessments, state assessments, or some other evidence of student learning.
 - Describe any contextual factors that affected student outcomes in either a positive or negative way. This may include the student demographics, learning challenges presented by some students, or other student or family related issues. The educator should also address such learning context issues as sufficiency of instructional materials, classroom related resources and challenges.
 - Determine the degree to which students achieved the expected learning by answering the questions:
 - How well did my students master the material?
 - In comparison to my anticipated expectations, did my students
 - ☐ Exceed my expectations
 - ☐ Meet my expectations
 - ☐ Make sufficient progress in meeting my expectations
 - ☐ Make insufficient progress in meeting my expectations
 - Were there contextual factors that affected the outcomes?
- b. Based on this analysis, the educator should define areas of strength in which the enhancement of students' academic or non-academic performance in relation to curriculum, standards, scope and sequence or other data points by answering the questions may be goal and areas of concern in which the improvement of student outcomes is the goal.
- c. This analysis is used to identify the student learning goal for the Educator Plan.

EXAMPLE OF COMPLETED ANALYSIS OF STUDENT LEARNING WORKSHEET

The following two pages are an example of a completed analysis of student learning worksheet by a classroom teacher. This is a continuation of Jo Schmoh's self-assessment process. Last year, Jo's 6th grade class had 25 students. As part of the district's realignment of the scope and sequence to the speaking and listening standards in the 2011 ELA curriculum frameworks, the 6th grade teachers were to have all students make classroom presentations.

Jo decided to have each student make four presentations over the course of the year and used the same scoring rubric for all of them to chart each student's progress and make judgments about the aggregate class performance. Each class presentation was related to a different content area – math, literature, geography and science – and each became slightly longer and more complex than the previous presentation.

In this example, the students did well and Jo is now interested in enhancing this work by adding the next standard to the presentations, incorporating a multimedia component (Speaking and Listening grade 6 standard #5). This will require Jo to revise the directions for each of the presentations and to add to the rubric by adding an element addressing this standard.

ANALYSIS OF STUDENT LEARNING WORKSHEET – FOR ALL EDUCATORS

Educator Name/Title:

Jo Schmoh, Grade 6 Teacher

Date:

September 10

School Year:

Current Academic Year

CURRICULUM STANDARD

From the ELA Speaking and Listening standards (page 62 of MA ELA framework document)

Describe student learning. *Presentation of Knowledge and Ideas: Through classroom presentations, students will demonstrate command of the conventions of standard English grammar and usage when speaking. They will recognize variations from standard English in their own and others' speaking, and identify and use strategies to improve expression in conventional language. [S&L Standard 4]*

ELEMENTS OF STUDENT LEARNING	ANTICIPATED WHOLE CLASS LEARNING OUTCOMES	ACTUAL LEARNING OUTCOMES	RECOMMENDATION TO IMPROVE/ENHANCE
Content of Presentation: 1. Present claims and findings 2. Sequence ideas logically 3. Use pertinent descriptions, facts and details to accentuate main ideas or themes	<i>In both areas (content of presentation and speaking skills) the average class performance will be two categories above baseline at the beginning of the academic year.</i> <i>For example, students that score at 1 point would move to 3 points.</i>	<i>The average class performance did reach this target, with most of the students scoring in the 3 and 4 point categories in all three areas.</i>	<i>Keep the same format, topics and rubric.</i> <i>I want to enhance these presentations adding S&L standard 5:</i> <i>Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</i>
Speaking Skills: 1. Use appropriate eye contact 2. Use adequate volume 3. Use clear pronunciation		<i>The average class performance did reach this target, all students scoring in the 3 and 4 point categories in all three areas.</i>	

Describe the type of student activity to be used to gauge actual student learning in relation to the anticipated student learning

CLASSROOM PRESENTATIONS FOR ACADEMIC YEAR

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
<i>A 5-minute oral presentation explaining how to solve a math problem.</i>	<i>A 7-minute oral presentation about an independently read work of fiction.</i>	<i>A 10-minute oral presentation about the ethnic and religious groups, the status of women, OR the currencies and economies of one country studied in World Geography.</i>	<i>A 10-minute oral presentation about each student's science fair project.</i>

Describe the method by which student learning will be judged, attach scoring guide or rubric if used.

CATEGORY	4 POINTS	3 POINTS	2 POINTS	1 POINTS
CONTENT OF PRESENTATION				
CONTENT	<i>Shows a full understanding of the topic.</i>	<i>Shows a good understanding of the topic.</i>	<i>Shows a good understanding of parts of the topic.</i>	<i>Does not seem to understand the topic very well.</i>
SEQUENCE	<i>Uses logical order in 85-100% of the presentation.</i>	<i>Uses logical order in 70-85% of the presentation</i>	<i>Uses logical order in 50-70% of the presentation</i>	<i>Uses logical order in less than 50% of the presentation</i>
EVIDENCE	<i>Uses only pertinent descriptions, facts and details to support the main ideas or themes in the presentation.</i>	<i>Uses sufficient pertinent descriptions, facts and/or details to support most of the main ideas or themes in the presentation.</i>	<i>Uses some pertinent descriptions, facts and/or details to support most of the main ideas or themes in the presentation.</i>	<i>Uses inappropriate, insufficient OR no descriptions, facts and/or details to support any of the main ideas or themes in the presentation.</i>
SPEAKING SKILLS				
POSTURE AND EYE CONTACT	<i>Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room.</i>	<i>Stands up straight and establishes eye contact with everyone in the room.</i>	<i>Sometimes stands up straight and establishes eye contact.</i>	<i>Slouches and/or does not look at people.</i>
VOLUME	<i>Volume is consistently appropriate throughout the presentation.</i>	<i>Volume appropriate for most of the presentation; at times the speaker's voice was too loud or too soft.</i>	<i>Volume appropriate at times the speaker's voice was too loud or too soft.</i>	<i>Volume often too soft to be heard by all audience members or too loud.</i>
SPEAKS CLEARLY	<i>Speaks clearly and distinctly throughout the presentation and mispronounces no words.</i>	<i>Speaks clearly and distinctly for most of the presentation and mispronounces no more than three words.</i>	<i>Speaks clearly and distinctly for at least half of the presentation and mispronounces no more than six words.</i>	<i>Often mumbles or cannot be understood OR mispronounces more than six words.</i>

CONTEXTUAL FACTORS

STUDENTS	LEARNING ENVIRONMENT
<ul style="list-style-type: none"> ■ 25 students ■ Excellent attendance ■ Well-behaved, respectful of others 	<ul style="list-style-type: none"> ■ Sufficient instructional materials to assist students in preparing for and giving brief classroom presentations about the specific content articulated in the rubric. ■ Unfortunately, the weather interfered with the flow of the mid-winter presentations so that there was a lapse of about 4 days between the first half of the class and the second. ■ I found that some of the RETELL professional learning was very useful with the Emerging ELLs – all three of whom were very nervous about speaking in English before their classmates.
<ul style="list-style-type: none"> ■ 6 students on IEPs for language development issues ■ 1 student sees SLP every other week for mild lisp ■ 3 students are ELLs at Emerging level 	<ul style="list-style-type: none"> ■ I would like a speaker's podium for use next year as that would enhance the experience for the students. ■ Since I am going to add the additional element of using some form of media during at least some of the presentations next year, I would like to learn how to teach students to develop a brief PowerPoint presentation that would allow them to use this technology as part of their presentation.



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DESE SELF-ASSESSMENT FORM

1. After assessing practice with the appropriate worksheet and analyzing of student learning, the Self-Assessment form which is provided to the evaluator should be completed.
 - a. Part 1: Analysis of Student Learning, Growth and Achievement: Identify at least one Area of Strength and describe the supporting evidence and at last one High Priority Concern with supporting evidence.
 - b. Part 2: Assessment of Practice against Performance Standards: Summarize and briefly describe at least one Area of Strength and one High Priority Concern related in your practice and the evidence to support each. The educator should also cite the standard(s) related to each and indicator(s) if helpful.
 - c. Remember that goals way be enhancing current student learning or current professional practice. The goal of educator evaluation is continuous learning.
2. The educator should then complete the DESE Self-Assessment form that is included in this section [which may also be accessed at www.doe.mass.edu/eval/resources/evalforms/Self-AssessForm.pdf].
3. The educator and the evaluator meet to review the completed DESE Self-Assessment form (or other form adopted by the district and the association).
4. The evaluator and the educator should collaborate in refining the self-assessment so the educator can develop SMART-ER goals for the Educator Plan.

EXAMPLE OF COMPLETED DESE SELF-ASSESSMENT FORM

The following two pages are an example of a completed self-assessment using Jo's analysis of professional practice and student learning.

DESE SELF-ASSESSMENT FORM – EXAMPLE

Educator Name/Title:

Jo Schmoh, Grade 6 Teacher

Primary Evaluator—Name/Title:

John Q. Publick, Assistant Principal

Supervising Evaluator, if any—Name/Title/Role in evaluation:

School(s):

Anytown Middle School

PART 1: ANALYSIS OF STUDENT LEARNING, GROWTH, AND ACHIEVEMENT

Briefly summarize areas of strength and high-priority concerns for students under your responsibility for the upcoming school year. Cite evidence such as results from available assessments. This form should be individually submitted by educator, but Part 1 can also be used by individuals and/or teams who jointly review and analyze student data. 603 CMR 35.06 (2)(a)1.

AREA(S) OF STRENGTH:

My students did very well in the first year of required class presentations. Each student completed four presentations: one about math, one about literature, one about geography and one about science.

EVIDENCE:

Using a common rubric for all four presentations, I charted where each student started and ended as the presentations became longer and more complex.

All of my students' performance improved over the course of the year. I was especially pleased with the speaking skills improvement as many of them were incredibly nervous on the first presentation and only two of them were still jittery at the end of the year.

HIGH PRIORITY CONCERN(S):

My priority concern is focused on enhancing these presentations. So, this year I would like to repeat the activities but add the grade 6 S&L standard 5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

EVIDENCE:

Because the last presentations they did had to do with explaining their science project, I thought that the inclusion of a media component provided the students with a real focus, purpose and audience for their presentation.

Team, if applicable:

Other grade 6 teachers in the school

List Team Members below:



Massachusetts Department of
ELEMENTARY & SECONDARY

EDUCATION Source: Massachusetts Department of Elementary and Secondary Education

DESE SELF-ASSESSMENT FORM – EXAMPLE

Educator Name/Title:

Jo Schmoh, Grade 6 Teacher

PART 2: ASSESSMENT OF PRACTICE AGAINST PERFORMANCE STANDARDS

Citing your district's performance rubric, briefly summarize areas of strength and high-priority areas for growth. Areas may target specific Standards, Indicators, or elements, or span multiple Indicators or elements within or across Standards. The form should be individually submitted by educator, but Part 2 can also be used by teams in preparation for proposing team goals. 603 CMR 35.06 (2)(a)2

AREA(S) OF STRENGTH:

I have years of experience as an in-district staff developer and have presented at national conferences about incorporating the writing process into content area instruction.

EVIDENCE:

My portfolio includes material and evaluations from the most recent in-service courses taught – three this past year.

ST/IND:

Professional Culture – reflection, professional growth, & collaboration

HIGH PRIORITY CONCERN(S):

I would like to improve my skills in interacting with and engaging the parents of my students.

EVIDENCE:

In reviewing the rubric, I discovered that while I attend all PTA meetings and hold conferences with parents and send information home, I don't meet the proficient standard on the three indicators primarily because I don't do the activities outlined.

ST/IND:

Family & Community Engagement – engagement, collaboration & communication

Team, if applicable:

Other grade 6 teachers in the school

List Team Members below:

Signature of Educator

Date

Signature of Evaluator

Date

* The evaluator's signature indicates that he or she has received a copy of the self-assessment form and the goal setting form with proposed goals. It does not denote approval of the goals.



Source: Massachusetts Department of Elementary and Secondary Education

A large, stylized starburst graphic in shades of yellow and orange, positioned behind the title text. It has many sharp points radiating from a central point.

MTA EDUCATOR EVALUATION RUBRICS



ELEMENTS OF THE RUBRICS

- **Standards:** Performance standards encompass the broadly defined knowledge, skill and behavioral expectations for educators described in the four standards of professional practice for teachers and administrators. In the rubric, the standard is in the first row of each section.
- **Indicators:** Indicators articulate the knowledge, skills, and behaviors by which the educator will be judged to inform the performance rating on the standard. For each standard, there is at least one indicator; the number of indicators depends on the complexity of the standard. Indicators in the rubric are in the blue rows with the name of the indicator on the left and its definition on the right.
- **Descriptors:** Descriptors define the individual elements of each of the indicators.
- **Benchmarks:** Benchmarks describe the acceptable demonstration of knowledge, skill or behavior necessary to achieve that performance rating. For each indicator, there are four Descriptors – one describing performance at each performance rating – **EXEMPLARY, PROFICIENT, NEEDS IMPROVEMENT, UNSATISFACTORY.**

PERFORMANCE RATINGS

The goal is for educator practice to be rated as **PROFICIENT**. Educator performance on standards, indicators and overall will use the four regulatory ratings. The regulatory definition for each rating is below, followed by a clarifying statement.

- **EXEMPLARY** shall mean that the educator's performance consistently and significantly exceeds the requirements of a standard or overall.

The educator demonstrates an extensive knowledge and skills defined in the standard and indicators and should be considered a "master" in this area. The educator should be modeling his/her practice for others; teaching others in professional development; coaching other practitioners.

- **PROFICIENT** shall mean that the educator's performance fully and consistently meets the requirements of a standard or overall.

The educator demonstrates a solid understanding of the knowledge, content and skills defined in the standard and indicators. The educator's performance consistently fulfills the position responsibilities, resulting in quality work that impacts student learning or behavior in a positive manner. A proficient rating is a high performance criteria expected of all educators.

- **NEEDS IMPROVEMENT** shall mean that the educator's performance on a standard or indicators is below the requirements for proficiency, but is not considered to be unsatisfactory at this time. Improvement is necessary and expected.

The educator inconsistently meets responsibilities, resulting in less than quality work performance and poor student learning or behavior.

- **UNSATISFACTORY** shall mean that the educator's performance has not significantly improved following a rating of needs improvement, or the educator's performance is consistently below the requirements for proficiency, is considered inadequate, or both.

The educator does not adequately fulfill responsibilities, resulting in inferior work performance and negatively impacting student learning or behavior.

MTA recommends that districts adopt or adapt the teacher, specialized instructional support personnel, and administrator rubrics available at www.doe.mass.edu/edeval/model - Part III: Guide to Rubrics and Model Rubrics for Superintendent, Administrator and Teacher.

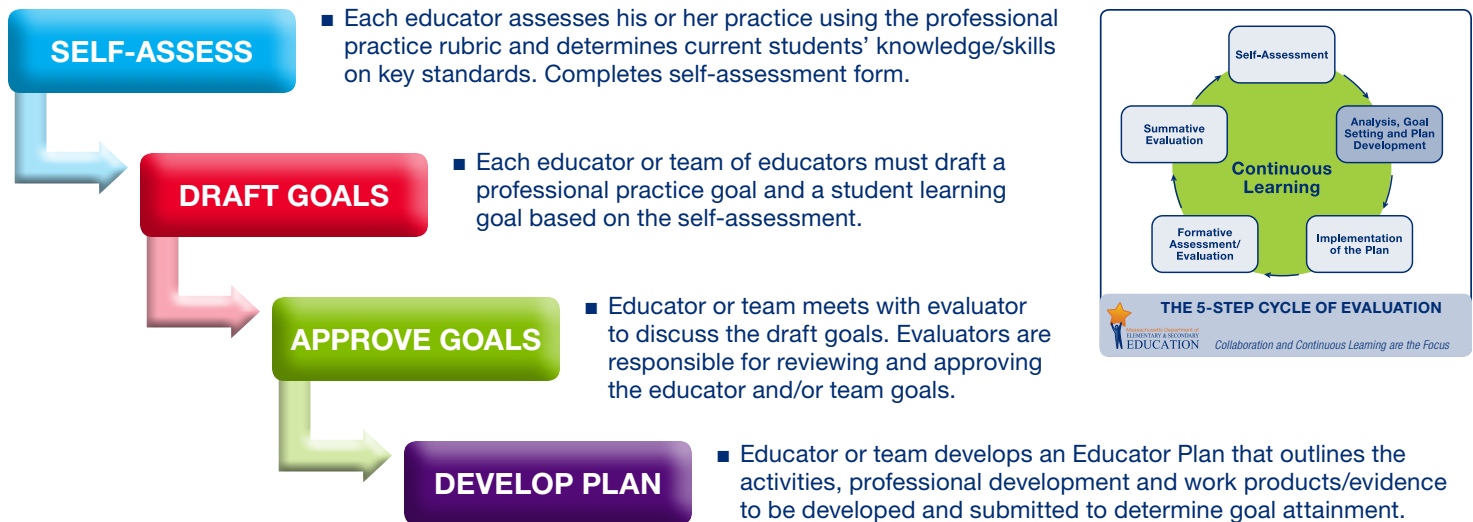
- Classroom Teacher [[Available at www.doe.mass.edu/edeval/model/PartIII_AppxC.pdf](http://www.doe.mass.edu/edeval/model/PartIII_AppxC.pdf)]
- Specialized Instructional Support Personnel/Caseload Educator [[Available at www.doe.mass.edu/edeval/model/PartIII_AppxD.pdf](http://www.doe.mass.edu/edeval/model/PartIII_AppxD.pdf)]
- School-level Administrator [[Available at www.doe.mass.edu/edeval/model/PartIII_AppxB.pdf](http://www.doe.mass.edu/edeval/model/PartIII_AppxB.pdf)]
- Superintendent [[Available at www.doe.mass.edu/edeval/model/PartIII_AppxA.pdf](http://www.doe.mass.edu/edeval/model/PartIII_AppxA.pdf)]

A large, stylized starburst graphic in shades of yellow and orange, positioned behind the title text. It has many sharp, overlapping rays that create a sense of depth and brightness.

MTA EDUCATOR EVALUATION

PROFESSIONAL PRACTICE GOAL

PROFESSIONAL PRACTICE GOAL AND EDUCATOR PLAN GUIDANCE



UNDERSTANDING WHAT CONSTITUTES A PROFESSIONAL PRACTICE GOAL:

The regulations indicate that a **GOAL** “shall mean a specific, actionable and measurable area of improvement as set forth in an educator’s plan,” and that **MEASURABLE** “shall mean that which can be classified or estimated, in relation to a scale, rubric or standards.”

In developing a **PROFESSIONAL PRACTICE GOAL**, educators should ask two fundamental questions:

There is a temptation to simply state a professional practice goal as a specific outcome, such as learning a new strategy to use with students. However, that is not actually a specific, actionable and measurable area of **PROFESSIONAL PRACTICE**. Instead, the goal should articulate how learning and using the new strategy improves or enhances the educator’s practice in relation to the standards, indicators and/or elements of the professional practice rubric.

WHAT SPECIFICALLY DO I WANT TO IMPROVE OR ENHANCE RELATED TO MY PRACTICE ON AT LEAST ONE OF THE PROFESSIONAL PRACTICE STANDARDS?

- Standard 1: **Curriculum, Instruction, Assessment** for teachers; **Instructional Leadership** for administrators
- Standard 2: **Teaching All Students** for teachers; **Management and Operations** for administrators
- Standard 3: **Family and Community Engagement** for all educators
- Standard 4: **Professional Culture** for all educators

WHAT EVIDENCE AM I USING TO INFORM THIS DECISION?

For example, each educator in a grade-level team at a school completes his/her own self-assessment. Each one notes that over the past year, a large number of newly arrived immigrants have become members of the school community. As a team, the educators agree that they are unfamiliar with the new students’ culture and customs and decide that they would best spend their time on a shared professional practice goal of improving/enhancing their knowledge and skills related to:

STANDARD 2: TEACHING ALL STUDENTS

CULTURAL PROFICIENCY INDICATOR: Actively creates and maintains an environment in which students’ diverse backgrounds, identities, strengths and challenges are respected.

RESPECTS DIFFERENCES: Consistently uses strategies and practices that are likely to enable students to demonstrate respect for and affirm their own and others’ differences related to background, identity, language, strengths and challenges.

MAINTAINS RESPECTFUL ENVIRONMENT: Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages and identities.

The educator’s professional practice goal is this: *We will learn the cultural norms and customs of our students through a series of study groups and critical friends work groups and apply our new knowledge and skills to our interactions with our students and their families.* Evidence of goal attainment should not be a part of the goal itself. Rather, it should be included in the Educator Plan that addresses the goal.

PROFESSIONAL PRACTICE GOAL OVERVIEW

The educator's student learning goal is used to develop half of the Educator Plan; the other half of the plan addresses the professional practice goal. Evidence determining the degree to which the educator attained the goal is used in formulating the formative and summative evaluation ratings.

(See the MEASURES OF EFFECTIVENESS TAB for a graphic and written explanation.)

The PROFESSIONAL PRACTICE GOAL is developed based on the educator's self-assessment of his/her practice, using the appropriate professional practice rubric and an analysis of learning outcomes and needs, in relation to framework standards and district curriculum.

A PROFESSIONAL PRACTICE GOAL focuses on the learning needs of educators as part of the continuous cycle of learning that either improves or enhances practice.

Educator progress toward professional practice goal is not reported to DESE.

The educator's progress toward attaining the goal is one element of the six informing the summative evaluation rating.

The goal is developed by the educator and approved by the evaluator at the goal-setting step of the evaluation cycle.

Progress toward the goal is determined through educator and evaluator evidence, which may include what is described in the EDUCATOR PLAN.

EXAMPLES OF PROFESSIONAL PRACTICE GOALS

GOAL: [Individual/teams of teachers OR specialized instructional support personnel/caseload educators]: *Over the next 12 months, our team will develop and implement a parent engagement plan based on two-way communication so that each student's parent/caregiver has meaningful conversations about learning expectations and curriculum support in person, on the phone and/or electronically with one or more team members.*

RATIONALE: The Communications Indicator in Standard 3 of both the teacher and the SISP rubrics requires that educators have regular "two-way communication with families about student learning, behavior and wellness" and "respond promptly and carefully to communications from families." The plan will outline how best to communicate with each family, identify the need for assistance with home languages other than English, and include a timeline for a regular schedule for communicating about student learning and curriculum appropriate for each team member's content and/or role.

EVIDENCE: Depending on the role, the educator may produce logs of phone calls, parent conferences, e-mails sent home or written communications. Communications from parents may also be used as evidence. This may include calls from the parents, e-mails or written communications. The team may develop a brief parent survey to gauge its effectiveness in communicating about key issues in a regular time frame.

GOAL: [Individual/teams of teachers/SISPs or principals or content-area administrators]: *Over the next 12 months in collaboration with the principal/supervisor, our team will identify and/or develop and implement formative assessments to measure students' acquisition of knowledge and skills as defined in the most recent Massachusetts curriculum framework applicable to our content area.*

RATIONALE: The Assessment Indicator in Standard 1 for teachers requires first, that teachers design and administer a variety of formal and informal assessments to measure student progress toward standards, and second, that they analyze results to adjust practice and implement appropriate differentiated interventions or enhancements based on this analysis. Similarly, the Assessment Indicator in Standard 1 for school-level administrators requires that they support educators in accomplishing the first task, above, and then provide both time and support for the second task.

EVIDENCE:

- **TEACHERS:** 1) Examples of a range of assessments (formal to informal) that were either developed or adapted; 2) samples of student work resulting from the assessments; analysis of assessment data; 3) examples of adjustments made to practice, including regrouping and re-teaching, if applicable; 4) examples of differentiated interventions; examples of differentiated enhancements.
- **ADMINISTRATORS:** Examples of support provided to teachers related to each of the elements described in 1) through 4) above; examples of how time was provided to teachers and teams to do some of this work; examples of monitoring of this work so that teachers are successful in attaining their goal.

GOAL APPROVAL TO EDUCATOR PLAN DEVELOPMENT

The following examples indicate how educators can start with the professional practice standards, indicators and/or elements by which their performance is judged to define a professional practice goal, and then specify the elements to be included in the EDUCATOR PLAN. [See RUBRICS tab.]



Once the educator completes the self-assessment and analysis of professional learning needs based on the appropriate professional practice rubric and feedback from supervisors from observations and previous evaluations, he/she should begin the process of drafting a professional practice goal. The goal itself should define what the educator wants to do in relation to the standards and indicators of professional practice.

As the educator or team drafts a goal, the following elements should be considered and included in the resulting Educator Plan; however, until the goal is actually approved by the evaluator, the plan itself and the elements cannot be completely articulated.

- **PROFESSIONAL LEARNING:** The specific professional learning programs or activities that the educator(s) will engage in over the course of the plan.
- **EDUCATOR ACTIVITIES:** The practices, strategies and materials that the educator(s) plans to learn, develop, implement and/or assess through his/her practice to attain the goal.
- **DISTRICT SUPPORT:** The professional learning programs, materials and supplies and other district support needed in order to successfully attain the goal.
- **EVIDENCE:** The proposed evidence of goal attainment. Evidence may take the form of educator work products from professional learning programs, communications from/with families or other educators, and student work products, if applicable. Some of these may not be appropriate for some goals.

PROFESSIONAL PRACTICE GOAL TO EDUCATOR PLAN DEVELOPMENT WORKSHEET - EXAMPLE

PROFESSIONAL PRACTICE GOAL	PROFESSIONAL LEARNING	EDUCATOR ACTIVITIES	DISTRICT SUPPORT	EVIDENCE OF GOAL ATTAINMENT
Elementary teachers and caseload educators: <ul style="list-style-type: none"> We will use a variety of strategies to support active family participation in the school community through regular two-way communication about student performance and learning. <p>Standard III: Family Engagement, Communications Indicator</p>	<ul style="list-style-type: none"> District-based year-long program focused on family engagement strategies and two-way communications practices. Study groups using <i>Beyond the Bake Sale: The Essential Guide to Family-School Partnerships</i>, by Henderson, et al. 	<ul style="list-style-type: none"> Complete Professional Learning (PL) program and all required activities. Read text and actively participate in study group. Communicate with each student's household to learn about parental concerns. 	<ul style="list-style-type: none"> PL program. Study group text. Common planning time for grade levels to develop communication strategies. 	<ul style="list-style-type: none"> Examples of communication to/from the household directly – e.g. phone logs, e-mails, classroom e-letters. Meetings with parents, individual and group. Documenting parental concerns about each student. Study group notes.
High school content-area teachers: <ul style="list-style-type: none"> We will consistently define high expectations for student work by providing exemplars, rubrics, guided practice and appropriate instructional practices that are tiered or scaffolded to accommodate student learning differences. <p>Standard II: Teaching All Students, Instruction Indicator</p>	<ul style="list-style-type: none"> District-based year-long program focused on scaffolding or tiering of instruction based on the domains of learning and developing rubrics and identifying exemplars of student work. Study group using <i>Planning Effective Instruction: Diversity Responsive Methods and Management</i>, by Price. 	<ul style="list-style-type: none"> Complete PL program and all required activities. Read text and actively participate in study group. Develop tiered or scaffolded units with clear expectations. Apply different instructional strategies based on student needs. 	<ul style="list-style-type: none"> PL program. Study group text. Common planning time for grade-level or subject teams to use <i>Critical Friends Protocol</i> to debrief instructional changes and <i>Looking at Student Work</i> for exemplars. 	<ul style="list-style-type: none"> Rubrics. Tiered or scaffolded lessons, units and/or assessments. Exemplars of student work. Lesson/unit plans with defined expectations that articulate different instructional strategies. Study group notes.
Principals, assistant principals & department heads: <ul style="list-style-type: none"> We will lead educators in reflecting on the effectiveness of lessons, units and interactions with students by ensuring that staff use data, research and best practices to adapt instruction and to use a backward design approach to plan standards-based units with measurable outcomes and challenging tasks requiring higher-order thinking. <p>Standard 1: Instructional Leadership & Standard 4: Professional Culture</p>	<ul style="list-style-type: none"> Year-long program on backwards planning unit design, using formative assessment data for regrouping and re-teaching, and the domains of learning. Study groups using each of the following texts: <ul style="list-style-type: none"> <i>Understanding by Design</i>, by Wiggins & McTighe. <i>Formative Assessment: Making It Happen in the Classroom</i>, by Heritage. <i>Focus: Elevating the Essentials to Radically Improve Student Learning</i>, by Schmoker. 	<ul style="list-style-type: none"> Complete PL program and all required activities. Read texts and actively participate in study groups. Play leadership role in a study group. Develop PL program that administrator will lead for school, grade-level or departmental staff on backwards design, formative assessment or reflective practice in the coming school year. 	<ul style="list-style-type: none"> PL program. Study group texts. Assistance in developing a PL program for school or departmental staff. 	<ul style="list-style-type: none"> Study group notes. PL program outline, educator activities, pre/post- assessments. Materials used to lead discussion and/or instruct staff about these three topics: UBD backwards planning process; formative assessment and its use for regrouping and re-teaching; or conducting a reflective practice discussion with staff members.

GOAL DRAFTING AND SETTING PROCESS

After individuals or teams of educators complete their self-assessment – which includes an analysis of past performance based on the appropriate professional practice rubric and consideration of feedback from previous observations and summative evaluations – the process of goal-setting begins, with educators drafting goals that are then approved by the evaluator. The process leads to the Educator Plan, defining professional learning, educator activities, district support and evidence. This process is outlined in the following steps.

[See OVERVIEW tab for DESE guidance checklists on the self-assessment, goal proposal, goal-setting and plan development steps of the process.]

1. **INITIAL DRAFT OF GOAL:** Each educator is responsible for drafting a professional practice goal. The regulations state that each Educator Plan must include “at least one goal related to the improvement of practice [and] one goal for the improvement of student learning.” The supervisor must review the goals and approve them before the educator develops his/her Educator Plan.

The goal-setting process is meant to be collaborative and not coercive. As the DESE Model System Part II states, Approaching educator evaluation thoughtfully and strategically requires attention to coherence, connection, collaboration and conversation. Attending to each will help create the synergy needed to ensure that the new educator evaluation system will achieve its twin goals of supporting educator growth and student achievement.

In drafting a professional practice goal, it is suggested that educators consider the following:
 - a. Standards and indicators from the appropriate professional practice rubric (teacher, administrator, caseload educator/ specialized instructional support personnel, superintendent)
 - b. Appropriate curriculum frameworks and local curriculum documents, such as scope and sequence or pacing guides
 - c. Self-assessment data
 - d. School improvement or district improvement goals
 - e. Student learning needs
 - f. Educational challenges presented by the student population
 - g. Individual or team/department/grade-level goal(s) related to the four standards of practice
2. **GOAL:** A specific, actionable and measurable area of improvement or enhancement as set forth in an Educator Plan. Goals may be developed by individual educators, by the evaluator or by teams, departments or groups of educators who have the same role. A professional practice goal is related to the four standards of professional practice and accompanying indicators and elements found in the rubrics [See Rubrics tab].
3. **GRADE-LEVEL/SUBJECT-AREA INDIVIDUAL/TEAM GOAL-SETTING CONFERENCE WITH EVALUATOR:** In general, individuals or teams of educators are established based on grade level, content area, job-alike, or some other meaningful connection, to draft a goal and meet with the evaluator. A team might consist of all kindergarten teachers in the district, or all guidance and school adjustment counselors at the high school, all content-area leaders, all school-based administrators, or all high school English teachers.
 - a. The individual educator or team of educators drafts a professional practice goal and meets with the supervisor.
 - b. During a goal-setting conference, the individual or team and supervisor discuss and agree on the goal.
 - c. The individual or team then outlines the professional learning programs needed to attain the goal, the educator activities, district support and potential evidence to be incorporated into the Educator Plan.
4. **EDUCATOR PLANS:** All educators must have an Educator Plan. The regulations require the following:
 - a. The plan must be aligned with performance standards.

FOR TEACHERS/CASELOAD EDUCATORS	FOR ADMINISTRATORS
Curriculum, planning and assessment	Instructional leadership
Teaching all students	Management and operations
Family and Community Engagement Professional Culture	

- b. The Educator Plan related to the professional practice goal must be consistent with district and school goals, which should be provided to each educator. Examples of district or school goals that may apply to professional practice are:
 - i. All educators will demonstrate knowledge and understanding of the content to be taught.
 - ii. All educators will demonstrate knowledge of the developmental levels of student learning.
 - iii. Every family will have regular contact with the school about student learning and behavior.
 - iv. Every educator will draft goals based on the self-assessment.

- c. The plan must include:
 - i. A minimum of one goal to improve the educator's professional practice tied to one or more professional practice standards and/or indicators.
 - ii. An outline of actions the educator must take to attain these goals, including but not limited to specified professional learning activities, self-study and coursework, as well as other supports that may be suggested by the evaluator or provided by the school or district.
 - iii. Benchmarks to determine progress toward the goals over the course of the Educator Plan.
 - d. All elements of the Educator Plan are subject to the evaluator's approval.
5. **TYPE OF EDUCATOR PLANS:** There are four types of Educator Plans.
- a. **Educators on Self-Directed Growth Plans:** An educator with Professional Teacher Status whose overall practice is rated **PROFICIENT** or **EXEMPLARY**. The goals are the professional practice and student learning goals.
 - b. **Educators on Directed-Growth Plans:** An educator with PTS whose overall practice is rated **NEEDS IMPROVEMENT** must have an individual conference with the evaluator to define goal(s) directly related to areas of underperformance.
 - c. **Educators on Improvement Plans:** An educator with PTS whose overall practice is rated **UNSATISFACTORY** must have an individual conference with the evaluator to define goal(s) directly related to areas of underperformance.
 - d. **Educators without Professional Teacher Status:** In addition to participating in grade-level or subject- area team meetings, the educator without PTS in his/her first year of practice shall have an individual conference with the evaluator or designee to formulate the Developing Educator Plan. The evaluator will assist the educator in developing goals. An educator in his/her second or third year of practice may have additional induction and/or mentoring as determined by the evaluator or designee. An educator in a new assignment may also have a **DEVELOPING EDUCATOR PLAN** at the discretion of the evaluator.

SMART-ER PROFESSIONAL PRACTICE GOAL ANALYSIS PROTOCOL FOR INDIVIDUALS OR TEAMS

DESE suggests the use of a SMART goal process, but the MTA recommends a SMART-ER goal approach because it adds evaluation and revision, making the process continuous and collaborative.

Goals do not require answers to all of the questions below. Rather, the individual or team should use the SMART-ER elements in crafting the proposed goal and use the questions to complete the Educator Plan, which explains what will be done by educators and students in order to succeed.

SMART-ER ELEMENT	PROFESSIONAL PRACTICE GOAL GUIDING QUESTIONS
SPECIFIC – Goal has a well-defined target that gives clarity, direction and focus. If the goal is vague, it will be difficult to achieve, as the definition of success will also be hard to define.	<ul style="list-style-type: none"> ■ What does the team want to accomplish? ■ Are specific requirements identified? ■ Does the goal explain specific reasons, purpose or benefits of accomplishment?
MEASURABLE – Concrete criteria for measuring progress toward attainment of the goal. Measuring progress is supposed to help the team stay on track, reach its target and experience a sense of achievement, which is required to reach the ultimate goal.	<ul style="list-style-type: none"> ■ How much progress? ■ How many measures? ■ How will the team know how successful it has been in achieving the goal?
ATTAINABLE – An attainable goal stretches the team in order to achieve it, but it must not be extreme.	<ul style="list-style-type: none"> ■ Can the goal be accomplished within the given time frame? ■ Can the goal be accomplished with the available resources?
RELEVANT – The goal relates to teaching, learning, leadership, parent engagement and/or professional culture.	<ul style="list-style-type: none"> ■ Will it positively affect student performance? ■ Will it positively affect professional practice?
TIME-BOUND – Goal to be achieved within a time frame.	<ul style="list-style-type: none"> ■ By when? ■ Is the time frame appropriate?
EVALUATE – A goal is not set in stone and will change from time to time. Periodic evaluation is essential to reaching it. Changed factors must be taken into consideration, such as changes in student composition as a result of mobility; the need for significant re-teaching due to gaps in students' prior knowledge; or attaining or exceeding the goal within a short period of time.	<ul style="list-style-type: none"> ■ How will the team evaluate its progress toward goal attainment? <ul style="list-style-type: none"> ■ Short-term? ■ Long-term?
REVISE – After careful evaluation, revise the goals based on analysis.	<ul style="list-style-type: none"> ■ Why is the goal being revised? ■ Is the revision addressing barriers encountered that impede progress? ■ Is the revision addressing benefits that have sped up progress?
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DESE SELF-ASSESSMENT FORM – EXAMPLE FOR PROFESSIONAL PRACTICE GOAL

PART 2: ASSESSMENT OF PRACTICE AGAINST PERFORMANCE STANDARDS

Citing your district's performance rubric, briefly summarize areas of strength and high-priority areas for growth. Areas may target specific Standards, Indicators, or elements, or span multiple Indicators or elements within or across Standards. The form should be individually submitted by educator, but Part 2 can also be used by teams in preparation for proposing team goals. 603 CMR 35.06 (2)(a)2

AREA(S) OF STRENGTH:

I've mapped out most of my curriculum through standards-based units that are connected to the new Common Core/Massachusetts ELA curriculum frameworks standards. I used the Wiggins-McTighe Understanding by Design backwards planning model to develop them. The units all have multiple measures to assess student acquisition of the knowledge and/or skills defined in the "Power" standards identified by the district.

EVIDENCE:

- Two units of instruction that include lesson outline, assessments used with students
- Specific learning outcomes identified for each unit
- Samples of student work

ST/IND:

1: curr
1. asst
2. exp.

HIGH PRIORITY CONCERN(S):

I have concerns about both my and my team's engagement with our students' parents and families. Over the past 2-3 years, I've noticed a dropping off of parents coming to the school to meet with me. As a result, I don't get the same sense that the parents and the school are working together as much as I used to.

EVIDENCE:

- Fewer parents coming to scheduled PTA meetings
- Fewer parents contacting me about students issues – good or bad
- Fewer students talking about how their parents or siblings are helping them with their schoolwork.

ST/IND:

Stan. 4,
all three
indicators



EXAMPLE

Source: Massachusetts Department of Elementary and Secondary Education

PP GOAL IDEA	Figure out how to create better home-school communications and establish engagement with parents.
INITIAL PP GOAL	Learn how to engage parents through a variety of communications vehicles so there is better two-way communication between home and school.
FINAL PP GOAL	Over the next 12 months, our team will develop and implement a parent engagement plan based on two-way communications so that each student's parent/caregiver has meaningful conversations about learning expectations and curriculum support in person, on the phone and/or electronically with one or more team members. (Standard 3: Family and Community Engagement, Communications Indicator)
PROFESSIONAL LEARNING PROGRAM	<ul style="list-style-type: none"> ■ District-based, year-long program focused on family engagement strategies and two-way communications practices. ■ Study groups using <i>Beyond the Bake Sale: The Essential Guide to Family-School Partnerships</i> by Henderson, et al.
EDUCATOR ACTIVITIES	<ul style="list-style-type: none"> ■ Complete PL program and all required activities ■ Read text and actively participate in study group ■ Communicate with the each student's household to learn about parental concerns.
DISTRICT SUPPORT	<ul style="list-style-type: none"> ■ PL program ■ Study group text ■ Common planning time for grade levels to develop communications strategies
EVIDENCE	<ul style="list-style-type: none"> ■ Examples of communications to/from the home directly – e.g. phone logs, e-mails, classroom e-letters ■ Individual and group meetings with parents ■ Documenting of parental concerns about each student ■ Study group notes



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EDUCATOR PLAN FOR PROFESSIONAL PRACTICE GOAL – EXAMPLE

EDUCATORS	<i>Jo, Mel, Liv and Sal</i>	TEAM LEADER	<i>Jo</i>	SCHOOL YEAR	<i>2014-15</i>
GRADE(S)	<i>Any grade</i>	SUBJECT AREA(S)	<i>English, Social Studies, Science, Math</i>		
EVALUATOR	<i>Miriam</i>	SCHOOL	<i>Anytown</i>		

ELEMENT	DESCRIPTION
1. PROFESSIONAL PRACTICE GOAL	Over the next 24 months, we will develop and implement standards-based units of instruction that are differentiated based on student interests and readiness levels. These units will consist of lessons with measurable outcomes using multiple informal and formal assessments. We will evaluate our implementation through monthly team meetings using reflective practice protocols to assess our work and student work and to revise our goal – with supervisor approval – based on our analysis.
2. PROFESSIONAL LEARNING PROGRAM	<p>Understanding by Design standards-based unit development and differentiating instructional units using the Tomlinson model</p> <ul style="list-style-type: none"> ■ Read and discuss both texts in study group using a reader-response-to-text protocol. ■ Develop common standards-based units (SBUs) – with elements for all subjects – teach and debrief using the Tuning Protocol. ■ Develop individual differentiated SBUs – debrief using Tuning Protocol. ■ Maintain a reflective practice journal documenting learning, implementation and reflection.
3. ANTICIPATED NEW KNOWLEDGE AND/OR SKILL	<ul style="list-style-type: none"> ■ Master the theory of Understanding by Design unit design model ■ Master the theory of DI strategies; use within the unit model ■ Application of knowledge and skills through at least two SBUs planned as a team. Debrief during and after implementation using the Tuning Protocol. ■ Application of DI in one additional SBU, including a differentiated performance assessment. Debrief during and after implementation using the Tuning Protocol.
4. TIME FRAME	<ul style="list-style-type: none"> ■ Weekly 75-minute study group sessions led by Liv during Quarter 1. ■ Each of us will be team leader for Quarters 2 through 4.
5. DISTRICT RESOURCES	<ul style="list-style-type: none"> ■ Copy of Understanding by Design Workbook (2005) by Wiggins & McTighe – cost \$25 ■ Copy of Integrating Differentiated Instruction and Understanding by Design (2006) by Tomlinson & McTighe – cost \$25. ■ One membership to the Understanding by Design Exchange sponsored by ASCD (see www.ubdexchange.org) – cost \$90. Total Cost \$290. ■ Monthly meeting with supervisor to review work. Team may invite supervisor to participate in or attend study group session.
6. ANTICIPATED WORK PRODUCTS/ EVIDENCE OF GOAL ATTAINMENT	<p>Apply lessons from Wiggins & McTighe and Tomlinson & McTighe texts to two SBUs planned by the team.</p> <ul style="list-style-type: none"> ■ One differentiated SBU by each member of the team ■ Application of Tuning Protocol to individual team members' DI SBU ■ Reflective practice journal from implementation and team meetings ■ Support provided by department head/principal ■ Student work samples



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PROFESSIONAL PRACTICE GOAL ANALYSIS TEMPLATE GUIDANCE

Individual educators or teams of educators and the evaluator should use the template on the following page as a means of assessing the proposed goal submitted. Each number corresponds to a numbered element in the template.

1. Indicate the educator(s) name(s).
2. Write out the proposed professional practice goal.
3. Indicate the professional practice standard and/or indicators that the goal is addressing.
4. Indicate the name of the supervisor who reviewed the goal with the educator or team and the date on which the review occurred.
5. The educator(s) and supervisor should discuss whether the proposed goal addresses the seven SMART-ER goal elements and determine whether the answer is yes, partially or no.
6. If the determination is partially or no, the supervisor should suggest revisions to the goal that will guide the educator(s) in re-drafting.
7. The supervisor should indicate the steps to be taken in refining the goal, including the date by which these should be completed.
8. The same form should then be used for the revised goal, with steps 1-7 completed again. Once the goal is in its final form, the supervisor signs and dates his/her approval.

PROFESSIONAL PRACTICE GOAL ANALYSIS TEMPLATE

1. EDUCATOR NAME/TITLE:

2. ☐ PROPOSED GOAL ☐ FINAL GOAL

3. ☐ STANDARD(S)

4. ☐ SUPERVISOR REVIEW

DATE:

SMART-ER ELEMENT	5. ADDRESS ELEMENT			6. SUGGESTED REVISIONS
	YES	PARTIALLY	NO	
SPECIFIC				
MEASURABLE				
ATTAINABLE				
RELEVANT				
TIME-BOUND				
EVALUATE				
REVISE				

7. NEXT STEPS IN REFINING GOAL:

8. SUPERVISOR APPROVED FINAL GOAL:

DATE:



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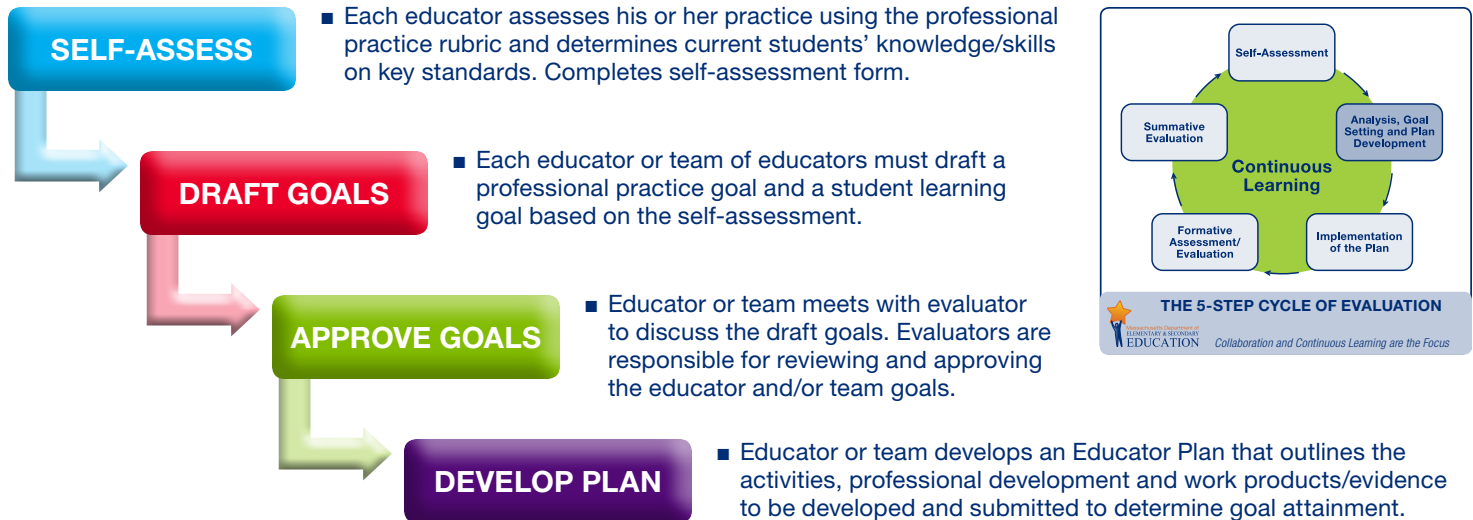
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A large, stylized starburst graphic in shades of yellow and orange, positioned behind the title text. It has many sharp, overlapping rays of varying lengths and colors, creating a dynamic, sun-like effect.

MTA EDUCATOR EVALUATION

STUDENT LEARNING GOAL

STUDENT LEARNING GOAL AND EDUCATOR PLAN GUIDANCE



UNDERSTANDING WHAT CONSTITUTES A GOAL:

The regulations indicate that a **GOAL** “shall mean a specific, actionable and measurable area of improvement as set forth in an educator’s plan,” and that **MEASURABLE** “shall mean that which can be classified or estimated, in relation to a scale, rubric or standards.”

In developing **STUDENT LEARNING GOALS**, educators should ask two fundamental questions:

TEACHERS:

- What specifically do I want my students to learn and/or be able to do as a direct result of instruction?
- What are the standards that are guiding this instruction?

CASELOAD EDUCATORS:

- What specifically do I want my students to learn and/or be able to do as a direct result of my professional interactions with them?
- What are the standards that are guiding these interactions?

ADMINISTRATORS:

- What specifically do I want either students or educators for whom I am responsible to learn and/or be able to do as a direct result of my instructional leadership?
- What are the standards that are guiding my instructional leadership strategies?

EDUCATOR PLANS MUST HAVE A STUDENT LEARNING GOAL – NOT A STUDENT PERFORMANCE GOAL.

There is a temptation to simply state a learning goal as a specific outcome – such as a specific percentage of students performing on a certain assessment. However, that is not actually a specific, actionable and measurable area of **STUDENT LEARNING**.

A test score is not a definition of learning – it is a performance measure. A test score may be used as one piece of evidence that a student has learned a specific body of knowledge. However, learning is the body of knowledge – not the score. The body of knowledge **MUST** be the **specific, actionable and measurable area of improvement**. This means that the educator identifies where students are starting (part of the self-assessment) and defines the body of knowledge or skills that students will learn from that starting point over the instructional period.

The regulations define **measurable** as: **that which can be classified or estimated, in relation to a scale, rubric or standards**. So a goal must be measurable, but the measure is not required, and MTA recommends that it not be part of the goal. The new educator evaluation framework is based on evidence from multiple measures. The use of a single measure undercuts this basic premise. Evidence of goal attainment should not be a part of the goal itself, but rather should be included in the Educator Plan that addresses the goal. In addition, the evidence should list multiple and specific ways for students to demonstrate their learning: for example, completed visual inventories (oral or written), assessment of color and shape identification.

STUDENT LEARNING GOAL

The educator's student learning goal is used to develop half of the Educator Plan; the other half of the plan addresses the professional practice goal. Evidence determining the degree to which the educator attained the goal is used in formulating the formative and summative evaluation ratings.

(See the MEASURES OF EFFECTIVENESS TAB for a graphic and written explanation.)

The STUDENT LEARNING GOAL is developed based on the educator's self-assessment of his/her practice using the appropriate professional practice rubric and an analysis of the learning needs of the current students in relation to the standards to be taught.

A STUDENT LEARNING GOAL focuses on the learning needs of the students with whom the individual or team of educators works.

Educator progress toward student learning goal is not reported to DESE.

The educator's progress toward attaining the goal is one element of the six informing the summative evaluation rating.

The goals are developed by the educator and approved by the evaluator at the goal-setting step of the evaluation cycle.

Progress toward the goal is determined through educator and evaluator evidence, which may include that described in the EDUCATOR PLAN.

EXAMPLES OF GOALS

KINDERGARTEN ELA EXAMPLE:

By the end of the school year, all of my students will actively engage in small-group reading activities using emergent-reader texts with purpose and understanding [MA ELA Reading Standards: Literature, K-10; Informational Text, K-10; Foundational Skills, K-4].

RATIONALE: In the MA ELA Framework, both the Kindergarten Standard 10 in Reading Literature and Reading Informational Text state: *Actively engage in group reading activities with purpose and understanding.* This involves identifying the topic of a text, recognizing the beginning, middle and end of a story, interpreting illustrations and answering questions about the title, cover, author, illustrator, etc. All of these are fully defined in the MA ELA Framework document.

EVIDENCE: Because of the developmental nature of early reading skill acquisition, evidence will vary for each child. However, multiple measures of student work that are both informative and useful to both the educator, and in this case, parents, could include running records of each student's development over the course of the year; student illustrations, scribble writing, or writing; in-class responses to either informational texts or literature read aloud, etc.

GRADE 2 ARTS (FINE ARTS) EXAMPLE:

Students will improve their skills in listing images seen in a work of art and in identifying color and shapes in the work. [MA Arts Framework K-12 Standard 5 and PK-4 Standard 5.1].

RATIONALE: MA Visual Arts Framework, Standard 5, Critical Response states: Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation. Standard 5.1 states: In the course of making and viewing art, learn ways of discussing it, such as by making a list of all of the images seen in an artwork (visual inventory); and identifying kinds of color, line, texture, shape and forms in the work.

EVIDENCE: This goal allows for an array of multiple and specific ways for students to demonstrate their learning: for example, completed visual inventories (oral or written), assessment of color and shape identification.

GRADE 10 ENGLISH-HISTORY-ESL TEAM EXAMPLE:

In all of our instructional areas, students will learn to write routinely over short time frames, such as a single sitting or a day or two, on a range of tasks, and for different purposes and audiences. [MA ELA Grade 10 writing standard 10].

RATIONALE: The MA ELA Standard 10 states: *Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. The ELA curriculum framework includes writing across most disciplines, thus providing the rationale for the inclusion of history and ESL teachers.*

EVIDENCE: This goal identifies what the team of educators wants the students to be able to do and provides the basis for using multiple measures as evidence of goal attainment. For example, students can respond to writing prompts in class and/or on tests; students can write brief essays connected to content, especially those using textual evidence to support the writing topic; students can write précis of textual readings or class discussions. All such writing may be scored using a common or content-specific rubric.

GOAL APPROVAL TO EDUCATOR PLAN DEVELOPMENT

The following examples indicate how educators can start with standards for which they are responsible, define a student learning goal, and specify the following elements to be included in the EDUCATOR PLAN. [See RUBRICS tab.]



Once educators complete their self-assessment and analysis of student learning needs, they should begin the process of drafting a student learning goal. The goal itself should define what students should know or be able to do in relation to content standards.

As the educator or team develops the goal, the following elements should be considered and included in the resulting educator plan; however, until the goal is actually approved by the evaluator, the plan itself and the elements cannot be completely articulate.

- **EDUCATOR ACTIVITIES:** The practices, strategies and materials that they are planning to use with students to attain the knowledge and skills embedded in the goal.
- **EDUCATOR ACTIVITIES:** The student learning activities that they plan to use.
- **DISTRICT SUPPORT:** The professional development and other district support that is needed in order to successfully attain the goal.
- **EVIDENCE:** The evidence of goal attainment they are planning to use. Evidence may take the form of educator work products, such as lesson or unit plans, and student work products, such as classwork, homework, and a variety of assessment samples.

STUDENT LEARNING GOAL TO EDUCATOR PLAN DEVELOPMENT WORKSHEET – EXAMPLE

STUDENT LEARNING GOAL	EDUCATOR ACTIVITIES	STUDENT ACTIVITIES	DISTRICT SUPPORT	EVIDENCE OF GOAL ATTAINMENT
<p>Grade 3 Teacher:</p> <p>By the end of the year, my students will write an opinion piece related to informational text.</p> <p>MA ELA Curriculum Framework, Grade 3 Writing Standard 1</p>	<ul style="list-style-type: none"> ■ Educator developed lessons/units plans, classwork and homework assignments on developing a point of view with reasons about informational text. ■ Educator developed and scored and assessments of students' opinion writing. ■ Educator analysis of assessment data. 	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ol style="list-style-type: none"> Introduce the topic or text, state opinion and create organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases to connect opinion and reasons. Provide a concluding statement or section. 	<ul style="list-style-type: none"> ■ PD in developing writing tasks for science, math and social studies. ■ Grade 3 common planning time for reviewing student work. ■ Observation of two or three groups by peer and/or evaluator with verbal and written feedback. 	<ul style="list-style-type: none"> ■ Lesson plans. ■ Assessments including opinion writing. ■ Student writing – drafts and final copies. ■ Charting of student progress from September through June.
<p>Grade 8 Guidance Counselor:</p> <p>By the end of the year, the students in my Grade 8 lunch groups, student advisory groups and small at-risk groups will learn decision-making strategies that will assist them in understanding and handling difficult situations.</p> <p>MA Comprehensive Health Curriculum Framework, Mental Health Strand, Standards 5.18 and 5.19</p>	<ul style="list-style-type: none"> ■ Educator developed small group plans with follow-up homework assignments about difficult decision-making. ■ Educator assessment of student application of decision making techniques. ■ Educator analysis of assessment data. 	<p>Through the study of decision-making, students will:</p> <ol style="list-style-type: none"> Identify ways in which decision-making is influenced by sound character, family and personal beliefs (standard 5 18) Explain positive techniques for handling difficult decisions (standard 5 19) 	<ul style="list-style-type: none"> ■ PD in tracking student performance from multiple assessments to determine beginning, mid-term and final performance. ■ Observation of two or three groups by peer and/or evaluator with verbal and written feedback. 	<ul style="list-style-type: none"> ■ Lesson plans. ■ Decision-making assessment outcomes. ■ Contributions to small group discussions. ■ Role-playing participation and quality of work. ■ Charting of individual student progress from September through June.
<p>High School Mathematics Chair</p> <p>By the end of the year, math teachers will develop two standards-based units related to number systems using a backwards-design approach.</p> <p>Administrator Professional Practice Rubric Indicator 1-A-1, Standards-based Unit Design</p>	<ul style="list-style-type: none"> ■ Instruct and support high school mathematics teachers in learning and using the backward-design strategy in unit planning related to numbers and number systems as defined in the N content standards. ■ I will observe and provide actionable feedback. 	<ul style="list-style-type: none"> ■ Math teachers will understand and use “backward-design,” in developing and teaching two units. 	<ul style="list-style-type: none"> ■ PD in adult learning theory. ■ Observation of my interactions with teachers by peer and/or evaluator with verbal and written feedback. 	<ul style="list-style-type: none"> ■ Lesson plans used with math teachers. ■ Teachers' unit plans developed using backward design. ■ Student work demonstrating solutions to challenging tasks and using higher-order thinking skills. ■ Examples of actionable feedback to educators.

GOAL DRAFTING AND SETTING PROCESS

After individual or teams of educators complete their self-assessment – which includes an analysis of their students’ learning needs – the process of goal setting begins with the educators drafting goals that are then approved by the evaluator and leads to the Educator Plan defining the educator activities, student activities, district support and evidence. This process is outlined in the following steps. See APPENDIX C for DESE guidance checklists on the self-assessment, goal proposal, goal setting and plan development steps of the process.

1. **INITIAL DRAFT OF GOALS:** Each educator is responsible for drafting a student learning goal. The regulations state that each Educator Plan must include “at least one goal related to the improvement of practice [and] one goal for the improvement of student learning.” The supervisor must review the goals and approve them before the educator develops his/her Educator Plan.

The goal-setting process is meant to be collaborative and not coercive. As the DESE Model System Part II, states: Approaching educator evaluation thoughtfully and strategically requires attention to coherence, connection, collaboration and conversation. Attending to each will help create the synergy needed to ensure that the new educator evaluation system will achieve its twin goals of supporting educator growth and student achievement.

In drafting a student learning goal, it is suggested that educators consider the following:

- a. Feedback from formative assessments, formative evaluations and summative evaluations
 - b. Standards and indicators from the appropriate professional practice rubric (teacher, administrator, caseload educator/ specialized instructional support personnel, superintendent)
 - c. Appropriate curriculum frameworks and local curriculum document
 - d. Self-assessment data
 - e. School improvement goals
 - f. Student learning needs
 - g. Educational challenges presented by the student population
 - h. Individual or team/department/grade-level goal(s) for improving student learning
2. **GOAL:** A specific, actionable and measurable area of improvement as set forth in an Educator Plan. Goals may be developed by individual educators, by the evaluator or by teams, departments or groups of educators who have the same role. A student learning goal is related to the analysis of student learning and specifies improvement in student learning, growth and/or achievement.
 3. **GRADE-LEVEL/SUBJECT-AREA INDIVIDUAL/TEAM GOAL-SETTING CONFERENCE WITH EVALUATOR:** In general, individuals or teams of educators are established based on grade level, content area, job-alike, or some other meaningful connection, to draft a goal and meet with the evaluator. A team might consist of all third-grade teachers in the school, or all elementary art specialists, all department heads, all school-based administrators, or all high school guidance counselors.
 - a. The individual educator or team of educators drafts a student learning goal and meets with the supervisor.
 - b. During a goal-setting conference, the individual or team and supervisor discuss and agree upon at least one professional practice and/or one student learning goal.
 - c. The individual or team then outlines the student learning activities and educator profession learning activities to be incorporated into the Educator Plan.
 4. **EDUCATOR PLANS:** All educators must have an Educator Plan. The regulations require the following:
 - a. The plan must be aligned with performance standards.

FOR TEACHERS/CASELOAD EDUCATORS	FOR ADMINISTRATORS
Curriculum, planning and assessment	Instructional leadership
Teaching all students	Management and operations
Family and Community Engagement Professional Culture	



- b. The plan must be consistent with district and school goals, which should be provided to each educator. Examples of district or school goals that may apply to student learning are:
 - i. All instructional units will have a literacy component.
 - ii. Students will explain their thinking through completion of writing prompts.
 - iii. All instructional units will define specific academic language that students will be taught.
- c. The plan must include:
 - i. A minimum of one goal to improve the educator's professional practice tied to one or more performance standards.
 - ii. A minimum of one goal to improve the learning, growth and achievement of the students under the educator's responsibility.
 - iii. An outline of actions the educator must take to attain these goals, including but not limited to specified professional development activities, self-study and coursework, as well as other supports that may be suggested by the evaluator or provided by the school or district.

- iv. Benchmarks to determine progress toward the goals over the course of the Educator Plan.
 - d. All elements of the Educator Plan are subject to the evaluator's approval.
5. **TYPE OF EDUCATOR PLANS:** There are four types of Educator Plans.
- a. **Educators on Self-Directed Growth Plans:** An educator with Professional Teacher Status whose overall practice is rated **PROFICIENT** or **EXEMPLARY**. The goals are the professional practice and student learning goals.
 - b. **Educators on Directed-Growth Plans:** An educator with PTS whose overall practice is rated **NEEDS IMPROVEMENT** must have an individual conference with the evaluator to define goal(s) directly related to areas of underperformance.
 - c. **Educators on Improvement Plans:** An educator with PTS whose overall practice is rated **UNSATISFACTORY** must have an individual conference with the evaluator to define goal(s) directly related to areas of underperformance.
 - d. **Educators without Professional Teacher Status:** In addition to participating in grade-level or subject- area team meetings, the educator without PTS in his/her first year of practice shall have an individual conference with the evaluator or designee to formulate the Developing Educator Plan. The evaluator will assist the educator in developing goals. An educator in his/her second or third year of practice may have additional induction and/or mentoring as determined by the evaluator or designee. An educator in a new assignment may also have a **DEVELOPING EDUCATOR PLAN** at the discretion of the evaluator.

SMART-ER PROFESSIONAL PRACTICE GOAL ANALYSIS PROTOCOL FOR INDIVIDUALS OR TEAMS

DESE suggests the use of a SMART goal process, but MTA recommends a SMART-ER goal approach because it adds evaluation and revision making the process a continuous and collaborative one.

Goals do not require the answers to all of the questions below. Rather, the individual or team should use the SMART-ER elements in crafting the proposed goal and use the questions to complete the Educator Plan, which explains what will be done by educators and students in order to succeed.

SMART-ER ELEMENT	PROFESSIONAL PRACTICE GOAL GUIDING QUESTIONS
SPECIFIC – Goal is clear and direct in defining the body of content, knowledge and/or skills that students are expected to learn over the instructional period.	<ul style="list-style-type: none"> ■ Does the goal clearly state what the educator or the team wants students to know and/or be able to do?
MEASURABLE – The educator or team can identify concrete criteria for measuring progress toward attainment of the goal.	<ul style="list-style-type: none"> ■ What are the educator work products that can be used as evidence? ■ What are the multiple measures that can be used as evidence of student progress? ■ Can we determine where different students start and end on the learning continuum? ■ Will interim assessments allow for regrouping and re-teaching?
ATTAINABLE – An attainable goal stretches the individual or team in order to achieve it, but it must not be extreme.	<ul style="list-style-type: none"> ■ Is the goal academically realistic for most, if not all, of the students? ■ Can the goal be accomplished within the given time frame? ■ Can the goal be accomplished with the available resources?
RELEVANT – The goal relates to teaching, learning, leadership, parent engagement and/or professional culture.	<ul style="list-style-type: none"> ■ If attained, will student learning be positively affected? ■ If attained, will our students be better prepared for the next year's academic challenges? ■ If not attained, will we learn what did and did not work with students?
TIME-BOUND – Goal is to be achieved within a time frame. Time frame must be appropriate to the educator's role.	<ul style="list-style-type: none"> ■ By when? ■ Is the time frame appropriate for the content knowledge and/or skills defined in the goal?
EVALUATE – A goal will change from time to time. Periodic evaluation is essential to address evolving factors that must be taken into consideration: changes in student composition as a result of mobility; the need for significant re-teaching due to gaps in students' prior knowledge, or attaining or exceeding the goal within a short period of time.	<ul style="list-style-type: none"> ■ How will the educator or the team evaluate its progress toward goal attainment? <ul style="list-style-type: none"> ■ Short-term? ■ Long-term? ■ Should the goal be revised?
REVISE – After careful evaluation, revise the goals based on analysis while retaining the spirit of the original goal.	<ul style="list-style-type: none"> ■ Why is the goal being revised? ■ Is the revision addressing barriers encountered that impede progress? ■ Is the revision addressing benefits that have sped up progress?
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DESE SELF-ASSESSMENT FORM – EXAMPLE FOR STUDENT LEARNING GOAL

PART 1: ANALYSIS OF STUDENT LEARNING, GROWTH, AND ACHIEVEMENT

Briefly summarize areas of strength and high-priority concerns for students under your responsibility for the upcoming school year. Cite evidence such as results from available assessments. This form should be individually submitted by educator, but Part 1 can also be used by individuals and/or teams who jointly review and analyze student data. 603 CMR 35.06 (2)(a)1.

AREA(S) OF STRENGTH:

Last year, my students demonstrated understanding of nonfiction texts by identifying main ideas and supporting details, and drawing conclusions in the course textbook.

EVIDENCE:

- Assessments that measure student understanding of nonfiction texts through their reading and responding to the course textbook.
- Main idea and supporting details.
- Drawing conclusions.

HIGH PRIORITY CONCERN(S):

- The students I am working with this year have difficulty in constructing their own responses to writing prompts related to nonfiction.
- I find that their responses often fail to use the core elements of the writing prompt in their topic sentence and the details used are less than compelling in many of the paragraphs.

EVIDENCE:

- My analysis of samples of students' constructed responses to writing prompts over the first three weeks of the school year suggests that students are less able than last year's students to use salient details to support their topic sentence.



Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

This DESE form has been adapted to include only references to student learning goals. In this case, the educator assesses his/her students' writing performance, which then contributes to a team goal.

Source: Massachusetts Department of Elementary and Secondary Education

SL GOAL IDEA	<i>Have students explain their thinking about the content area through writing tasks.</i>
INITIAL SL GOAL	<i>Properly compose a response to a writing prompt using a three- to five-paragraph format: introduction, details and conclusion.</i>
FINAL SL GOAL	<i>In all of our content areas, students will learn to write informative/explanatory texts to examine a topic and convey ideas and information clearly. (Related to MA ELA Writing Standard 2, kindergarten-Grade 12)</i>
PROFESSIONAL LEARNING PROGRAM	<ul style="list-style-type: none"> ■ Develop common rubric; common lessons about the rubric; common lessons about the elements of informative/explanatory writing. ■ Develop individual lessons, classwork assignments, homework assignments, and test elements requiring students to respond to writing prompts appropriate to the content area but judged by the common rubric.
EDUCATOR ACTIVITIES	<ul style="list-style-type: none"> ■ Samples of student work that reflect the range of ability at the beginning, middle and end of the year. ■ Assessment of students' understanding of academic language related to writing, such as: topic, topic sentence, supporting details, textual evidence, sentence structure, transitional words and phrases, introduction, conclusion.
DISTRICT SUPPORT	<ul style="list-style-type: none"> ■ To accomplish this goal, the district will provide us with 1) professional development in creating content-area-specific writing prompts connected to our common scoring rubric and 2) assistance from a district writing coach.
EVIDENCE	<ul style="list-style-type: none"> ■ Lesson plans, classwork and homework assignments, tests and other assessments of student writing, formative analysis of student work. ■ Completed classwork and homework assignments, tests and other assessments of student writing.



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EDUCATOR PLAN – EXAMPLE FOR STUDENT LEARNING GOAL

(May be used for individuals or teams)

EDUCATORS	<i>Mary, Graham, Jose, Lucy</i>	TEAM LEADER	<i>Lucy</i>	SCHOOL YEAR	<i>2014-15</i>
GRADE(S)	<i>Any grade</i>	SUBJECT AREA(S)	<i>English, Social Studies, Science, Math</i>		
EVALUATOR	<i>Francine</i>	SCHOOL	<i>Anytown</i>		

ELEMENT	DESCRIPTION
1. STUDENT LEARNING GOAL	<i>In all of our content areas, students will learn to write informative/explanatory texts to examine a topic and convey ideas and information clearly.</i>
2. STUDENT ACTIVITIES: BASELINE, FORMATIVE AND FINAL ASSESSMENT DATA	<p><i>During this academic year, in all major content areas, the students will create constructed responses to informative or explanatory writing prompts that will be judged using a common writing rubric.</i></p> <ul style="list-style-type: none"> <i>At the beginning and end of the year, students will complete a baseline and final performance task which will be scored using the same rubric by all team members.</i> <i>During the course of the year, students will complete writing prompts on unit tests, in-class writing assignments and homework assignments that will be collected into a portfolio of evidence illustrating student progress toward the goal.</i>
3. EDUCATOR ACTIVITIES: INDIVIDUAL OR TEAM TASKS	<ul style="list-style-type: none"> <i>Develop a shared rubric for scoring student's expository writing.</i> <i>Develop common lesson plans to be used with all students in introducing the elements of the rubric, informative/explanatory writing, and academic language related to writing.</i> <i>Develop individual lesson and/or unit plans that include either classwork assignments or homework assignments requiring responses to writing prompts.</i> <i>Develop student assessments that include some responses to writing prompts.</i> <i>Develop a beginning and ending assessment of student writing knowledge and skills and a scoring method.</i>
4. TIME FRAME	<ul style="list-style-type: none"> <i>Beginning of October to mid-May.</i>
5. DISTRICT SUPPORT: RESOURCES NEEDED	<ul style="list-style-type: none"> <i>Professional learning about writing rubric development, scoring and analysis.</i> <i>Professional learning about creating writing tasks that are informative/explanatory using the grade-appropriate elements in Writing Standard 2 of the MA ELA Framework.</i> <i>Assistance from a district writing coach to observe and provide feedback.</i> <i>Assistance from a district writing coach during at least three team meetings as we review and formulate judgments about student work using the rubric.</i>
6. ANTICIPATED EVIDENCE OF GOAL ATTAINMENT	<ul style="list-style-type: none"> <i>Educator work products: Lesson/unit plans, classwork assignments, homework assignments, tests and other assessments that have informative/explanatory writing prompts. Formative analysis of student work for the purpose of regrouping and re-teaching.</i> <i>Student work products: Completed classwork assignments, homework assignments, tests and other assessments that have informative/explanatory writing prompts</i>



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PROFESSIONAL PRACTICE GOAL ANALYSIS TEMPLATE GUIDANCE

Individual educators or teams of educators and the evaluator should use the template on the following page as a means of assessing the proposed goal submitted. Each number corresponds to a numbered element in the template.

1. Indicate the educator(s) name(s).
2. Write out the proposed professional practice goal.
3. Indicate the professional practice standard and/or indicators that the goal is addressing.
4. Indicate the name of the supervisor who reviewed the goal with the educator or team and the date on which the review occurred.
5. The educator(s) and supervisor should discuss whether the proposed goal addresses the seven SMART-ER goal elements and determine whether the answer is yes, partially or no.
6. If the determination is partially or no, the supervisor should suggest revisions to the goal that will guide the educator(s) in re-drafting.
7. The supervisor should indicate the steps to be taken in refining the goal, including the date by which these should be completed.
8. The same form should then be used for the revised goal, with steps 1-7 completed again. Once the goal is in its final form, the supervisor signs and dates his/her approval.

STUDENT LEARNING GOAL ANALYSIS TEMPLATE

1. EDUCATOR NAME/TITLE:

2. ☐ PROPOSED GOAL ☐ FINAL GOAL

3. ☐ STANDARD(S)

4. ☐ SUPERVISOR REVIEW

DATE:

SMART-ER ELEMENT	5. ADDRESS ELEMENT			6. SUGGESTED REVISIONS
	YES	PARTIALLY	NO	
SPECIFIC				
MEASURABLE				
ATTAINABLE				
RELEVANT				
TIME-BOUND				
EVALUATE				
REVISE				

7. NEXT STEPS IN REFINING GOAL:

8. SUPERVISOR APPROVED FINAL GOAL:

DATE:



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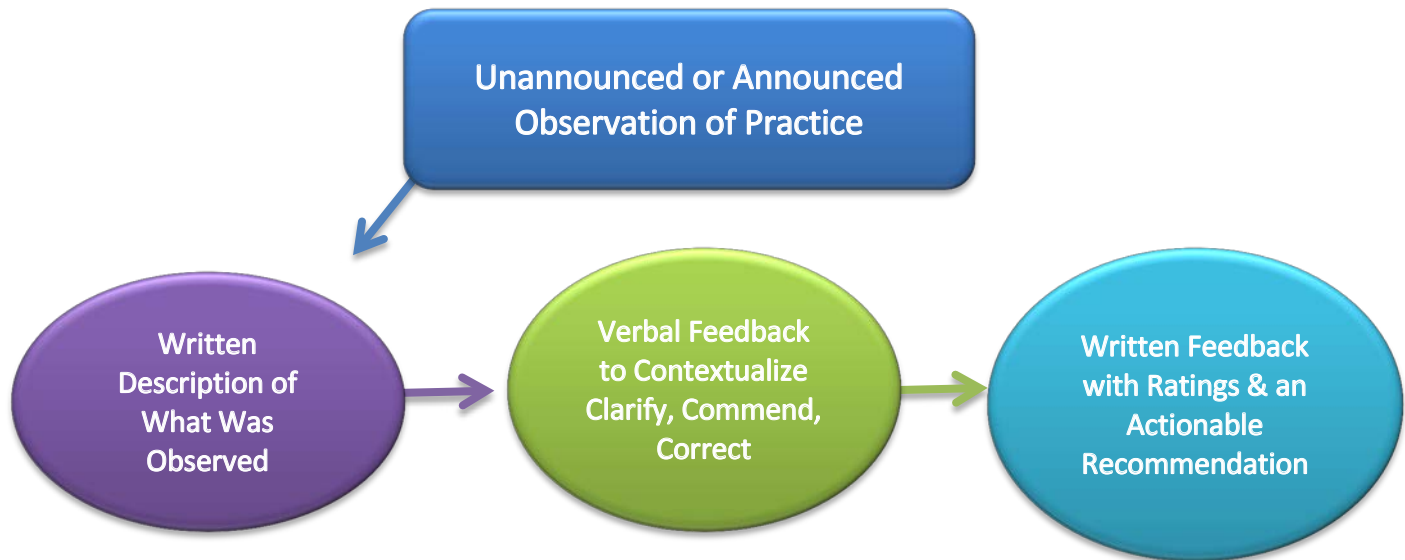
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A large, stylized starburst graphic in shades of yellow and orange, positioned behind the title text. It has many sharp, overlapping rays of varying lengths and colors, creating a dynamic, sun-like effect.

MTA EDUCATOR EVALUATION OBSERVATIONS

OBSERVATION OF PRACTICE

Observations of professional practice are required by statute and regulation. The regulations indicate that a critical element of the observation protocol is the actionable feedback that the observer provides to the educators, which should result in either improved or enhanced practice and/or student outcomes. All educators must have unannounced observations. Educators in their first year of practice, administrators in their first year in a new role, and educators on Improvement Plans should have both unannounced and announced observations.



For the most part, an unannounced observation should be about 10 minutes in duration. This should provide the observer with enough information to develop a written description of what was happening. The observation itself is NOT evidence. The notes, feedback and ratings that result from the observation constitute evidence.

First, the observers should be *present*, i.e., attentive to what is happening. We recommend that observers use a three-inch sticky note to take quick notes. Using a tablet device and ticking off elements on a preselected list lead to instant judgments rather than an understanding of what is actually occurring. Observers used to the scripting process of observation will have to break themselves of that practice. The observer should jot down key words related to what (s)he observes.

Next, the observer should write out in two to four sentences what was observed, without judgment: For teachers/specialized instructional support personnel (SISP), what was the lesson or student interaction about? What was the educator doing and/or saying? What were the students doing? For administrators, what was the activity/interaction observed about? What was the educator doing and/or saying? Who were the other participants?

Then the observer should have a five- to 10-minute stand-up conversation with the educator. It is important that the observer understand the context of the lesson or interaction observed. Verbal feedback is really a two-way conversation during which the observer should:

- **Contextualize** the lesson/interaction by understanding what came before and after the observed section.
- **Clarify** with the educator any element from the observation that was unclear.
- **Commend** the educator for something done well.
- **Correct** the educator if something was blatantly wrong.

Finally, the observer should complete the observation form by indicating his/her judgment related to each of the indicators that can be observed in Standards 1 and 2 for teachers/SISP or Standards 1, 3 and 4 for administrators. When something is observed relating to either the professional practice goal or the student learning goal, that should be noted. The observer must also include actionable feedback that may either improve or enhance practice, i.e., a specific recommendation related to what was observed.

TIME FRAME:

- ❑ Unannounced observation is between 10 and 15 minutes in length. The observer should note the time of entry and exit from the classroom or worksite.
- ❑ The observation may take place any time during the class period or student interaction. The observer should note whether the visit was at the beginning, middle or end of the time frame.

1. OBSERVER'S NOTES:

- ❑ During an unannounced observation, the observer should be *present*, that is, actively watching the educator and the students. Do not write notes or use a clipboard, tablet or phone. Use a three-inch sticky note to jot down key words only. [This is a recommended strategy, not a mandatory element of the observation.]
- ❑ In two to three sentences, the observer describes without judgment what was observed. The key words on the sticky note remind the observer what the teacher was doing and what the students were doing.

VERBAL FEEDBACK:

- ❑ Within two school days of the unannounced observation, the observer talks with the educator for three to five minutes at a convenient time, away from students and colleagues and not during lunch.
 - The observer shares one or two key points from the observation, with a focus on commending, questioning and/or correcting the educator.
 - The educator provides the observer with information about the students, the lesson or what happened in the classroom or worksite before or after the observer's visit to provide additional context or explanation.

2. WRITTEN FEEDBACK:

Within three school days of the unannounced observation, the observer should determine the appropriate evidence rating on the indicator elements and/or educator goals using the following guide:

- **Exemplary:** During the observation, I saw clear evidence that the educator's practice reflected the *exemplary* description in the rubric and that the educator could be a model for others.
- **Proficient:** During the observation, I saw clear evidence that the educator's practice reflected the *proficient* description in the rubric.
- **Needs Improvement:** During the observation, I saw evidence that the educator's practice reflected the *needs improvement* description in the rubric.
- **Unsatisfactory:** During the observation, I saw evidence that the educator's practice reflected the *unsatisfactory* description in the rubric.
- **Not Observed:** During the observation, the educator's practice did not include elements defined in the indicator. This is not a negative rating but an acknowledgment that the indicator was not addressed.

3. COMMENDATION/RECOMMENDATION:

The observer completes the two sentence stems,

- Educator's name *demonstrates strength on element/goal* [write indicator element and/or educator goal] *because I observed* describe the actions, words, activities that led to this judgment. If over the course of a number of observations the observer believes that other educators could learn from this teacher, this would be indicative of practice that is *exemplary*.
- Educator's name *could improve on element/goal* [write indicator element and/or educator goal] *because I observed* describe the actions, words, activities that led to this judgment. Suggesting that an educator could improve does not automatically mean that the educator *needs improvement*. Instead, it acknowledges that all practice can be improved on as part of a professional growth plan.

4. The observer then provides either a printed or electronic copy of the completed form to the educator and places the original in the evaluation file.

UNANNOUNCED OBSERVATION FORM – TEACHERS & SISP

Educator	School	Date
Subject	Grade	Observer

Time in: _____ Time out: _____ Part of Lesson: ☐ BEGINNING ☐ MIDDLE ☐ END

1. In 2-4 brief sentences, describe as objectively as possible what you observed.

2. Evidence Key: **E = EXEMPLARY** **P = PROFICIENT** **N = NEEDS IMPROVEMENT** **U = UNSATISFACTORY** **NO = NOT OBSERVED**

It is unlikely that evidence of all indicators listed below will be evident during one class/worksite visit.

STANDARD	INDICATOR ELEMENTS AND GOALS THAT MIGHT BE OBSERVED DURING A VISIT.	E	P	N	U	NO
I. CURRICULUM, PLANNING & ASSESSMENT	a. Subject Matter Knowledge					
	b. Child and Adolescent Development					
	c. Measurable Outcomes/Well-Structured Lessons					
	d. Use of Data in Instructional Decision-Making/Adjustment to Practice					
	e. Communicating with Students and Parents/Sharing Conclusions with Students					
II. TEACHING ALL STUDENTS	a. Quality and Effort of Work					
	b. Student Engagement/Student Motivation					
	c. Learners' Needs/Meeting Diverse Needs					
	d. Learning Environment/Safe and Collaborative Learning Environment					
	e. Respects Differences/Maintains Respectful Environment					
	f. High Expectations/Clear Expectations					
	g. Access to Knowledge					
EDUCATOR PLAN	Professional Practice Goal:					
	Student Learning Goal:					

3. _____ demonstrates strength on element/goal _____ because I observed _____

_____ could improve on element/goal _____ because I observed _____

4. Date of Oral Feedback _____ Date of Written Feedback _____

This document may be completed electronically or in paper form. Any electronic changes made to this document must be saved to your computer or the changes will be lost. Provide the educator with a printed copy or electronic version of the completed form. Educator may comment on reverse side or attach comments to the signed report.



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UNANNOUNCED OBSERVATION GUIDANCE – ADMINISTRATORS

TIME FRAME:

- ❑ Unannounced observation is between 10 and 15 minutes in length. The observer should note the time of entry and exit from the worksite.
- ❑ The observation may take place any time during the interaction with staff, parents, students or community members. The observer should note whether the visit was at the beginning, middle or end of the time frame.

1. OBSERVER'S NOTES:

- ❑ During an unannounced observation, the observer should be *present*, that is, actively watching the educator and those with whom (s)he is interacting. Do not write notes or use a clipboard, tablet or phone. Use a three-inch sticky note to jot down key words only. [This is a recommended strategy, not a mandatory element of the observation.]
- ❑ In two to three sentences, the observer describes without judgment what was observed. The key words on the sticky note remind the observer what the administrator was doing and what the students were doing.

VERBAL FEEDBACK:

- ❑ Within two school days of the unannounced observation, the observer talks with the educator for three to five minutes at a convenient time, away from students and colleagues and not during lunch.
 - The observer shares one or two key points from the observation, with a focus on commending, questioning and/or correcting the educator.
 - The educator provides the observer with information about what happened in the worksite before or after the observer's visit to provide additional context or explanation.

2. WRITTEN FEEDBACK:

Within three school days of the unannounced observation, the observer should determine the appropriate evidence rating on the indicator elements and/or educator goals using the following guide:

- **Exemplary:** During the observation, I saw clear evidence that the educator's practice reflected the *exemplary* description in the rubric and that the educator could be a model for others.
- **Proficient:** During the observation, I saw clear evidence that the educator's practice reflected the *proficient* description in the rubric.
- **Needs Improvement:** During the observation, I saw evidence that the educator's practice reflected the *needs improvement* description in the rubric.
- **Unsatisfactory:** During the observation, I saw evidence that the educator's practice reflected the *unsatisfactory* description in the rubric.
- **Not Observed:** During the observation, the educator's practice did not include elements defined in the indicator. This is not a negative rating, rather an acknowledgment that the indicator was not addressed.

3. COMMENDATION/RECOMMENDATION:

The observer completes the two sentence stems,

- Educator's name *demonstrates strength on element/goal* [write indicator element and/or educator goal] *because I observed* describe the actions, words, activities that led to this judgment. If over the course of a number of observations the observer believes that other educators could learn from this teacher, this would be indicative of practice that is *exemplary*.
- Educator's name *could improve on element/goal* [write indicator element and/or educator goal] *because I observed* describe the actions, words, activities that led to this judgment. Suggesting that an educator could improve does not automatically mean that the educator *needs improvement*. Instead, it acknowledges that all practice can be improved on as part of a professional growth plan.

4. The observer then provides either a printed or electronic copy of the completed form to the educator and places the original in the evaluation file.

UNANNOUNCED OBSERVATION FORM – ADMINISTRATORS

Educator	School	Date
Interaction	Grade	Observer

Time in: _____ Time out: _____ Part of Lesson: ☐ BEGINNING ☐ MIDDLE ☐ END

1. In 2-4 brief sentences, describe as objectively as possible what you observed.

2. Evidence Key: **E = EXEMPLARY** **P = PROFICIENT** **N = NEEDS IMPROVEMENT** **U = UNSATISFACTORY** **NO = NOT OBSERVED**

It is unlikely that evidence of all indicators listed below will be evident during one class/worksite visit.

STANDARD	INDICATOR ELEMENTS AND GOALS THAT MIGHT BE OBSERVED DURING A VISIT.	E	P	N	U	NO
I. INSTRUCTIONAL LEADERSHIP	a. Makes frequent unannounced visits to classrooms and gives targeted and constructive feedback to teachers.					
	b. Uses multiple sources of evidence related to student learning, including state, district and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness and student learning.					
II. PARENT AND COMMUNITY ENGAGEMENT	a. Continuously collaborates with families to support student learning and development both at home and at school.					
	b. Engages in regular, two-way, culturally proficient communication with families about student learning and performance.					
III. TEACHING ALL STUDENTS	a. Develops, promotes and secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision-making.					
	b. Plans and leads well-run and engaging meetings that have a clear purpose, focus on matters of consequence and engage participants in thoughtful and productive conversations and deliberations about important school matters.					
	c. Demonstrates strong interpersonal, written and verbal communication skills.					
	d. Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results. Models these behaviors in the administrator's own practice.					
	e. Continuously engages all stakeholders in the creation of a shared educational vision in which each student is prepared to succeed in postsecondary education and to become a responsible citizen and community contributor.					
	f. Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district/school community.					
EDUCATOR PLAN	Professional Practice Goal:					
	Student Learning Goal:					

3. _____ demonstrates strength on element/goal _____ because I observed

_____ could improve on element/goal _____ because I observed

4. Date of Oral Feedback _____ Date of Written Feedback _____

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ANNOUNCED OBSERVATION – TEACHERS

For first-year educators and PTS educators on Improvement Plans only

PRE-CONFERENCE, OBSERVATION AND POST-CONFERENCE TIME FRAME

- ❑ The observer and the educator should have a pre-conference prior to the announced observation. The lesson plan should be reviewed during this conference. This conference should be held within two school days of the observation.
- ❑ Announced observation should be for a whole class period or entire student interaction.
- ❑ The observer and the educator should have a post-conference within three school days of the observation.

1. OBSERVER'S NOTES:

- ❑ During an announced observation, the observer should be *present*, that is, actively watching the educator and the students. Use the lesson plan template to jot down notes and key words only. [This is a recommended strategy, not a mandatory element of the observations.]
- ❑ In four to six sentences, the observer describes without judgment what was observed. The lesson plan notes should remind the observer what the teacher was doing and what the students were doing.

POST-CONFERENCE/VERBAL FEEDBACK

- ❑ Within three school days of the announced observation, at a convenient time away from students and colleagues and not during lunch, the observer and educator should review the observation notes in a post-conference. This discussion should focus on:
 - The observer commending, clarifying and/or correcting the educator.
 - The educator providing information about the students, the lesson or other relevant information to provide additional context or explanation.

2. WRITTEN FEEDBACK

Either during or immediately after the post-conference, the observer should determine the appropriate evidence rating on the indicator elements and/or educator goals using the following guide:

- **Exemplary:** During the observation, I saw clear evidence that the educator's practice reflected the *exemplary* description in the rubric and that the educator could be a model for others.
- **Proficient:** During the observation, I saw clear evidence that the educator's practice reflected the *proficient* description in the rubric.
- **Needs Improvement:** During the observation, I saw evidence that the educator's practice reflected the *needs improvement* description in the rubric.
- **Unsatisfactory:** During the observation, I saw evidence that the educator's practice reflected the *unsatisfactory* description in the rubric.
- **Not Observed:** During the observation, the educator's practice did not include elements defined in the indicator. This is not a negative rating.

3. The observer completes the two sentence stems,

- Educator's name *demonstrates strength on element/goal* **[write indicator element and/or educator goal]** *because I observed* **describe the actions, words, activities that led to this judgment.** If over the course of a number of observations the observer believes that other educators could learn from this teacher, this would be indicative of practice that is *exemplary*.
- Educator's name *could improve on element/goal* **[write indicator element and/or educator goal]** *because I observed* **describe the actions, words, activities that led to this judgment.** Suggesting that an educator could improve does not automatically mean that the educator *needs improvement*. Instead, it acknowledges that all practice can be improved on as part of a professional growth plan.

4. The observer then provides either a printed or electronic copy of the completed form to the educator and places the original in the evaluation file.

ANNOUNCED OBSERVATION FORM – TEACHERS

Educator	School	Date
Subject	Grade	Observer

Time in: _____ Time out: _____ Part of Lesson: ☐ BEGINNING ☐ MIDDLE ☐ END

1. In 2-4 brief sentences, describe as objectively as possible what you observed.

2. Evidence Key: **E = EXEMPLARY** **P = PROFICIENT** **N = NEEDS IMPROVEMENT** **U = UNSATISFACTORY** **NO = NOT OBSERVED**

It is unlikely that evidence of all indicators listed below will be evident during one class/worksite visit.

STANDARD	INDICATOR ELEMENTS AND GOALS THAT MIGHT BE OBSERVED DURING A VISIT.	E	P	N	U	NO
I. CURRICULUM, PLANNING & ASSESSMENT	a. Subject Matter Knowledge					
	b. Child and Adolescent Development					
	c. Measurable Outcomes/Well-Structured Lessons					
	d. Use of Data in Instructional Decision-Making/Adjustment to Practice					
	e. Communicating with Students and Parents/Sharing Conclusions with Students					
II. TEACHING ALL STUDENTS	a. Quality and Effort of Work					
	b. Student Engagement/Student Motivation					
	c. Learners' Needs/Meeting Diverse Needs					
	d. Learning Environment/Safe and Collaborative Learning Environment					
	e. Respects Differences/Maintains Respectful Environment					
	f. High Expectations/Clear Expectations					
	g. Access to Knowledge					
EDUCATOR PLAN	Professional Practice Goal:					
	Student Learning Goal:					

3. _____ demonstrates strength on element/goal _____ because I observed

_____ could improve on element/goal _____ because I observed

4. Date of Oral Feedback _____ Date of Written Feedback _____

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LESSON PLAN TEMPLATE FOR PRE-/POST-CONFERENCE FIRST-YEAR CLASSROOM TEACHERS

Teacher: _____ School: _____ Grade _____

Subject: _____

Date: _____ Time In: _____ Time Out: _____

Standard(s), knowledge/skill addressed in this lesson: _____

Topic(s) addressed in this lesson: _____

Skills that students will acquire: *(What students will be able to do)*

1. _____
2. _____
3. _____

Concepts that students will acquire: *(What students will know)*

4. _____
5. _____
6. _____

DESCRIPTION OF THE LEARNING ACTIVITY:

What will I do?	What will my students do?	How will I assess my students? *

** It is understood that assessment may not occur during the observation.*



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LESSON PLAN TEMPLATE FOR PRE-/POST-CONFERENCE FIRST-YEAR CLASSROOM TEACHERS

Teacher: _____ School: _____ Grade _____

Subject: _____

Date: _____ Time In: _____ Time Out: _____

Standard(s), Knowledge/Skill Addressed in this Lesson: _____

Topic(s) Addressed in this Lesson: _____

Size of Student Group: (Check one)

☐ One-on-one ☐ Small group ☐ Large group ☐ Whole class

Type of Student Interaction: (Check one)

☐ Personal counseling ☐ Career counseling ☐ Guidance counseling ☐ Informational meeting
☐ Instructional session ☐ Testing ☐ Other: _____

Goals for the Session:

1. _____
2. _____
3. _____

Areas of Concern:

4. _____
5. _____
6. _____

DESCRIPTION OF THE LEARNING ACTIVITY:

What will I do?	What will my students do?	How will I assess my students? *

** It is understood that assessment may not occur during the observation.*



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ANNOUNCED OBSERVATION GUIDANCE – ADMINISTRATORS

For first-year administrators and those on Improvement Plans only

PRE-CONFERENCE, OBSERVATION AND POST-CONFERENCE TIME FRAME

- ❑ The observer and the educator should have a pre-conference prior to the announced observation. The interaction plan should be reviewed during this conference. This conference should be held within two school days of the observation.
- ❑ Announced observation should be for a whole interaction.
- ❑ The observer and the educator should have a post-conference within three school days of the observation.

1. OBSERVER'S NOTES:

- ❑ During an announced observation, the observer should be *present*, that is, actively watching the educator and the students. Use the interaction plan template to jot down notes and key words only. **[This is a recommended strategy, not a mandatory element of the observation.]**
- ❑ In four to six sentences, the observer describes without judgment what was observed. The interaction plan notes should remind the observer what the administrator was doing and what the students, teachers, parents or others were doing.

POST-CONFERENCE/VERBAL FEEDBACK

- ❑ Within three school days of the announced observation, at a convenient time away from students and colleagues and not during lunch, the observer and educator should review the observation notes in a post-conference. This discussion should focus on:
 - The observer commending, clarifying and/or correcting the educator.
 - The educator providing relevant information to provide additional context or explanation.

2. WRITTEN FEEDBACK

Either during or immediately after the post-conference, the observer should determine the appropriate evidence rating on the indicator elements and/or educator goals using the following guide:

- **Exemplary:** During the observation, I saw clear evidence that the educator's practice reflected the *exemplary* description in the rubric, and that the educator could be a model for others.
- **Proficient:** During the observation, I saw clear evidence that the educator's practice reflected the *proficient* description in the rubric.
- **Needs Improvement:** During the observation, I saw evidence that the educator's practice reflected the *needs improvement* description in the rubric.
- **Unsatisfactory:** During the observation, I saw evidence that the educator's practice reflected the *unsatisfactory* description in the rubric.
- **Not Observed:** During the observation, the educator's practice did not include elements defined in the indicator. This is not a negative rating.

3. The observer completes the two sentence stems,

- Educator's name *demonstrates strength on element/goal* **[write indicator element and/or educator goal]** *because I observed* **describe the actions, words, activities that led to this judgment.** If over the course of a number of observations the observer believes that other educators could learn from this teacher, this would be indicative of practice that is *exemplary*.
- Educator's name *could improve on element/goal* **[write indicator element and/or educator goal]** *because I observed* **describe the actions, words, activities that led to this judgment.** Suggesting that an educator could improve does not automatically mean that the educator *needs improvement*. Instead, it acknowledges that all practice can be improved on as part of a professional growth plan.

4. The observer then provides either a printed or an electronic copy of the completed form to the educator and places the original in the evaluation file.

ANNOUNCED OBSERVATION FORM – ADMINISTRATORS

Educator	School	Date
Interaction	Grade	Observer

Time in: _____ Time out: _____ Part of Lesson: ☐ BEGINNING ☐ MIDDLE ☐ END

1. In 2-4 brief sentences, describe as objectively as possible what you observed.

2. Evidence Key: **E = EXEMPLARY** **P = PROFICIENT** **N = NEEDS IMPROVEMENT** **U = UNSATISFACTORY** **NO = NOT OBSERVED**

It is unlikely that evidence of all indicators listed below will be evident during one class/worksite visit.

STANDARD	INDICATOR ELEMENTS AND GOALS THAT MIGHT BE OBSERVED DURING A VISIT.	E	P	N	U	NO
I. INSTRUCTIONAL LEADERSHIP	a. Makes frequent unannounced visits to classrooms and gives targeted and constructive feedback to teachers.					
	b. Uses multiple sources of evidence related to student learning, including state, district and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness and student learning.					
II. PARENT AND COMMUNITY ENGAGEMENT	a. Continuously collaborates with families to support student learning and development both at home and at school.					
	b. Engages in regular, two-way, culturally proficient communication with families about student learning and performance.					
III. TEACHING ALL STUDENTS	a. Develops, promotes and secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision-making.					
	b. Plans and leads well-run and engaging meetings that have a clear purpose, focus on matters of consequence and engage participants in thoughtful and productive conversations and deliberations about important school matters.					
	c. Demonstrates strong interpersonal, written and verbal communication skills.					
	d. Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results. Models these behaviors in the administrator's own practice.					
	e. Continuously engages all stakeholders in the creation of a shared educational vision in which each student is prepared to succeed in postsecondary education and to become a responsible citizen and community contributor.					
	f. Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district/school community.					
EDUCATOR PLAN	Professional Practice Goal:					
	Student Learning Goal:					

3. _____ demonstrates strength on element/goal _____ because I observed

_____ could improve on element/goal _____ because I observed

4. Date of Oral Feedback _____ Date of Written Feedback _____

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ADMINISTRATIVE PLAN TEMPLATE PRE-/POST-CONFERENCE SCHOOL-BASED ADMINISTRATOR/INSTRUCTIONAL LEADER

Educator: _____ School: _____ Grade _____

Topic: _____

Date: _____ Time In: _____ Time Out: _____

Purpose of Professional Activity: _____

Size of Group: (Check one)

☐ One-on-one ☐ Small group ☐ Large group ☐ Whole faculty

Type of Administrative Task or Interaction: (Check one)

☐ Observation: ☐ Classroom ☐ SISP session ☐ Administrative task ☐ ESP
☐ Faculty meeting/presentation ☐ Dispute resolution session ☐ Parent meeting/presentation
☐ Business group presentation ☐ School Committee presentation ☐ Other: _____

Goals for the Interaction:

1. _____
2. _____
3. _____

Areas of Concern:

4. _____
5. _____
6. _____

DESCRIPTION OF THE INTERACTION

What will I do?	What will the adults or students do?	How will I assess my success? *

** It is understood that assessing the outcomes may not occur during the observation.*

A large, stylized starburst graphic in the background, centered behind the title. It has a central yellow circle with many orange and red triangular rays of varying lengths extending outwards, creating a sunburst effect.

MTA EDUCATOR EVALUATION EVIDENCE

EVIDENCE OF PRACTICE AND STUDENT LEARNING



EVIDENCE-BASED EVALUATION FRAMEWORK: The educator evaluation framework is an evidence-based process. Summative and formative ratings of practice and educators' impact on student learning ratings must all be based on an analysis and application of professional judgment to actual evidence of practice, outcomes and performance.

THERE HAS BEEN AN ENORMOUS AMOUNT OF MISINFORMATION ABOUT THE EVIDENCE REQUIREMENT.

- **EVIDENCE BY STANDARDS, NOT BY INDICATORS:** Evidence must relate to the four **standards** and/or the professional practice goal and student learning goal. It is not necessary – or required – that there be evidence for each **indicator**. It is important to remember that practice is judged on each **standard**, not on each **indicator**. The collection and organization of evidence are the responsibility of both the educator and the evaluator. However, this is not “make-work.” See a district example of this type of practice on the next page.
- **A SINGLE PIECE OF EVIDENCE MAY RELATE TO MULTIPLE STANDARDS:** It is also important to note that one artifact may be used to demonstrate proficiency on multiple standards and may apply to multiple indicators. For example, one standards-based unit of instruction may be used as evidence for Standards 1-4. See example on next page.
- **EVIDENCE MAY RELATE TO EDUCATOR PLAN GOALS:** Some evidence may be clearly related to professional practice and/or student learning goals.
- **EVIDENCE IS A SAMPLING:** For the most part, evidence should be a sampling of the work that educators perform and the resulting student work; evidence is not meant to be inclusive of all that educators do. Evaluators may wish to identify common artifacts, something that most educators are expected to provide, such as lesson plans or unit plans.
- **EVIDENCE SHOULD DEMONSTRATE PROFICIENCY:** In the educator's professional judgment, once sufficient evidence has been identified and/or collected to demonstrate **proficiency** on one or more standards, there is no need to add more. It may be helpful to provide the evaluator with a **brief** rationale for the use of each piece of evidence. See examples at the end of this section.
- **EVIDENCE COLLECTION METHODS:** There is no requirement that educators collect evidence in binders. Unfortunately, some districts have contracted to use electronic evaluation systems that are driving the implementation. This is the tail wagging the dog. Districts should reconsider software systems that make unnecessary work for either the educator or the evaluator.

For educators who are on either a **DIRECTED-GROWTH PLAN** because the overall summative rating was **NEEDS IMPROVEMENT** or an **IMPROVEMENT PLAN** because the overall summative rating was **UNSATISFACTORY**, the plan may articulate specific evidence that the educator must provide as a means of receiving a subsequent rating of **PROFICIENT**. For example,

- **NEEDS IMPROVEMENT RATING/DIRECTED-GROWTH PLAN EVIDENCE:** If the educator's rating is **NEEDS IMPROVEMENT** because he/she is not current in content-area knowledge, the plan may include a course in content knowledge to be completed with the educator earning a grade of B or better. The course transcript is evidence that the educator must provide.
- **UNSATISFACTORY RATING/IMPROVEMENT PLAN EVIDENCE:** If the educator's rating is **UNSATISFACTORY** because he/she has an unsafe and disrespectful classroom environment, the plan states that the evaluator will observe biweekly and provide actionable feedback to engage students through active learning strategies. The educator provides evidence of changes in practice, improved student learning and fewer disciplinary referrals; the evaluator uses evidence from observations and feedback.

EXAMPLE OF DISTRICT MAKE-WORK PRACTICE

The following is excerpted from one Massachusetts district's communication to staff regarding the collection of evidence.

1. **DISTRICT COMMUNICATION:** Expectations/guidelines for the submission of evidence. Please keep in mind that it is our goal for all educators to be able to demonstrate evidence of practice while *avoiding "over-doing it"* by providing mountains of evidence that make it more difficult (rather than easier) for evaluators to make judgments about practice.
- ➡ **MTA COMMENT:** The manner in which evidence is collected by the educator and presented to the evaluator is a mandatory subject of collective bargaining, so the district providing "expectations/guidelines" is inappropriate. That said, the statement that the district wants to avoid "over-doing it" is a good one; unfortunately, the remainder of the guidelines do just the opposite.
2. **DISTRICT COMMUNICATION:** School offices will soon have sample evidence binders for educator review. Please know that these are indeed samples of what we consider to be binders that are "good enough" to support determinations of proficiency in each of the four standards.
- ➡ **MTA COMMENT:** However the parties agree to identify, collect and/or present evidence, having samples is a good idea.
3. **DISTRICT COMMUNICATION:** Educators should provide at least one piece of evidence for each indicator associated with each standard. Please note:
 - a. On the teacher rubric there are four standards, 16 indicators and many more elements - educators are NOT expected or encouraged to provide evidence for each element.
 - b. Last year, because we began official implementation of the system quite late in the year, educators were expected to provide at least one piece for each standard; this year we are moving to the level of indicators.
 - c. Some artifacts may serve as evidence of more than one indicator. Where that is the case, there is no expectation that an educator submit 16 separate pieces of evidence.
- ➡ **MTA COMMENT:** This section is problematic. First, the district makes clear that in the first year evidence is related to standards. Now the district is actually espousing a practice that is "over-doing it," indicating that the collected evidence is not on four **standards**, but on 16 indicators. Compounding the problem is the illustration in (c.). We absolutely agree that evidence may address more than one indicator, but it may also address more than one standard. For example:

EVIDENCE	<i>Standards-based unit of instruction developed with team members, student outcomes, information sent home about the unit, and notes on what to change the next time the unit is taught.</i>
STANDARD 1: CURRICULUM, PLANNING & ASSESSMENT <i>Indicators to which evidence applies</i>	➤ Curriculum & Planning ➤ Assessment ➤ Analysis
STANDARD 2: TEACHING ALL STUDENTS <i>Indicators to which evidence applies</i>	➤ Instruction ➤ Expectations
STANDARD 3: FAMILY ENGAGEMENT <i>Indicators to which evidence applies</i>	➤ Collaboration ➤ Communication
STANDARD 4: PROFESSIONAL CULTURE <i>Indicators to which evidence applies</i>	➤ Reflection ➤ Professional Growth ➤ Collaboration

According to DESE guidance, the educator is responsible for:

- Identifying, collecting and organizing artifacts/evidence related to goal progress
- Documenting action steps completed
- Collecting and submitting common artifacts if there are team goals
- Collecting and submitting evidence related to all standards, but especially Standards III and IV, which are difficult to observe

According to the same guidance, the evaluator is responsible for:

- Making resources and supports available
- Identifying common artifacts/evidence
- Observing practice and providing regular and specific feedback on performance
- Monitoring progress — including midpoint check-ins
- Organizing and analyzing evidence over time
- Formulating judgments based on evidence

SUGGESTED EVIDENCE RELATED TO EDUCATOR PRACTICE

Judgments about the effectiveness of practice should be based on evidence from observations and artifacts of professional practice such as:

- Unannounced observations of practice
- Announced observations of practice
- Examination of educator work products
- Examination of student work samples
- Observations of interactions and contributions to grade-level or content-area teams
- Observations of interaction and contributions to school or district committees
- Observations of interaction and contributions to professional development activities
- Observations of interactions with students
- Observations of interactions with families

SUGGESTED EVIDENCE RELATED TO MULTIPLE MEASURES OF STUDENT LEARNING

Judgment about the relationship between educator practice and student learning, growth or achievement must be based on multiple measures of student learning such as:

- For classroom teachers, measure(s) of student learning, growth or achievement in general and specifically related to student learning goals should include a range of formal and informal assessments, formative and summative, that are appropriate for the learning needs of individual students.
- For educators whose primary role is not as a classroom teacher, the appropriate measures of the educator's contribution to student learning, growth and achievement should include a range of measures based on the educator's role and responsibility.
- Depending on the educator's role, other measures may include individual, grade-level and/or content-area teams, or whole-school metrics such as:
 - Grading patterns
 - Course taking patterns
 - Promotion, retention and/or graduation rates
 - Behavioral reports
 - Student attendance/tardiness rates
 - In-school/out-of-school suspension rates
 - Performance on AP, SAT, PSAT, ACT, ASVAB and other standardized measures
 - Feedback from student – for teachers and administrators beginning in 2014-15
 - Feedback from staff – for administrators beginning in 2014-15

SUGGESTED EVIDENCE RELATED TO ENGAGEMENT AND OTHER AREAS OF PRACTICE

Judgment about the educator's engagement with families, colleagues and other professionals, and fulfilling professional responsibilities, should be based on an array of evidence such as:

- **FAMILY ENGAGEMENT** – teachers and specialized instructional school personnel/caseload educators:
 - Outreach and ongoing engagement with families
 - Participation in parent-teacher conferences
 - Participation in IEP or 504 Plan conferences
 - Communications with families via phone calls, meetings, e-mail, etc.
 - Notification to families about student successes and/or areas of concern
 - Assistance to families about homework or other learning support guidance
 - Other evidence of impact or actions taken appropriate to the role and responsibility of the educator
- **FAMILY OR COMMUNITY ENGAGEMENT** – administrators:
 - All of those activities listed above
 - Leadership in school council work
 - Participation with community institutions such as the Chamber of Commerce, fraternal organizations
 - Coordination of student services with community-based organizations such as the Boys and Girls Club, multi-service centers, or after-school programs

- Assistance to informational and educational programs for various linguistic groups through community centers, cultural institutions or places of worship
- Presentations on various educational topics to community-based groups
- Other evidence of impact or actions taken appropriate to the role and responsibility of the educator

■ **PROFESSIONAL CULTURE**

- Evidence of fulfillment of professional responsibilities and growth such as: self-assessment, peer collaboration, professional development linked to goals and educator plans, contributions to the school community and professional culture
- Participation in grade-level or subject teams
- Implementation of model lessons within the classroom
- Materials, lessons or activities resulting from district/school professional development
- Curriculum development, scope and sequence, pacing guides, etc.
- Creation or instruction in a parent engagement program
- Service on a school or district committee
- Attendance at professional association conferences and meetings
- Leadership role for professional organizations
- Membership on DESE advisory committees
- Supervision of a student teacher or administrative intern
- Advisor to student groups or coach of student teams
- Creation or instruction of professional development programs
- Other evidence of impact or actions taken appropriate to the role and responsibility of the educator

The expectation for educators without PTS is to focus attention on learning their practice; they should not be expected to engage in many of the activities cited here.

EDUCATOR EVIDENCE LIST – WITH EXAMPLE

DATE	EVIDENCE	STANDARD/ INDICATOR	REFLECTIVE STATEMENT
5/15	Standards-based unit on Civil War differentiated for ELLs and students with language disabilities	Standards 1 and 2 address multiple indicators	This unit provides a variety of student-centered and teacher-directed lessons culminating in a project-based assessment allowing students to demonstrate what they know about the American Civil War. The differentiation is tailored to the needs of my students based on previous assessment outcomes.

EXAMPLE



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EVALUATOR EVIDENCE LIST – WITH EXAMPLE

DATE	EVIDENCE	STANDARD/ INDICATOR	REFLECTIVE STATEMENT
6/1	Unannounced observations of practice on Oct. 14, Nov. 29, Jan. 21, March 1 and April 30	Standards 1 and 2 address multiple indicators	During the five observations, I found significant evidence – which has been detailed on the observation form – of solid content knowledge and understanding of students' developmental levels; well-prepared standards-based lessons; a respectful, safe and collaborative learning environment.

EXAMPLE



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COLLECTION AND ORGANIZATION OF EVIDENCE FOR TEACHERS AND SISP/CASELOAD EDUCATOR

Educator—Name/Title:

Date:

STANDARD 1: CURRICULUM, PLANNING AND ASSESSMENT — *activities, accomplishments, progress*

STANDARD 2: TEACHING ALL STUDENTS — *activities, accomplishments, progress*

STANDARD 3: FAMILY & COMMUNITY ENGAGEMENT — *activities, accomplishments, progress*

STANDARD 4: PROFESSIONAL CULTURE — *activities, accomplishments, progress*

Professional Practice Goal:

Activities, accomplishments, progress

Student Learning Goal:

Activities, accomplishments, progress



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COLLECTION AND ORGANIZATION OF EVIDENCE FOR SCHOOL-BASED ADMINISTRATOR

Educator—Name/Title:

Date:

STANDARD 1: CURRICULUM, PLANNING AND ASSESSMENT — *activities, accomplishments, progress*

STANDARD 2: TEACHING ALL STUDENTS — *activities, accomplishments, progress*

STANDARD 3: FAMILY & COMMUNITY ENGAGEMENT — *activities, accomplishments, progress*

STANDARD 4: PROFESSIONAL CULTURE — *activities, accomplishments, progress*

Professional Practice Goal:

Activities, accomplishments, progress

Student Learning Goal:

Activities, accomplishments, progress



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MTA EDUCATOR EVALUATION RATINGS

FORMATIVE OR SUMMATIVE RATINGS GUIDANCE

Exemplary

Educator's practice is a model for others to learn from

- Educator's performance or practice consistently & significantly exceeds the proficient level on a standard or overall

Proficient

Educator's practice expected to meet the standards

- Educator's performance or practice fully & consistently meets the proficient level on a standard or overall

Needs Improvement

Educator's practice requires expected improvement

- Educator's performance or practice below the proficient level on a standard or overall

Unsatisfactory

Educator's practice is inadequate & not met expected improvement

- Educator's performance or practice not significantly improved or consistently below the proficient level on a standard or overall

REVIEW THE RUBRIC TO UNDERSTAND THE PROFICIENT REQUIREMENTS. The evaluator should review the appropriate rubric for the educator being evaluated, paying close attention to the goal of *proficiency*. [See Rubrics tab.]

REVIEW THE APPROPRIATE ESSENTIAL EDUCATIONAL ELEMENTS AT THE PROFICIENT LEVEL on the pages following: teachers, SIS, administrators. MTA recommends that both evaluators and educators use these templates prior to having the professional conversation about practice that leads to the summative rating. Since both educators and evaluators must exercise professional judgment, completing these templates will help each to frame the conversation.

- The purpose of these templates is to assist the evaluator and the educator in making preliminary judgments about practice based on the evidence collected or provided.
- Each of the template elements comes from groups of educators unpacking the standards and indicators and articulating the key elements related to each of the four standards in plain language. The initial judgment by the evaluator – and the educator if s/he chooses to use the template – should form the basis of the conversation about practice.
- It must be understood that for those educators whose practice is judged to be less than proficient, this conversation may be difficult for both parties. After reviewing the evidence, the more that the evaluator is prepared to explain his/her thinking about the educator's practice in a professional conversation with the goal of explaining problematic areas of performance that need to be improved, the more likely that the educator will accept this information as actionable feedback designed to guide improvements.

REVIEW THE EVIDENCE. The evaluator should review the evidence collected and submitted by the educator related to the four standards of professional practice, the professional practice goal and the student learning outcomes goal. The evaluator should review the completed observations reports.

KEY QUESTIONS ABOUT PROFESSIONAL PRACTICE RATINGS: For each of the four standards, the evaluator should then ask the question: *Does the evidence I have collected and the educator has submitted meet the standard of proficiency?*

- If the answer is "Yes," then ask: *Is the educator's practice proficient or exemplary?* Indicate the appropriate rating.
- If the answer is "No," then ask: *Is the educator's practice needs improvement or unsatisfactory?* Indicate the appropriate rating.
 - ▶ The evaluator should remember, however, that the regulations require that an educator whose practice is deemed to be less than proficient, should first receive a rating of *needs improvement*. An *unsatisfactory* rating needs to be preceded by a *needs improvement* rating.
- If the answer is "Maybe," then ask: *Is the educator's practice proficient or needs improvement?* In this instance, there may be a need to collect and/or ask for additional evidence. Indicate the appropriate rating.

ESSENTIAL EDUCATIONAL ELEMENTS AT THE PROFICIENT LEVEL – TEACHERS

DOES THE EDUCATOR PRACTICE REFLECT THE REQUIREMENTS OF A RATING OF PROFICIENT?

STANDARD 1: CURRICULUM, PLANNING & ASSESSMENT	YES	NO	MAYBE	RATING
Understanding of subject matter, skills, and practices				
Understanding of typical (and exceptions) development al characteristics of appropriate age group				
Curriculum meets state & local standards				
Lessons with achievable goals, engaging learning activities with measurable student outcomes				
Application of informal & formal assessment				
Knowledge of gathering, analyzing & charting assessment data				
Ability to make appropriate conclusions on student performance from data analysis				
Ability to share information, practice & data analysis with colleagues				
Ability to share findings with parents and students				
STANDARD 2: TEACHING ALL STUDENTS	YES	NO	MAYBE	RATING
Clear purpose for lesson/unit				
Definition of expectations for quality of student work and effort				
Differentiated instruction to meet students' needs				
A safe and collaborative learning environment for all				
Development of challenging lessons				
Ability to respect, affirm and celebrate diverse individual needs				
High expectations for instruction and success for all				
Adaptation of instruction to make knowledge accessible to all				
STANDARD 3: FAMILY & COMMUNITY ENGAGEMENT	YES	NO	MAYBE	RATING
Involvement of families in instructional programs				
Clear user-friendly expectations for student learning & behavior for parents				
Updates to parents for ways to support current curriculum at home				
School-home communication about student performance in classroom activities				
Prompt & culturally appropriate response to parents concerns				
STANDARD 4: PROFESSIONAL CULTURE	YES	NO	MAYBE	RATING
Reflection on effectiveness of lessons/units & interactions with students				
Gathering of, analysis of, & sharing of assessment data				
Participation in goal setting with colleagues				
New approaches to improve teaching and learning				
Search for effective teaching ideas				
Participation in professional learning				
Participation in instructional leadership roles				
Collaboration with colleagues in all aspects of teaching & learning				
Participation in decision making at grade/subject and school level				
Positive team player				
Shared responsibility for student learning as a team member				
Collaboration with colleagues to adapt instruction based on students' needs				
Use of good judgment & confidentiality				
Punctual & reliable about teaching & learning responsibilities				
Fulfillment of professional responsibility				



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ESSENTIAL EDUCATIONAL ELEMENTS AT THE PROFICIENT LEVEL – SISP

DOES THE EDUCATOR PRACTICE REFLECT THE REQUIREMENTS OF A RATING OF PROFICIENT?

STANDARD 1: CURRICULUM, PLANNING & ASSESSMENT	YES	NO	MAYBE	RATING
Understanding of subject matter related to professional role				
Understanding of typical and exceptional developmental characteristics of appropriate age group				
Well-constructed student interactions with achievable goals, engaging learning activities with measurable student outcomes				
Knowledge and application of wide range of assessments				
Development of tiered or differentiated interventions				
Ability to gather, analyze, and chart assessment data				
Ability to make appropriate conclusions on student performance from data analysis				
Ability to share information, practice & data analysis with colleagues				
Ability to share findings with parents and students				
STANDARD 2: TEACHING ALL STUDENTS	YES	NO	MAYBE	RATING
Student interaction linked to curriculum				
Definition of expectations for quality of student work and effort				
Differentiated plans for student needs				
Safe and collaborative learning environment for all				
Developing challenging lessons				
Ability to respect, affirm and celebrate student diversity				
High expectations for student interactions and success for all				
Adaptations of plans and student interactions accessible for all				
STANDARD 3: FAMILY & COMMUNITY ENGAGEMENT	YES	NO	MAYBE	RATING
Involvement of families in instructional/intervention programs				
Clear user-friendly expectations for student learning & behavior for parents				
Updates to parents for ways to support current curriculum/intervention strategy at home				
School-home communication about student performance in classroom activities				
Prompt & culturally appropriate response to parents concerns				
STANDARD 4: PROFESSIONAL CULTURE	YES	NO	MAYBE	RATING
Reflection on effectiveness of lessons/ interactions with students				
Gathering, analysis, & sharing of assessment data				
Participation in goal setting with colleagues				
New approaches to improve teaching and learning				
Search for effective teaching/intervention/treatment ideas				
Participation in professional learning				
Participation in decision making at grade/subject and school level				
Positive team player				
Shared responsibility for student learning as a team member				
Collaboration with colleagues to adapt instruction based on students' needs				
Use of good judgment & confidentiality				
Punctual & reliable about teaching & learning responsibilities				



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ESSENTIAL EDUCATIONAL ELEMENTS AT THE PROFICIENT LEVEL – ADMINISTRATORS)

DOES THE EDUCATOR PRACTICE REFLECT THE REQUIREMENTS OF A RATING OF PROFICIENT?

STANDARD 1: INSTRUCTIONAL LEADERSHIP	YES	NO	MAYBE	RATING
Assistance & support on standards-based units				
Assistance & support on well-structured lessons/units with measureable outcomes				
Demonstration of repertoire of instructional practices				
Assistance & support on high standards for content & effort for students				
Assistance & support on accommodating learning plans based on students' needs				
Assistance & support on arrays of formal & informal assessments				
Assistance & support on using assessments to inform instruction				
Assistance & support on developing and attaining professional practice and student learning goals				
Unannounced visits to classrooms with actionable feedback provided				
Sound judgment in assigning performance ratings & student learning impact				
Review of alignment between judgment about practice & student achievement when evaluating				
Understanding of sources of evidence to be applied to decisions to be made				
Use of sources of evidence to inform school/district goals				
Demonstrations of decisions made result in district, educator, student performance				
STANDARD 2: MANAGEMENT AND OPERATIONS	YES	NO	MAYBE	RATING
Development of effective plans, procedures, & routines				
Development and implementation of operational systems				
Assurance that students' health & safety, social and emotional needs are addressed				
Implementation of recruitment/hiring strategies				
Implementation of induction program for new teachers & administrators				
Implementation of a professional development plan that addresses educator plan goals				
Identification of proficient & exemplary teachers to assist in their instructional leadership skills				
Development of schedule that maximizes educators' teaching & students' learning time				
Development of schedule that provides time for teams to collaborate				
Compliance with federal and state laws and school committee policies				
Compliance with requirements of the collective bargaining agreement				
Demonstration of ethical behavior				
Development of budget that supports district's vision				
STANDARD 3: FAMILY & COMMUNITY ENGAGEMENT	YES	NO	MAYBE	RATING
Establishment of a school environment that welcomes parents & families				
Provision of programs that assist families' contribution to the school environment				
Partnership with community organizations and community businesses				
Collaboration with families through school-based programs				
Collaboration with families through home-based programs				
2-way communication with families about student learning & performance				
Engagement in cultural effective communication about student learning & performance				
Equitable addresses family concerns				
STANDARD 4: PROFESSIONAL CULTURE	YES	NO	MAYBE	RATING
Development & promotion of staff commitment to a results-oriented mission				
Planning of meetings with clear purpose, focus, and engagement of participants				
Development of school policies & practices that are respectful of a cultural diverse environment				
Demonstration of respect for cultural backgrounds of student & staff				
Demonstration of respect for strengths & challenges of student & staff				
Demonstration of interpersonal skills, written skills, and verbal skills				
Assistance & support to staff in understanding & use of data as part of reflective practice				
Setting of goals for his/her professional growth				
Completion of activities & work products defined in Educator Plan				
Demonstration of currency related to educational research & theory and best practices				
Engagement of stakeholders in the development of a shared educational vision				
Development of a vision focused on student preparation for college & career readiness				
Appropriate responses to disagreement/dissent				
Resolution of conflicts in a constructive and respectful manner				
Use of consensus building strategies				



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MTA EDUCATOR EVALUATION

EDUCATOR PLANS

Educator Professional Growth Plans

Purpose: The professional growth plan describes the actions and evidence that educators will complete as a means of attaining either the professional practice goal or the student learning goal. Those educators who are on either a Directed Growth Plan or an Improvement Plan will also have goals addressing identified areas of low or underperformance identified through the evaluation process.

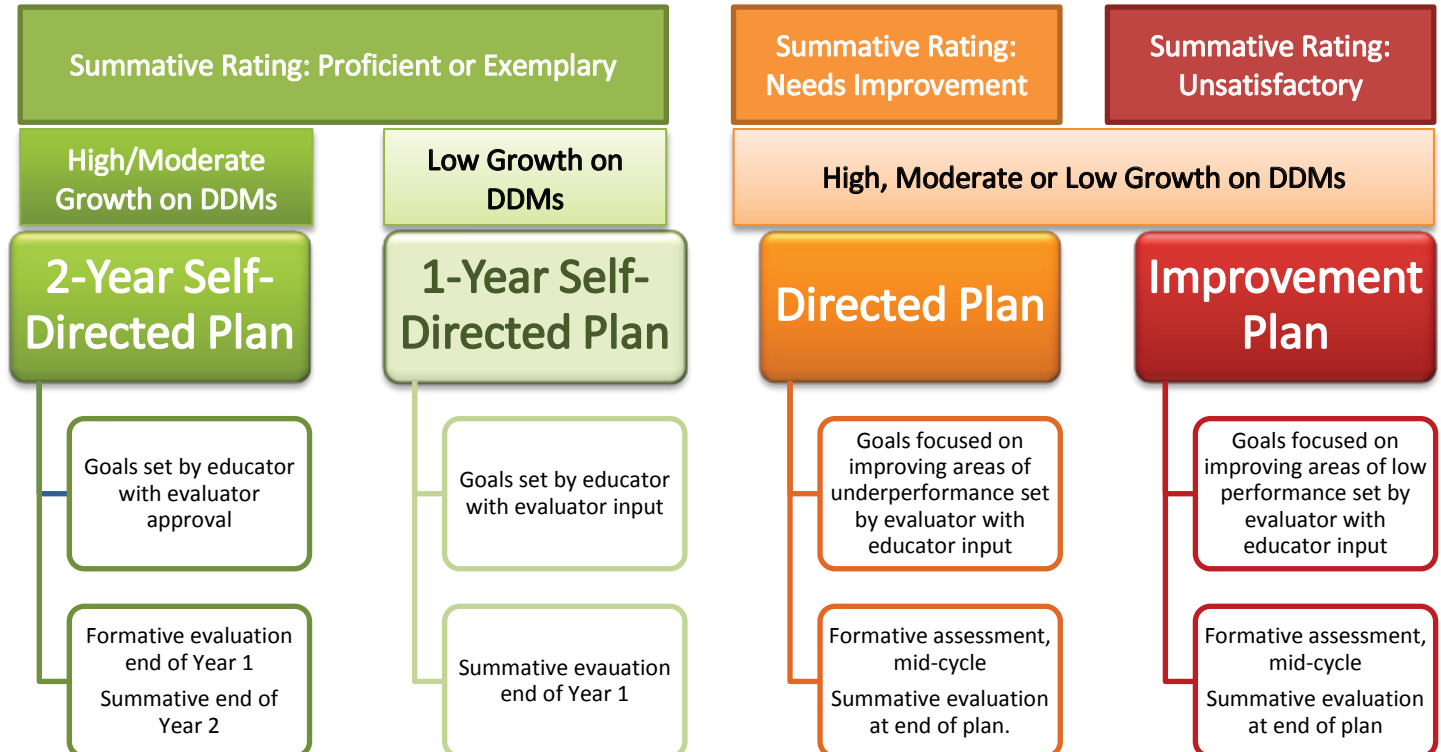
Each plan should include the educator activities, the student activities, the district support, the time frame, and the proposed evidence that the educator or team of educators will complete over the course. The school or district leadership is responsible for providing the resources for educators to successfully complete these activities within the appropriate time frame.

Each plan will have two components: one to attain the professional practice goal and one to attain the student learning goal.

Every licensed educator must have a professional growth plan. The type and length of the plan is based on the educator's summative evaluation rating and the impact on student learning rating; the latter will go into effect for some educators at the end of the 2015-16 academic year.

- Educators with an overall summative rating of either *exemplary* or *proficient* are on a Self-directed Plan. For those whose impact on student learning rating is *moderate* or *high*, the plan is two years long. For those whose impact rating is *low*, the plan is one year long.
- Educators with an overall summative rating of *needs improvement*, regardless of their impact rating, are on a Directed Plan for up to one year. The plan's actual length within this time frame should be determined by the goals to be attained and a reasonable assessment of the time needed to attain them.
- Educators with an overall summative rating of *unsatisfactory*, regardless of their impact rating, are on an Improvement Plan for at least 30 days and up to 12 months. The plan's actual length within this time frame should be determined by the goals to be attained and a reasonable assessment of the time needed to attain them.

[See Measures of Effectiveness chart for details.]



SELF-DIRECTED EDUCATOR PLANS GUIDANCE

WHO:

1. Only educators with Professional Teacher Status.
2. Educators whose overall performance rating is Proficient or Exemplary
3. Developed by the educator with evaluator input.

LENGTH:

1. Up to two years for PTS educators whose impact on student learning is Moderate or High.
2. Up to one year for PTS educators whose impact on student learning is Low.

PROFESSIONAL PRACTICE GOAL GUIDANCE AND TEMPLATE

The numbers below align with the numbers in the following template.

1. **PROFESSIONAL PRACTICE GOAL:** This is the approved individual or team goal. This goal may either improve or enhance practice.
2. **EDUCATOR ACTIVITIES - PROFESSIONAL LEARNING PROGRAMS:** The plan should specify the activities the educator/team will engage in during the time frame of the plan. Professional learning should be guided by the Learning Forward standards. Research is clear that significant time is required for educators to incorporate new learning into their practice (generally about 40-50 hours in learning theory, seeing demonstrations, practicing on their own, and getting feedback from coaches and colleagues). In a given year, professional learning should be focused on no more than two learning programs. These may include any combination of the following:
 - a. **STUDY GROUPS:** Small group work, using such formats as Tuning Protocol, during which educators reflect on their work and seek input from colleagues to improve their teaching or administrative practice.
 - b. **TEAMWORK:** Grade level, subject area or administrative teams working on a common issue such as aligning local curriculum to the state frameworks; developing common rubrics and exemplars to use in judging student work; created common units, lessons or assessments; making decisions about the acquisition and adaptation of instructional materials and textbooks; developing and implementing a school improvement plan; observing and evaluating educator practice.
 - c. **LESSON STUDY:** Grade level, subject area or administrative teams use agreed-upon protocols for developing, implementing, and reflecting on a common instructional or administrative practice.
 - d. **WORKSHOPS/SEMINARS:** School or district-based programs focused on one instructional or administrative practice that follows the theory-demonstrate-practice-apply model with opportunities for coaching and observation by instructors and peers.
 - e. **REFLECTIVE PRACTICE:** Educator selects a lesson, unit, work product, administrative practice and analyzes input and outcomes and determines how to improve future iterations, such as Critical Friends protocol.
 - f. **ACTION RESEARCH:** Educator or team-based research focused on a question related to educator practice.
 - g. **COURSEWORK:** Generally graduate-level courses in content specifically related to the educator's goals.
3. **ANTICIPATED NEW KNOWLEDGE AND/OR SKILL:** The educator and the evaluator should define the expected new learning that will result from each professional learning program. What will the educator know and be able to do as a result of the new learning.
4. **TIME FRAME:** The plan should indicate the amount of time that the educator and the evaluator agree should be appropriate and sufficient for the educator to complete each learning activity.
5. **SPECIFIC PROFESSIONAL DEVELOPMENT ACTIVITIES:** The plan should specify the resources needed to complete the plan successfully.
6. **ANTICIPATED WORK PRODUCTS OR EVIDENCE OF GOAL ATTAINMENT:** The educator(s) and the evaluator should define types of work product(s) and other evidence that the educator may complete, compile and organize to demonstrate goal attainment.

SELF-DIRECTED EDUCATOR PLAN – PROFESSIONAL PRACTICE GOAL

(May be used for individuals or teams)

EDUCATORS		TEAM LEADER		SCHOOL YEAR	
GRADE(S)		SUBJECT AREA(S)			
EVALUATOR		SCHOOL			

ELEMENT	DESCRIPTION
1. PROFESSIONAL PRACTICE GOAL	
2. EDUCATOR ACTIVITIES: PROFESSIONAL LEARNING PROGRAM	
3. ANTICIPATED NEW KNOWLEDGE AND/OR SKILL	
4. TIME FRAME	
5. DISTRICT RESOURCES	
6. ANTICIPATED WORK PRODUCTS OR EVIDENCE OF GOAL ATTAINMENT	



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STUDENT LEARNING GOAL GUIDANCE AND TEMPLATE

The numbers below align with the numbers in the following template.

1. **STUDENT LEARNING GOAL:** This is the approved individual or team goal. The goal may improve or enhance student learning.
2. **STUDENT ACTIVITIES: BASELINE, MID-POINT AND CULMINATING DATA:** Describes what students will do during the course of the plan specifically related to the goal. Outcomes data should be collected on a variety of formal and informal assessments. Data should be connected to curriculum frameworks and/or local curriculum requirements. Baseline data represents what students know and are able to do at the beginning of the instructional cycle. Mid-point data reflects what students know and are able to do at the mid-point in the instructional cycle – this is formative assessment data. Culminating Data represents what students know and are able to do at the end of the instructional cycle; this is more often summative assessment data.
3. **EDUCATOR ACTIVITIES:** Individual or Team Tasks: Describes what the individual or team of educators will do over the course of the plan specifically related to the goal. The educator(s) and the evaluator should define the assessment tasks that the individual or team members will complete with their students as a means of achieving the student learning goal. For goals where all students are doing similar tasks but in different content, for example completing an expository writing assignment with evidence from the text, a common scoring rubric may be used as a means of standardizing assessment of writing skills, but not specific content, across classes/classrooms. These may include any combination of the following:
 - a. **STUDY EDUCATOR-DEVELOPED ASSESSMENTS:** Periodic assessments of students' acquisition of knowledge and/or skills related to the attainment of the student learning goal.
 - b. **PORTFOLIOS:** Collection of student work related to the knowledge and/or skills to be attained.
 - c. **PERFORMANCES:** Activities in which students demonstrate their knowledge and/or skill, e.g. lab experiments, sample writing, performing arts activities, vocational shop product development, etc.
 - d. **BEHAVIORAL TASKS:** Activities that allow students to demonstrate their acquisition of prescribed behavioral skills, motor skill development, social skills, etc..
4. **TIME FRAME:** The plan should indicate the amount of time that the educator(s) and the evaluator agree should be appropriate and sufficient for the educator(s) to achieve the goal.
5. **DISTRICT SUPPORT AND RESOURCES NEEDED:** The plan should specify any professional learning, instructional texts or materials or other resources needed to successfully complete the plan and attain the goal.
6. **ANTICIPATED EVIDENCE OF GOAL ATTAINMENT:** The educator(s) and the evaluator should define types of work product(s), examples of student learning and other evidence that the educator may complete, compile and organize to demonstrate goal attainment.

SELF-DIRECTED EDUCATOR PLAN – STUDENT LEARNING GOAL

(May be used for individuals or teams)

EDUCATORS		TEAM LEADER		SCHOOL YEAR	
GRADE(S)		SUBJECT AREA(S)			
EVALUATOR		SCHOOL			

ELEMENT	DESCRIPTION
1. STUDENT LEARNING GOAL	
2. STUDENT ACTIVITIES: BASELINE, FORMATIVE, AND FINAL ASSESSMENT DATA	
3. EDUCATOR ACTIVITIES: INDIVIDUAL OR TEAM TASKS	
4. TIME FRAME	
5. DISTRICT SUPPORT: RESOURCES NEEDED	
6. ANTICIPATED EVIDENCE OF GOAL ATTAINMENT	



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DEVELOPING EDUCATOR PLANS GUIDANCE AND TEMPLATE FOR PROFESSIONAL PRACTICE GOAL

PURPOSE:

The professional growth plan describes the professional development learning programs that the educator in his/her first three years of practice will participate in to achieve the professional practice and student learning outcome goals. The school or district leadership is responsible for providing the resources for educators to successfully complete these activities within the appropriate time frame.

DETAILS:

1. Teachers without Professional Teaching Status or administrators in their first three years of a position.
2. PTS teachers in a substantially different teaching assignment.
3. Developed by the educator and evaluator.
4. Annual for first three years of practice or in a new administrative position.

PROFESSIONAL PRACTICE GOAL TEMPLATE GUIDANCE:

The numbers below align with the numbers in the following template.

1. **PROFESSIONAL PRACTICE GOAL:** This is the approved individual or team goal. For those in their first year of practice, goals must include participation in district induction and mentoring programs.
2. **EDUCATOR ACTIVITIES - PROFESSIONAL LEARNING PROGRAMS:** The plan should specify the activities the educator/team will engage in during the time frame of the plan. Professional learning should be guided by the Learning Forward standards. Research is clear that significant time is required for educators to incorporate new learning into their practice (generally about 40-50 hours in learning theory, seeing demonstrations, practicing on their own, and getting feedback from coaches and colleagues). In a given year, professional learning should be focused on no more than two learning programs. These may include any combination of the following:
 - a. **STUDY GROUPS:** Small group work, using such formats as Tuning Protocol, during which educators reflect on their work and seek input from colleagues to improve their teaching or administrative practice.
 - b. **TEAMWORK:** Grade level, subject area or administrative teams working on a common issue such as aligning local curriculum to the state frameworks; developing common rubrics and exemplars to use in judging student work; created common units, lessons or assessments; making decisions about the acquisition and adaptation of instructional materials and textbooks; developing and implementing a school improvement plan; observing and evaluating educator practice.
 - c. **LESSON STUDY:** Grade level, subject area or administrative teams use agreed-upon protocols for developing, implementing, and reflecting on a common instructional or administrative practice.
 - d. **WORKSHOPS/SEMINARS:** School or district-based programs focused on one instructional or administrative practice that follows the theory-demonstrate-practice-apply model with opportunities for coaching and observation by instructors and peers.
 - e. **REFLECTIVE PRACTICE:** Educator selects a lesson, unit, work product, administrative practice and analyzes input and outcomes and determines how to improve future iterations, such as Critical Friends protocol.
 - f. **ACTION RESEARCH:** Educator or team-based research focused on a question related to educator practice.
 - g. **COURSEWORK:** Generally graduate-level courses in content specifically related to the educator's goals.
 - h. **INDUCTION AND MENTORING:** The activities related to orientation, induction workshops to assist new teachers in learning "how we do things around here," and guidance from a trained mentor.
3. **ANTICIPATED NEW KNOWLEDGE AND/OR SKILL:** The educator and the evaluator should define the expected new learning that will result from each professional learning program. What will the educator know and be able to do as a result of the new learning.
4. **TIME FRAME:** The plan should indicate the amount of time that the educator and the evaluator agree should be appropriate and sufficient for the educator to complete each learning activity.
5. **SPECIFIC PROFESSIONAL DEVELOPMENT ACTIVITIES:** The plan should specify the resources needed to complete the plan successfully.
6. **ANTICIPATED WORK PRODUCTS OR EVIDENCE OF GOAL ATTAINMENT:** The educator(s) and the evaluator should define types of work product(s) and other evidence that the educator may complete, compile and organize to demonstrate goal attainment.

DEVELOPING EDUCATOR PLAN – PROFESSIONAL PRACTICE GOAL

(May be used for individuals or teams)

EDUCATORS		TEAM LEADER		SCHOOL YEAR	
GRADE(S)		SUBJECT AREA(S)			
EVALUATOR		SCHOOL			

ELEMENT	DESCRIPTION
1. PROFESSIONAL PRACTICE GOAL	
2. EDUCATOR ACTIVITIES: PROFESSIONAL LEARNING PROGRAM	
INDUCTION & MENTORING	
3. ANTICIPATED NEW KNOWLEDGE AND/OR SKILL	
4. TIME FRAME	
5. DISTRICT RESOURCES	
6. ANTICIPATED WORK PRODUCTS OR EVIDENCE OF GOAL ATTAINMENT	



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STUDENT LEARNING GOAL GUIDANCE AND TEMPLATE

The numbers below align with the numbers in the following template.

1. **STUDENT LEARNING GOAL:** This is the approved individual or team goal. The goal may improve or enhance student learning.
2. **STUDENT ACTIVITIES: BASELINE, MID-POINT AND CULMINATING DATA:** Describes what students will do during the course of the plan specifically related to the goal. Outcomes data should be collected on a variety of formal and informal assessments. Data should be connected to curriculum frameworks and/or local curriculum requirements. Baseline data represents what students know and are able to do at the beginning of the instructional cycle. Mid-point data reflects what students know and are able to do at the mid-point in the instructional cycle – this is formative assessment data. Culminating Data represents what students know and are able to do at the end of the instructional cycle; this is more often summative assessment data.
3. **EDUCATOR ACTIVITIES – INDIVIDUAL OR TEAM TASKS:** Describes what the individual or team of educators will do over the course of the plan specifically related to the goal. The educator(s) and the evaluator should define the assessment tasks that the individual or team members will complete with their students as a means of achieving the student learning goal. For goals where all students are doing similar tasks but in different content, for example completing an expository writing assignment with evidence from the text, a common scoring rubric may be used as a means of standardizing assessment of writing skills, but not specific content, across classes/classrooms. These may include any combination of the following:
 - a. **STUDY EDUCATOR-DEVELOPED ASSESSMENTS:** Periodic assessments of students' acquisition of knowledge and/or skills related to the attainment of the student learning goal.
 - b. **PORTFOLIOS:** Collection of student work related to the knowledge and/or skills to be attained.
 - c. **PERFORMANCES:** Activities in which students demonstrate their knowledge and/or skill, e.g. lab experiments, sample writing, performing arts activities, vocational shop product development, etc.
 - d. **BEHAVIORAL TASKS:** Activities that allow students to demonstrate their acquisition of prescribed behavioral skills, motor skill development, social skills, etc.
4. **TIME FRAME:** The plan should indicate the amount of time that the educator(s) and the evaluator agree should be appropriate and sufficient for the educator(s) to achieve the goal.
5. **DISTRICT SUPPORT AND RESOURCES NEEDED:** The plan should specify any professional learning, instructional texts or materials or other resources needed to successfully complete the plan and attain the goal.
6. **ANTICIPATED EVIDENCE OF GOAL ATTAINMENT:** The educator(s) and the evaluator should define types of work product(s), examples of student learning and other evidence that the educator may complete, compile and organize to demonstrate goal attainment.

DEVELOPING EDUCATOR PLAN – STUDENT LEARNING GOAL

(May be used for individuals or teams)

EDUCATORS		TEAM LEADER		SCHOOL YEAR	
GRADE(S)		SUBJECT AREA(S)			
EVALUATOR		SCHOOL			

ELEMENT	DESCRIPTION
1. STUDENT LEARNING GOAL	
2. STUDENT ACTIVITIES: BASELINE, FORMATIVE, AND FINAL ASSESSMENT DATA	
3. EDUCATOR ACTIVITIES: INDIVIDUAL OR TEAM TASKS	
4. TIME FRAME	
5. DISTRICT SUPPORT: RESOURCES NEEDED	
6. ANTICIPATED EVIDENCE OF GOAL ATTAINMENT	



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DIRECTED GROWTH PLAN GUIDANCE AND TEMPLATE

PURPOSE:

The Directed Growth Plan is to improve the practice of educators with a summative rating of NEEDS IMPROVEMENT with the goal of earning a rating of PROFICIENT at the end of the plan. The plan may be for up to one year and may be the sole Educator Plan or it may be in addition to the Educator Plan if there are team goals. This guidance is based on the premise that the educator has a plan with a team professional practice goal and student learning goal and that the Directed Growth Plan is specific to the educator's practice areas needing improvement.

WHO:

1. Only educators with Professional Teacher Status.
2. Educators whose overall performance rating is NEEDS IMPROVEMENT.
3. Developed by the evaluator with educator input.

WHEN:

1. The recommendation that the educator have a Directed Growth Plan will usually occur at the end of the summative evaluation cycle.
2. During the course of observations and evidence collection for an educator on a Self-Directed Growth Plan, the evaluator may exercise his/her professional judgment to determine that the evidence suggests that the educator's practice has declined to an overall needs improvement level. The evaluator may then make a recommendation that the educator's plan be changed to a Directed Growth Plan.

ELEMENTS:

1. **IMPROVEMENT GOAL:** Define the improvement goal(s) directly related to the performance standard(s) and/or student learning outcomes that must be improved.
2. **EDUCATOR ACTIVITIES:** Describe the activities the educator will complete with the goal of improving practice and/or performance.
3. **EVIDENCE – EDUCATOR AND/OR STUDENT WORK PRODUCTS:** Describe the educator work products or student work samples that must be compiled and organized as evidence of completing the work required in the plan.
4. **DISTRICT ASSISTANCE AND SUPPORT:** Describe the assistance that the district will make available to the educator and identify the individual(s) assigned to provide assistance, which must include minimally the Supervising Evaluator.
5. **MEASUREABLE OUTCOMES:** Articulate the measurable outcomes that will be accepted as evidence of improvement. These outcomes should allow for an array of evidence.
6. **TIMELINE & FORMATIVE ASSESSMENT(S):** Detail the timeline for completion of each component of the Directed Growth Plan, including at a minimum a mid-cycle formative assessment report of the educator's progress toward meeting the goals within the time frame of the plan and a summative evaluation at the end of the plan.
7. Include the signatures of the Educator and Supervising Evaluator.
8. **SUMMATIVE EVALUATION DECISION AND RECOMMENDATION:**
 - a. If at the end of the Directed Growth Plan the educator's overall performance is rated at least PROFICIENT, the educator will have a Self-Directed Growth Plan in the next evaluation cycle.
 - b. If at the end of the Directed Growth Plan the educator's overall performance is rated below PROFICIENT, the educator will receive an overall rating of UNSATISFACTORY and will have an Improvement Plan for the next evaluation cycle.

DIRECTED GROWTH PLAN – FOR EDUCATORS WITH PTS RATED OVERALL NEEDS IMPROVEMENT

EDUCATOR		PLAN DEADLINE	ATTAINMENT OF GOAL	
1. IMPROVEMENT GOAL 1			<input type="checkbox"/> Formative <input type="checkbox"/> Summative	<input type="checkbox"/> Exceeded goal <input type="checkbox"/> Met goal <input type="checkbox"/> Sufficient progress <input type="checkbox"/> Insufficient progress <input type="checkbox"/> No Progress
IMPROVEMENT GOAL 2			<input type="checkbox"/> Formative <input type="checkbox"/> Summative	<input type="checkbox"/> Exceeded goal <input type="checkbox"/> Met goal <input type="checkbox"/> Sufficient progress <input type="checkbox"/> Insufficient progress <input type="checkbox"/> No Progress
2. EDUCATOR ACTIVITIES			Deadline	
3. EVIDENCE: EDUCATOR AND/OR STUDENT WORK PRODUCTS			Deadline	
4. DISTRICT ASSISTANCE AND SUPPORT			Deadline	
5. MEASUREABLE OUTCOMES			Deadline	
6. TIMELINE & FORMATIVE ASSESSMENT(S)				

7. SIGNATURE OF EVALUATOR: _____ Date: _____

SIGNATURE OF EDUCATOR: _____ Date: _____

8. RECOMMENDATION

- ☐ The educator's practice on the goals is at least proficient and will be on a Self-Directed Growth Plan in the next evaluation cycle.
- ☐ The educator's practice on the goals is below proficient and will be on an Improvement Plan in the next evaluation cycle.



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IMPROVEMENT PLAN GUIDANCE AND TEMPLATE

PURPOSE:

The Improvement Plan is to improve the practice of educators with a summative rating of UNSATISFACTORY with the goal of earning a rating of at least NEEDS IMPROVEMENT at the end of the plan. The plan may be for 30 days to 12 months in length; the length of the plan should be determined by the goals and activities that the educator must attain and complete. Because of the serious nature of having an Improvement Plan, it is recommended that there not be an additional Educator Plan. However, this guidance is based on the premise that the educator has a plan with a team professional practice goal and student learning goal and that the Improvement Plan is specific to the educator's areas needing improvement.

WHO:

1. Only educators with Professional Teacher Status.
2. Educators whose overall performance rating is UNSATISFACTORY.
3. Developed by the evaluator with educator input.

WHEN:

1. The recommendation that the educator have an Improvement Plan will usually occur at the end of the summative evaluation cycle.
2. During the course of observations and evidence collection for an educator on a Directed Growth Plan, the evaluator may determine that the evidence suggests that the educator's practice has declined to an overall unsatisfactory level. The evaluator may then make a recommendation that the educator's plan be changed to an Improvement Plan.

ELEMENTS:

1. **IMPROVEMENT GOAL:** Define the improvement goal(s) directly related to the performance standard(s) and/or student learning outcomes that must be improved.
2. **EDUCATOR ACTIVITIES:** Describe the activities the educator will complete with the goal of improving practice and/or performance.
3. **EVIDENCE – EDUCATOR AND/OR STUDENT WORK PRODUCTS:** Describe the educator work products or student work samples that must be compiled and organized as evidence of completing the work required in the plan.
4. **DISTRICT ASSISTANCE AND SUPPORT:** Describe the assistance that the district will make available to the educator and identify the individual(s) assigned to provide assistance, which must include minimally the Supervising Evaluator.
5. **MEASUREABLE OUTCOMES:** Articulate the measurable outcomes that will be accepted as evidence of improvement. These outcomes should allow for an array of evidence.
6. **TIMELINE & FORMATIVE ASSESSMENT(S):** Detail the timeline for completion of each component of the Directed Growth Plan, including at a minimum a mid-cycle formative assessment report of the educator's progress toward meeting the goals within the time frame of the plan and a summative evaluation at the end of the plan.
7. Include the signatures of the Educator and Supervising Evaluator.
8. **SUMMATIVE EVALUATION DECISION AND RECOMMENDATION:**
 - a. If at the end of the Improvement Plan the educator's overall performance is rated at least PROFICIENT, the educator will have a Self-Directed Growth Plan in the next evaluation cycle.
 - b. If at the end of the Improvement Plan the educator's overall performance is rated at least NEEDS IMPROVEMENT, the educator will have a Directed Growth Plan in the next evaluation cycle.
 - c. If at the end of the Improvement Plan the educator's overall performance is rated UNSATISFACTORY, the educator may be recommended for dismissal.

IMPROVEMENT PLAN – FOR EDUCATORS WITH PTS RATED OVERALL UNSATISFACTORY

EDUCATOR		PLAN DEADLINE	ATTAINMENT OF GOAL	
1. IMPROVEMENT GOAL 1			<input type="checkbox"/> Formative <input type="checkbox"/> Summative	<input type="checkbox"/> Exceeded goal <input type="checkbox"/> Met goal <input type="checkbox"/> Sufficient progress <input type="checkbox"/> Insufficient progress <input type="checkbox"/> No Progress
IMPROVEMENT GOAL 2			<input type="checkbox"/> Formative <input type="checkbox"/> Summative	<input type="checkbox"/> Exceeded goal <input type="checkbox"/> Met goal <input type="checkbox"/> Sufficient progress <input type="checkbox"/> Insufficient progress <input type="checkbox"/> No Progress
2. EDUCATOR ACTIVITIES			Deadline	
3. EVIDENCE: EDUCATOR AND/OR STUDENT WORK PRODUCTS			Deadline	
4. DISTRICT ASSISTANCE AND SUPPORT			Deadline	
5. MEASUREABLE OUTCOMES			Deadline	
6. TIMELINE & FORMATIVE ASSESSMENT(S)				

7. SIGNATURE OF EVALUATOR: _____ Date: _____

SIGNATURE OF EDUCATOR: _____ Date: _____

8. RECOMMENDATION

- ☐ The educator's practice on the goals is at least proficient and will be on a Self-Directed Growth Plan in the next evaluation cycle.
- ☐ The educator's practice on the goals is needs improvement and will be on a Directed Growth Plan in the next evaluation cycle.
- ☐ The educator's practice on the goals remains at unsatisfactory and is recommended for dismissal.



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A large, stylized starburst graphic in shades of yellow and orange, positioned behind the title text. It has many sharp, overlapping rays of varying lengths and colors, creating a dynamic, sun-like effect.

MTA EDUCATOR EVALUATION

SUMMATIVE EVALUATION

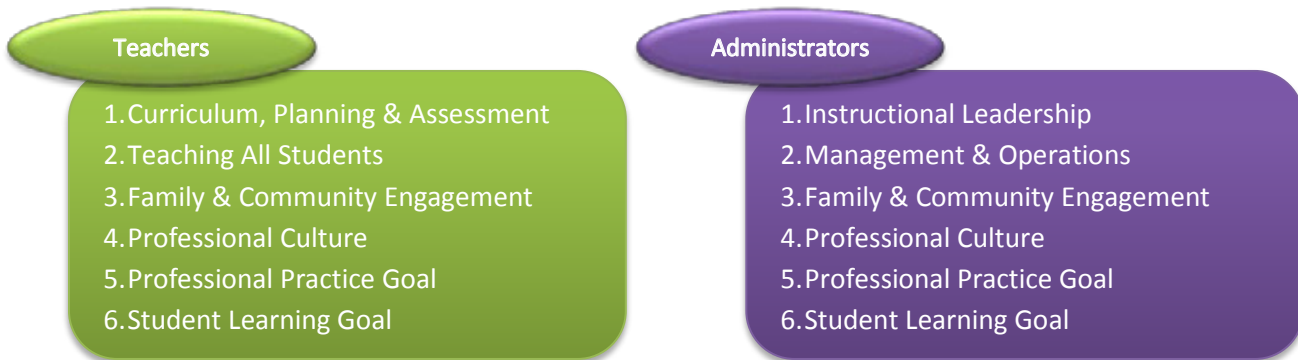


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SUMMATIVE EVALUATION

The five-step evaluation cycle results in a summative evaluation of the educator's practice; the rating is based on the four standards of the professional practice rubric, the professional practice goal and the student learning goal.



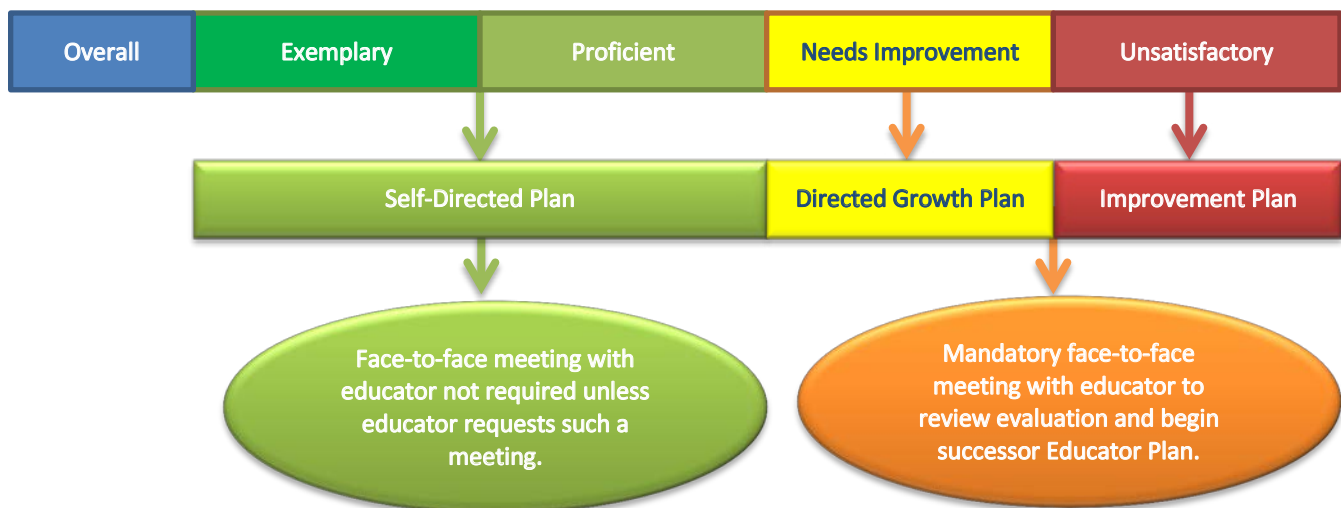
The educator receives five ratings:

- ➡ Standard 1
- ➡ Standard 2
- ➡ Standard 3
- ➡ Standard 4
- ➡ Overall Summative

Each educator's rating is reported by the district to DESE. Ratings are confidential and may not be made public, either by the district or DESE.

In order to achieve an overall summative rating of *proficient*,

- ➡ A teacher or SISP with Professional Teacher Status must be *proficient* on at least Standard 1 and Standard 2.
- ➡ An administrator must be *proficient* on at least Standard 1.



SUMMATIVE EVALUATION GUIDANCE

CORE ELEMENTS:

All educators must receive six ratings – one on each of the four *Standards of Professional Practice* and one each on the two *Educator Plan* goals – which then inform the *Overall Performance Rating*. These six elements for teachers and specialized instructional support personnel/caseload educators are:

- Standard 1: Curriculum, Planning and Assessment – *exemplary, proficient, needs improvement, unsatisfactory*
- Standard 2: Teaching All Students – *exemplary, proficient, needs improvement, unsatisfactory*
- Standard 3: Family & Community Engagement – *exemplary, proficient, needs improvement, unsatisfactory*
- Standard 4: Professional Culture – *exemplary, proficient, needs improvement, unsatisfactory*
- Professional Practice Goal – *exceeded goal, met goal, sufficient progress, insufficient progress, no progress*
- Student Learning Goal – *exceeded goal, met goal, sufficient progress, insufficient progress, no progress*

These six elements for administrators are:

- Standard 1: Instructional Leadership – *exemplary, proficient, needs improvement, unsatisfactory*
- Standard 2: Management & Operations – *exemplary, proficient, needs improvement, unsatisfactory*
- Standard 3: Family & Community Engagement – *exemplary, proficient, needs improvement, unsatisfactory*
- Standard 4: Professional Culture – *exemplary, proficient, needs improvement, unsatisfactory*
- Professional Practice Goal – *exceeded goal, met goal, sufficient progress, insufficient progress, no progress*
- Student Learning Goal – *exceeded goal, met goal, sufficient progress, insufficient progress, no progress*

TIME FRAME:

- ▶ Summative evaluations must be completed for all educators no later than the deadline specified in the appropriate collective bargaining agreement or employment contract of the summative evaluation year identified in the Educator Plan.
- ▶ Formative evaluations for all educators on a two-year Self-Directed Growth Plan must be completed no later than the deadline specified in the appropriate collective bargaining agreement or employment contract of the non-summative evaluation year identified in the Educator Plan. [See Formative Evaluation tab.]
- ▶ Formative assessments must be completed approximately midway through the evaluation cycle for all educators on Developing Educator Plans, one-year Self-Directed Growth Plans, Directed Growth Plans or Improvement Plans. [See Formative Assessment tab.]

EVALUATOR EVIDENCE:

- ▶ Evaluators are responsible for collecting evidence from observations of practice and other artifacts related to the four Standards of Professional Practice as described in the appropriate DESE rubric. Evaluators may use the evaluation form to determine whether they have collected, or been provided by the educator, sufficient evidence to support a rating of the educator's practice on each of the four standards: *exemplary, proficient, needs improvement, unsatisfactory*. **Proficient** is the goal.
- ▶ Evaluators are responsible for collecting from the educator evidence related to the two Educator Plan goals: the professional practice goal and the student learning goal. Evaluators may use the evaluation form to determine whether they have collected sufficient evidence to support a determination of the educator's progress toward goal attainment: *exceeded, met, sufficient, insufficient, no progress*.

SUMMATIVE EVALUATION MEETING:

- ▶ For educators with Professional Teacher Status whose overall performance rating is *unsatisfactory* or *needs improvement*, the evaluator must conduct a face-to-face meeting with the educator to review the evidence for each of the four Standards of Practice and the Educator Plan goals. The evaluator must:
 - Explain his/her rating to the educator,
 - Begin the process of developing goals to bring the educator's practice back to *proficient*, and
 - Create, with the educator's input, either a Directed Growth Plan or an Improvement Plan.

- ▶ For educators with Professional Teacher Status whose overall performance rating is *proficient* or *exemplary*, the evaluator must have a face-to-face meeting *only if the educator requests one*. The educator should begin to develop goals for the Self-Directed Educator Plan.
- ▶ For educators who have yet to achieve Professional Teacher Status at the end of their first and second year of practice, the evaluator must have a face-to-face meeting with the educator highlighting any standard on which the educator was not rated *proficient* and making recommendations for the next Developing Educator Plan that address identified deficiencies.

EDUCATOR PLANS:

- ▶ All educators without Professional Teacher Status are on a *Developing Educator Plan* and must receive a summative evaluation at least annually. Goals are set by the evaluator with educator input and must include induction and mentoring, at least in the first year. Second- and third-year Developing Educator Plans should define goals that relate to any deficiencies that must be addressed in order for the educator to attain Professional Teacher Status.
- ▶ Educators with Professional Teacher Status who have an overall performance rating of *proficient* or *exemplary* will have a Self-Directed Growth Plan.
 - ➡ *Two-Year Plan:* For educators whose impact on student learning is moderate or high. Goals are set by the educator with evaluator approval. Formative evaluation must occur at the end of Year 1, summative evaluation at the end of Year 2. **Note:** Educators will not have a Student Impact Rating prior to the end of the 2015-16 school year. All educators with a rating of *proficient* or above will generally be on a two-year plan until that time.
 - ➡ *One-Year Plan:* For educators whose impact on student learning is low. Goals are set by the educator with evaluator input; one may address practices or conditions resulting in low student outcomes. Summative evaluation at the end of Year 1.
- ▶ Educators with Professional Teacher Status who have an overall performance rating of *needs improvement* will have a Directed Growth Plan of up to one year. Goals determined by the evaluator with educator input must address areas of low performance and/or low student outcomes. Activities in the plan must focus on improving identified areas of underperformance related to the four standards, student learning outcomes or both. Formative assessment must be completed approximately midway through the evaluation cycle, but no later than the deadline specified in the appropriate collective bargaining agreement. Summative evaluation must be completed at the end of the plan.
- ▶ Educators with Professional Teacher Status who have an overall performance rating of *unsatisfactory* will have an Improvement Plan between 30 days and 12 months; the time frame should be appropriate for the goals to be attained. Goals determined by the evaluator with educator input must address areas of low performance and/or low student outcomes. Activities in the plan must focus on improving identified areas of underperformance related to the four standards, student learning outcomes or both. Formative assessment must be completed approximately midway through the evaluation cycle, but no later than the deadline specified in the appropriate collective bargaining agreement. Summative evaluation must be completed at the end of the plan.

COMPLETING SUMMATIVE EVALUATION FORM

Evaluators are responsible for providing written, evidence-based, reflective and actionable feedback on one or more of the standards and/or Educator Plan goals that will result in either improved or enhanced professional practice or improved or enhanced student learning outcomes.

The eight elements of the summative evaluation form to be completed by the evaluator are:

- 1. Key Information:** Educator's name; the year of summative evaluation based on the Educator Plan and contractual requirements, if applicable; the overall summative rating by checking the appropriate box; name of primary evaluator, which is generally the principal at the school level and the superintendent at the district level; name of supervising evaluator, if there is one, such as a department head or assistant principal at the school level or assistant superintendent at the district level; the type of current plan by checking the appropriate box; the educator's professional practice goal written in the appropriate space, and the progress rating by checking the appropriate box; the educator's student learning goal written in the appropriate space, and the progress rating by checking the appropriate box.
- 2. Evidence and Ratings on Standards 1 and 2 and Applicable Evidence to Educator Plan Goals:** Indicate the overall rating for Standard 1 and Standard 2 by checking the appropriate box; write a description of the evidence collected or provided by the educator in relation to the standards; observations are a mandatory requirement and are listed on the form. The evaluator should check off whether evidence has been collected for an indicator and, if so, provide a rating for it (see the * definitions). The same piece of evidence may apply to multiple standards, indicators and goals.
- 3. Feedback on Standards 1 and 2 to Inform Educator Plan Goals for Next Evaluation Cycle:** Based on the evaluator's judgment of the educator's practice on Standard 1 and 2, provide written feedback that the educator should consider or use in developing either the professional practice goal or the student learning goal for the Educator Plan for the next evaluation cycle.
- 4. Evidence and Ratings on Standards 3 and 4 and Applicable Evidence to Educator Plan Goals:** Indicate the overall rating for Standard 3 by checking the appropriate box; write a description of the evidence collected or provided by the educator in relation to the standards; the evaluator should check off whether evidence has been collected for an indicator and, if so, provide a rating for it (see the * definitions). The same piece of evidence may apply to multiple standards, indicators and goals.
- 5. Feedback on Standards 3 and 4 to Inform Educator Plan Goals for Next Evaluation Cycle:** Based on the evaluator's judgment of the educator's practice on Standard 1 and 2, provide written feedback that the educator should consider or use in developing either the professional practice goal or the student learning goal for the Educator Plan for the next evaluation cycle.
- 6. Resulting Educator Plan for Educators with PTS:** Indicate the type of Educator Plan for the next evaluation cycle based on the educator's overall rating. Indicate the dates by which the formative evaluation (for those on two-year Self-Directed Growth Plans) will be completed or formative assessment and summative evaluation for all other plans will be completed.
- 7. Resulting Educator Plan for Educators without PTS:** Indicate the dates by which the formative assessment and summative evaluation will be completed. For educators eligible for PTS, the evaluator should check the second box. In order to achieve PTS, the educator must be rated *proficient* on all four standards. The regulations state:

Professional teacher status, pursuant to G.L. Ch. 71, § 41, should be granted only to educators who have achieved ratings of proficient or exemplary on each Performance Standard and overall. A principal considering making an employment decision that would lead to professional teacher status for any educator who has not been rated proficient or exemplary on each Performance Standard and overall on the most recent evaluation shall confer with the superintendent of schools by May 1. The principal's decision is subject to review and approval by the superintendent.
- 8. Signatures:** The evaluator and educator should sign and date the completed form.

SUMMATIVE EVALUATION MEETING

- Evaluators must conduct a face-to-face summative evaluation conference with all educators whose overall performance rating is *needs improvement* or *unsatisfactory*.
 - At this meeting, the evaluator must present to the educator evidence from observations, artifacts of educator practice and other relevant evidence collected and explain how this led to a determination of practice that is below *proficient*.
 - At this meeting, the evaluator should either develop with the educator the appropriate Educator Plan for the next evaluation cycle or make arrangements for a second meeting at which the appropriate Educator Plan will be developed.
 - The conference is for those educators who will have an Improvement Plan for the next evaluation cycle. If the educator agrees, the evaluator should inform the association that the educator will be on an Improvement Plan.
- Evaluators are not required to conduct a face-to-face summative evaluation conference with educators whose overall performance rating is *proficient* or *exemplary*. However, if an educator requests such a meeting, the evaluator must honor that request.

SUMMATIVE EVALUATION – TEACHER /SISP

1. EDUCATOR: _____ SUMMATIVE EVALUATION YEAR: _____

PRIMARY EVALUATOR: _____ **SUPERVISING EVALUATOR (IF ONE):** _____

OVERALL SUMMATIVE EVALUATION RATING: ☐ Exemplary ☐ Proficient ☐ Needs Improvement ☐ Unsatisfactory

Professional Practice Goal		Progress toward Goal Attainment	<input type="checkbox"/> Exceeded goal <input type="checkbox"/> Met goal <input type="checkbox"/> Sufficient progress <input type="checkbox"/> Insufficient progress <input type="checkbox"/> No Progress
Student Learning Goal		Progress toward Goal Attainment	<input type="checkbox"/> Exceeded goal <input type="checkbox"/> Met goal <input type="checkbox"/> Sufficient progress <input type="checkbox"/> Insufficient progress <input type="checkbox"/> No Progress

2. **PP = professional practice; SL = student learning; IP1 = improvement goal 1; IP2 = improvement goal 2

Standard 1 Evidence	Standard 1 Rating: <input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	Ed. Plan Goals**			
Observations – see reports for details		PP	SL	IP1	IP2

Standard 2 Evidence	Standard 2 Rating: <input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	Ed. Plan Goals**			
Observations – see reports for details		PP	SL	IP1	IP2

3. Feedback on Standards 1 & 2 for Professional Practice and/or Student Learning Goals for Next Educator Plan

<u>Standard 1:</u>	<u>Standard 2:</u>
--------------------	--------------------

SUMMATIVE EVALUATION – TEACHER /SISP

4. **PP = professional practice; SL = student learning; IP1 = improvement goal 1; IP2 = improvement goal 2

Standard 3 Evidence	Standard 3 Rating: <input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	Ed. Plan Goals**			
		PP	SL	IP1	IP2

Standard 4 Evidence	Standard 4 Rating: <input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	Ed. Plan Goals**			
		PP	SL	IP1	IP2

5. Feedback on Standards 3 & 4 for Professional Practice and/or Student Learning Goals for Next Educator Plan

<u>Standard 3:</u> 	<u>Standard 4:</u>
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6. Resulting Educator Plan for Educators with Professional Teacher Status

- ☐ Self-Directed Growth Plan: Formative Evaluation Date: _____ Summative Evaluation Date: _____
- ☐ Directed Growth Plan: Formative Assessment Date: _____ Summative Evaluation Date: _____
- ☐ Improvement Plan: Formative Assessment Date: _____ Summative Evaluation Date: _____

7. Resulting Educator Plan for Educators without Professional Teacher Status

- ☐ Developing Educator Plan: Formative Evaluation Date: _____ Summative Evaluation Date: _____
- ☐ Recommended for Professional Teacher Status: Must be at least *proficient* on all four standards. [See guidance.]

8. Signature of Evaluator _____ Date Completed: _____

Signature of Educator* _____ Date Received: _____

** Signature of the educator indicates acknowledgment of this report; it does not necessarily denote agreement with the contents of the report. Educators have the opportunity to respond to this report in writing and may use the Educator Report Form. The educator shall have the opportunity to respond in writing to the summative evaluation as per 603 CMR 35.06(6).*

SUMMATIVE EVALUATION – ADMINISTRATOR

1. EDUCATOR: _____ SUMMATIVE EVALUATION YEAR: _____

PRIMARY EVALUATOR: _____ SUPERVISING EVALUATOR (IF ONE): _____

OVERALL SUMMATIVE EVALUATION RATING: ☐ Exemplary ☐ Proficient ☐ Needs Improvement ☐ Unsatisfactory

Professional Practice Goal		Progress toward Goal Attainment	<input type="checkbox"/> Exceeded goal <input type="checkbox"/> Met goal <input type="checkbox"/> Sufficient progress <input type="checkbox"/> Insufficient progress <input type="checkbox"/> No Progress
Student Learning Goal		Progress toward Goal Attainment	<input type="checkbox"/> Exceeded goal <input type="checkbox"/> Met goal <input type="checkbox"/> Sufficient progress <input type="checkbox"/> Insufficient progress <input type="checkbox"/> No Progress

2. **PP = professional practice; SL = student learning; IP1 = improvement goal 1; IP2 = improvement goal 2

Standard 1 Evidence	Standard 1 Rating: <input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	Ed. Plan Goals**			
Observations – see reports for details		PP	SL	IP1	IP2

Standard 2 Evidence	Standard 2 Rating: <input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	Ed. Plan Goals**			
Observations – see reports for details		PP	SL	IP1	IP2

3. Feedback on Standards 1 & 2 for Professional Practice and/or Student Learning Goals for Next Educator Plan

<u>Standard 1:</u>	<u>Standard 2:</u>
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SUMMATIVE EVALUATION – ADMINISTRATOR

4. **PP = professional practice; SL = student learning; IP1 = improvement goal 1; IP2 = improvement goal 2

Standard 3 Evidence	Standard 3 Rating: <input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	Ed. Plan Goals**			
		PP	SL	IP1	IP2

Standard 4 Evidence	Standard 4 Rating: <input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	Ed. Plan Goals**			
		PP	SL	IP1	IP2

5. Feedback on Standards 3 & 4 for Professional Practice and/or Student Learning Goals for Next Educator Plan

<u>Standard 3:</u> 	<u>Standard 4:</u>
--	--

6. Resulting Educator Plan for Educators with Professional Teacher Status

- ☐ Self-Directed Growth Plan: Formative Evaluation Date: _____ Summative Evaluation Date: _____
- ☐ Directed Growth Plan: Formative Assessment Date: _____ Summative Evaluation Date: _____
- ☐ Improvement Plan: Formative Assessment Date: _____ Summative Evaluation Date: _____

7. Resulting Educator Plan for Educators without Professional Teacher Status

- ☐ Developing Educator Plan: Formative Evaluation Date: _____ Summative Evaluation Date: _____
- ☐ Recommended for Professional Teacher Status: Must be at least *proficient* on all four standards. [See guidance.]

8. Signature of Evaluator _____ Date Completed: _____

Signature of Educator* _____ Date Received: _____

* Signature of the educator indicates acknowledgment of this report; it does not necessarily denote agreement with the contents of the report. Educators have the opportunity to respond to this report in writing and may use the Educator Report Form. The educator shall have the opportunity to respond in writing to the summative evaluation as per 603 CMR 35.06(6).

A large, stylized starburst graphic in shades of yellow and orange, positioned behind the title text. It has many sharp, overlapping rays of varying lengths and colors, creating a dynamic, sun-like effect.

MTA EDUCATOR EVALUATION FORMATIVE ASSESSMENT

FORMATIVE ASSESSMENT

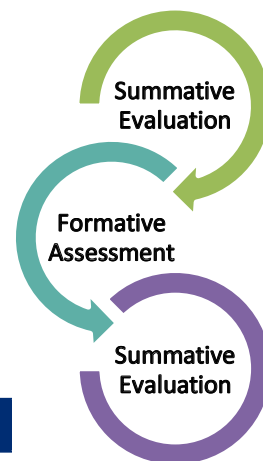
Formative assessments are required for all educators and generally occur about midway through the evaluation cycle, by a date specified in the appropriate collective bargaining agreement, if applicable.

According to the regulations:

- ➡ *Formative Assessment shall mean the process used to assess progress towards attaining goals set forth in educator plans, performance on performance standards, or both. This process may take place at any time(s) during the cycle of evaluation.*
- ➡ *The formative assessment may be ongoing throughout the evaluation cycle, but typically takes place at mid-cycle.*
- ➡ *If an educator receives a formative assessment that differs from the summative rating the educator had received at the beginning of the evaluation cycle, the evaluator may place the educator on a different educator plan, appropriate to the new rating.*

Formative assessment is less formal than a formative evaluation. For those on a two-year Self-Directed Educator Plan, the formative assessment and formative evaluation may be one and the same.

The purpose of formative assessment is to provide feedback to improve or enhance practice and/or outcomes. The goal is not to rate practice. If the evaluator believes that the educator's practice has significantly changed, we recommend that a formative evaluation be completed that focuses on areas of deficiency with the goal of returning the educator to *proficient* practice. [See Formative Evaluation tab.]



FORMATIVE ASSESSMENT GUIDANCE

CORE ELEMENTS:

These are the same as for the summative or formative evaluation, but the focus is solely on feedback, not ratings. These six elements for teachers and specialized instructional support personnel/caseload educators are:

- ➡ For teachers/SISP: Standard 1: *Curriculum, Planning and Assessment* and for administrators: *Instructional Leadership*
- ➡ For teachers/SISP: Standard 2: *Teaching All Students* and for administrators: *Management & Operations*
- ➡ For all educators: Standard 3: *Family & Community Engagement*
- ➡ For all educators: Standard 4: *Professional Culture*
- ➡ For all educators: *Professional Practice Goal*
- ➡ For all educators: *Student Learning Goal*

TIME FRAME:

- ▶ Formative assessments must be completed approximately midway through the evaluation cycle for all educators on Developing Educator Plans, one-year Self-Directed Growth Plans, Directed Growth Plans or Improvement Plans.
- ▶ For educators on two-year Self-Directed Plans, the formative evaluation occurs midway through the evaluation cycle. [See Formative Evaluation tab.]

EVALUATOR EVIDENCE:

- ▶ Evaluators are responsible for collecting evidence from observations of practice and other artifacts related to the four Standards of Professional Practice as described in the appropriate DESE rubric and providing educators with feedback related to their performance, practice and/or outcomes.

CHANGE IN EDUCATOR PLAN:

- ▶ If the evaluator determines that the evidence demonstrates there may be significant change in practice resulting in lower ratings on standards and/or overall, then a formative evaluation should be completed, followed by a face-to-face meeting. [See Formative Evaluation tab.]

COMPLETING FORMATIVE ASSESSMENT

Evaluators are responsible for providing actionable feedback to educators approximately midway through the evaluation cycle.

There are four elements of the formative assessment form. Each should be completed by the evaluator.

- 1. Key Information:** Educator's name; year of summative evaluation based on educator plan and contractual requirements, if applicable; name of primary evaluator; name of supervising evaluator, if there is one.
- 2. Progress and Feedback about Educator Plan Goals and Standards 1-4:** The evaluator should provide feedback related to goals and/or standards that will assist the educator in improving or enhancing his/her practice. It is not necessary, however, to provide feedback in each area, but only those where, in the evaluator's professional judgment, some guidance based on observations and review of evidence might be helpful.
- 3. Need for change in evaluation or educator plan:** If the evaluator believes that the educator's practice has changed significantly since the previous summative evaluation, we recommend that a formative evaluation be completed that actually rates the educator's practice using the four performance categories.
- 4. Signatures:** The evaluator should sign and date the completed form. The educator should sign and date the completed form.

FORMATIVE ASSESSMENT – TEACHER/SISP

1. EDUCATOR: _____ SUMMATIVE EVALUATION YEAR: _____

PRIMARY EVALUATOR: _____ SUPERVISING EVALUATOR (IF ONE): _____

2.

Feedback on Professional Practice Goal	
Feedback on Student Learning Goal	
Feedback on Standard 1	
Feedback on Standard 2	
Feedback on Standard 3	
Feedback on Standard 4	
3. Need for formative evaluation or change in educator plan	

4. Signature of Evaluator _____

Date Completed: _____

Signature of Educator* _____

Date Received: _____

** Signature of the educator indicates acknowledgment of this report; it does not necessarily denote agreement with the contents of the report. Educators have the opportunity to respond to this report in writing and may use the Educator Report Form. The educator shall have the opportunity to respond in writing to the summative evaluation as per 603 CMR 35.06(6).*

FORMATIVE ASSESSMENT – ADMINISTRATOR

1. EDUCATOR: _____ SUMMATIVE EVALUATION YEAR: _____
 PRIMARY EVALUATOR: _____ SUPERVISING EVALUATOR (IF ONE): _____

2.

Feedback on Professional Practice Goal	
Feedback on Student Learning Goal	
Feedback on Standard 1	
Feedback on Standard 2	
Feedback on Standard 3	
Feedback on Standard 4	
3. Need for formative evaluation or change in educator plan	

4. Signature of Evaluator _____ Date Completed: _____
 Signature of Educator* _____ Date Received: _____

** Signature of the educator indicates acknowledgment of this report; it does not necessarily denote agreement with the contents of the report. Educators have the opportunity to respond to this report in writing and may use the Educator Report Form. The educator shall have the opportunity to respond in writing to the summative evaluation as per 603 CMR 35.06(6).*

A large, stylized starburst graphic in shades of yellow and orange, positioned behind the title text. It has many sharp, overlapping rays that create a sense of depth and movement.

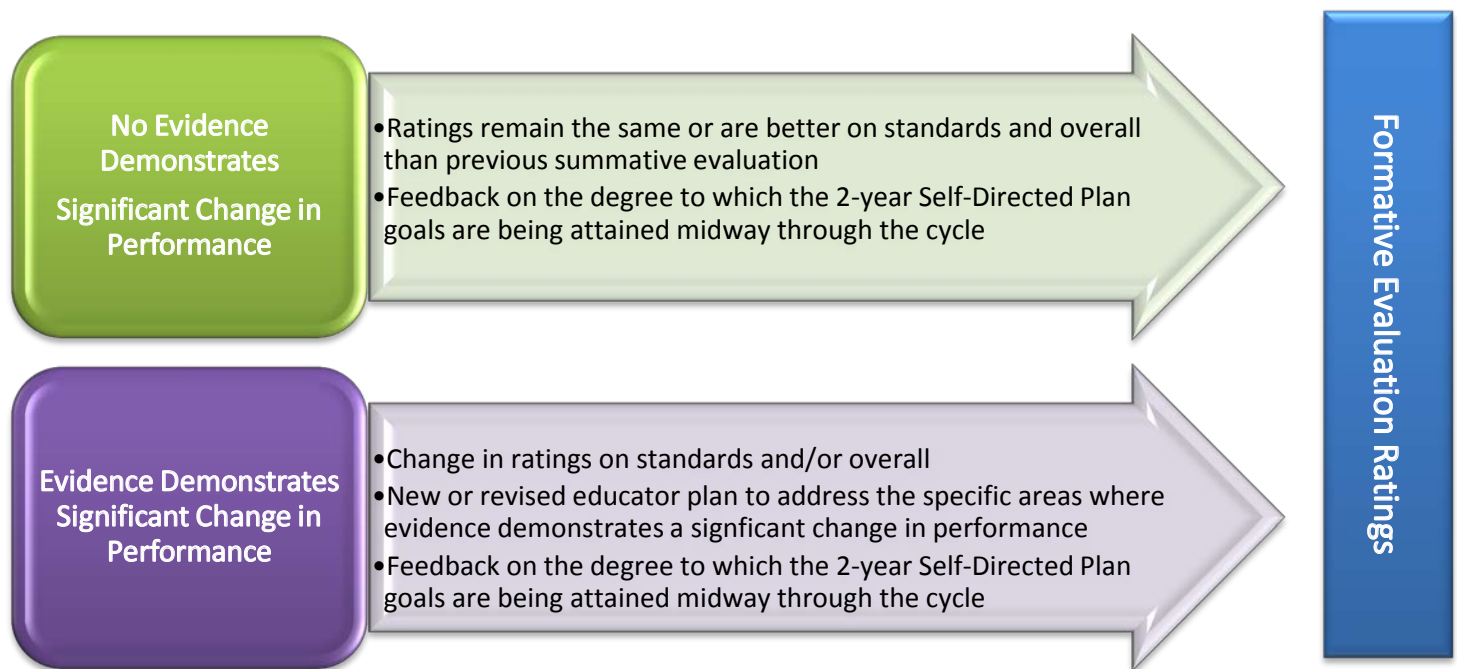
MTA EDUCATOR EVALUATION

FORMATIVE EVALUATION

FORMATIVE EVALUATION

Formative evaluations are required only for educators on a two-year Self-Directed Educator Plan. According to the regulations:

- ➔ *Formative evaluation shall mean an evaluation at the end of year one for educators on two-year Self-Directed plans used to arrive at a rating on progress toward attaining the goals set forth in the plans, performance on performance standards, or both.*
- ➔ *For an experienced educator rated proficient or higher and whose impact on student learning is moderate or high, a formative evaluation takes place at the end of the first year of the two-year cycle. The educator's rating for that year shall be assumed to be the same as the previous summative rating **unless evidence demonstrates a significant change in performance**, in which case the rating on Performance Standards may change.*
 - *Experienced Educator shall mean an administrator with more than three years in an administrative position in the school district or a teacher with Professional Teacher Status.*
- ➔ *If an educator receives a formative evaluation that differs from the summative rating the educator had received at the beginning of the evaluation cycle, the evaluator may place the educator on a different educator plan appropriate to the new rating.*



The educator receives five ratings:

- ➔ Standard 1
- ➔ Standard 2
- ➔ Standard 3
- ➔ Standard 4



Each educator's rating is reported by the district to DESE. Ratings are confidential and may not be made public by either the district or DESE.

CORE ELEMENTS:

These are the same as for the summative evaluation. All educators must receive six ratings — one on each of the four *Standards of Professional Practice* and one on each of the two *Educator Plan* goals — which then inform the *Overall Performance Rating*. These six elements for teachers and specialized instructional support personnel/caseload educators are:

- ➡ Standard 1: Curriculum, Planning and Assessment – exemplary, proficient, needs improvement, unsatisfactory
- ➡ Standard 2: Teaching All Students – exemplary, proficient, needs improvement, unsatisfactory
- ➡ Standard 3: Family & Community Engagement – exemplary, proficient, needs improvement, unsatisfactory
- ➡ Standard 4: Professional Culture – exemplary, proficient, needs improvement, unsatisfactory
- ➡ Professional Practice Goal – exceeded goal, met goal, sufficient progress, insufficient progress, no progress
- ➡ Student Learning Goal – exceeded goal, met goal, sufficient progress, insufficient progress, no progress

These six elements for administrators are:

- ➡ Standard 1: Instructional Leadership – exemplary, proficient, needs improvement, unsatisfactory
- ➡ Standard 2: Management & Operations – exemplary, proficient, needs improvement, unsatisfactory
- ➡ Standard 3: Family & Community Engagement – exemplary, proficient, needs improvement, unsatisfactory
- ➡ Standard 4: Professional Culture – exemplary, proficient, needs improvement, unsatisfactory
- ➡ Professional Practice Goal – exceeded goal, met goal, sufficient progress, insufficient progress, no progress
- ➡ Student Learning Goal – exceeded goal, met goal, sufficient progress, insufficient progress, no progress

TIME FRAME:

- ▶ Formative evaluations for all educators on a two-year Self-Directed Growth Plan must be completed no later than the deadline articulated in the appropriate collective bargaining agreement or employment contract of the non-summative evaluation year identified in the educator plan.
- ▶ Formative assessments must be completed approximately midway through the evaluation cycle for all educators on Developing Educator Plans, one-year Self-Directed Growth Plans, Directed Growth Plans or Improvement Plans. [See Formative Assessment tab.]

EVALUATOR EVIDENCE:

- ▶ Evaluators are responsible for collecting evidence from observations of practice and other artifacts related to the four Standards of Professional Practice as described in the appropriate DESE rubric and making a determination on whether the educator's practice is significantly different from the previous summative evaluation.
 - ☒ If the practice is determined to be about the same, then the evaluator should complete the Formative Evaluation with No Significant Change.
 - ☒ If the practice is determined to be less than proficient, then the evaluator should complete the Formative Evaluation with Significant Change in Practice.
- ▶ Evaluators are also responsible for collecting evidence from the educator related to the two educator plan goals: the professional practice goal and student learning goal. The evaluator is to provide the educator with feedback regarding the educator's progress toward attaining each of the goals.

FORMATIVE EVALUATION MEETING:

- ▶ If the evaluator determines that the evidence demonstrates significant change in practice resulting in lower ratings on standards and/or overall, then a face-to-face meeting must occur. The evaluator must:
 - ➡ Explain his/her rating to the educator and provide the evidence used to make this decision.
 - ➡ Begin the process of developing goals to bring the educator's practice back to the *proficient level*, and
 - ➡ Create, with the educator's input, a revised educator plan. [See Ratings and Educator Plan tabs for guidance.]
- ▶ For educators with no changes in ratings from the previous summative evaluation, the evaluator must have a face-to-face meeting *only if the educator requests one*.

COMPLETING FORMATIVE EVALUATION FORM/NO SIGNIFICANT CHANGE

Evaluators are responsible for determining whether there are significant demonstrated changes in performance on the standards and to provide feedback on the educator's progress toward attaining the professional practice goal and the student learning goal by the end of the Self-Directed Plan.

If there have been no significant changes since the previous summative evaluation, there are four elements to the formative evaluation form. Each should be completed by the evaluator.

- 1. Key Information:** Educator's name; year of formative evaluation based on educator plan and contractual requirements, if applicable; name of primary evaluator; name of supervising evaluator, if there is one.
- 2. Progress and Feedback about Educator Plan Goals:** The evaluator should indicate the level of progress made to date toward each of the goals and provide feedback to assist the educator in successfully attaining the goal by the end of the plan.
- 3. Rating and Feedback on Standards 1-4:** The evaluator should indicate the rating on the previous summative evaluation for each of the four standards and overall, and the rating on each, for this formative evaluation. Because there should be no significant change if this form is being used, the expectation is that the ratings that resulted in an overall rating of *proficient* or *exemplary* will be the same or better. Based on the evidence collected by the evaluator or provided by the educator, feedback on one or more of the standards may be provided.
- 4. Signatures:** The evaluator and the educator should sign and date the completed form.

FORMATIVE EVALUATION – TEACHER /SIS

NO SIGNIFICANT CHANGE FROM PREVIOUS SUMMATIVE EVALUATION

1. EDUCATOR: _____ FORMATIVE EVALUATION YEAR: _____
 PRIMARY EVALUATOR: _____ SUPERVISING EVALUATOR (IF ONE): _____

2.

Professional Practice Goal		Progress toward Goal Attainment to Date	<input type="checkbox"/> Excellent Progress <input type="checkbox"/> Good Progress <input type="checkbox"/> Fair Progress <input type="checkbox"/> Insufficient Progress <input type="checkbox"/> No Progress
Feedback on PP Goal			
Student Learning Goal		Progress toward Goal Attainment to Date	<input type="checkbox"/> Excellent Progress <input type="checkbox"/> Good Progress <input type="checkbox"/> Fair Progress <input type="checkbox"/> Insufficient Progress <input type="checkbox"/> No Progress
Feedback on SL Goal			

3.

	Previous Summative Evaluation Rating	Current Formative Evaluation Rating
Overall Formative Evaluation Rating	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U
Standard 1 Evidence	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U
Observations – see reports for details		
Standard 2 Evidence	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U
Observations – see reports for details		
Standard 3 Evidence	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U
Standard 4 Evidence	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U
Feedback on Standards		

4. Signature of Evaluator _____ Date Completed: _____
 Signature of Educator* _____ Date Received: _____

** Signature of the educator indicates acknowledgment of this report; it does not necessarily denote agreement with the contents of the report. Educators have the opportunity to respond to this report in writing and may use the Educator Report Form. The educator shall have the opportunity to respond in writing to the summative evaluation as per 603 CMR 35.06(6).*

FORMATIVE EVALUATION – ADMINISTRATOR

NO SIGNIFICANT CHANGE FROM PREVIOUS SUMMATIVE EVALUATION

1. EDUCATOR: _____ FORMATIVE EVALUATION YEAR: _____

PRIMARY EVALUATOR: _____ SUPERVISING EVALUATOR (IF ONE): _____

2.

Professional Practice Goal		Progress toward Goal Attainment to Date	<input type="checkbox"/> Excellent Progress <input type="checkbox"/> Good Progress <input type="checkbox"/> Fair Progress <input type="checkbox"/> Insufficient Progress <input type="checkbox"/> No Progress
Feedback on PP Goal			
Student Learning Goal		Progress toward Goal Attainment to Date	<input type="checkbox"/> Excellent Progress <input type="checkbox"/> Good Progress <input type="checkbox"/> Fair Progress <input type="checkbox"/> Insufficient Progress <input type="checkbox"/> No Progress
Feedback on SL Goal			

3.

	Previous Summative Evaluation Rating	Current Formative Evaluation Rating
Overall Formative Evaluation Rating	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U
Standard 1 Evidence	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U
Observations – see reports for details		
Standard 2 Evidence	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U
Observations – see reports for details		
Standard 3 Evidence	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U
Standard 4 Evidence	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U
Feedback on Standards		

4. Signature of Evaluator _____

Date Completed: _____

Signature of Educator* _____

Date Received: _____

** Signature of the educator indicates acknowledgment of this report; it does not necessarily denote agreement with the contents of the report. Educators have the opportunity to respond to this report in writing and may use the Educator Report Form. The educator shall have the opportunity to respond in writing to the summative evaluation as per 603 CMR 35.06(6).*

COMPLETING FORMATIVE EVALUATION FORM/WITH SIGNIFICANT CHANGE

Evaluators are responsible for determining whether there are significant demonstrated changes in performance on the standards and to provide feedback on the educator's progress toward attaining the professional practice goal and the student learning goal by the end of the Self-Directed Plan.

There are five elements of the formative evaluation form if there are significant changes since the previous summative evaluation. Each should be completed by the evaluator.

- 1. Key Information:** Educator's name; year of formative evaluation based on educator plan and contractual requirements, if applicable; name of primary evaluator; name of supervising evaluator if there is one.
- 2. Progress and Feedback about Educator Plan Goals:** The evaluator should indicate the level of progress made to date toward each of the goals and provide feedback to assist the educator in successfully attaining the goal by the end of the plan. If there has been insufficient or no progress toward the goal, feedback should articulate what needs to be done and what assistance the evaluator recommends.
- 3. Rating and Feedback on Standards 1-4:** The evaluator should indicate the rating on the previous summative evaluation for each of the four standards and overall, and the rating on each, for this formative evaluation. The presumption is that the significant change demonstrated by the evidence will impact the overall performance rating; the evaluator should be specific about the evidence resulting in this conclusion and his/her rationale for making this decision. Based on the evidence the evaluator has collected or been provided by the educator, feedback should focus on those areas of performance that need to be improved in order to return to at least an overall rating of *proficient*.
- 4. Resulting Educator Plan:** The evaluator should indicate whether the educator will be on a revised Self-Directed Plan. This would apply if there are significant changes in the educator's performance on Standards 3 and 4 or if performance on either Standard 1 or 2 is below *proficient*.

If the educator's overall rating moves to *needs improvement*, then a Directed Growth Plan would result. In either case, the evaluator must work with the educator to develop improvement goals that – if achieved – will return the educator to a performance rating of *proficient*.
- 5. Signatures:** The evaluator and educator should sign and date the completed form.

FORMATIVE EVALUATION MEETING

- ➡ Evaluators **must** conduct a face-to-face formative evaluation conference with all educators whose overall performance rating is lowered as a result of the formative evaluation.
 - At this meeting, the evaluator must present evidence from observations, artifacts of educator practice and other relevant evidence to the educator and explain how this led to a determination of practice that is below *proficient*.
 - At this meeting, the evaluator should either develop with the educator the appropriate educator plan for the next evaluation cycle or make arrangements for a second meeting at which the appropriate educator plan will be developed.
- ➡ Evaluators are not required to conduct face-to-face formative evaluation conferences with educators whose overall performance rating is *proficient* or *exemplary*. However, if an educator requests such a meeting, the evaluator must honor that request.

FORMATIVE EVALUATION – TEACHER/SISP

IF EVIDENCE SUGGESTS SIGNIFICANT CHANGE FROM PREVIOUS SUMMATIVE EVALUATION

1. EDUCATOR: _____ FORMATIVE EVALUATION YEAR: _____
 PRIMARY EVALUATOR: _____ SUPERVISING EVALUATOR (IF ONE): _____

2.

Professional Practice Goal		Progress toward Goal Attainment to Date	<input type="checkbox"/> Excellent Progress <input type="checkbox"/> Good Progress <input type="checkbox"/> Fair Progress <input type="checkbox"/> Insufficient Progress <input type="checkbox"/> No Progress
Feedback on PP Goal			
Student Learning Goal		Progress toward Goal Attainment to Date	<input type="checkbox"/> Excellent Progress <input type="checkbox"/> Good Progress <input type="checkbox"/> Fair Progress <input type="checkbox"/> Insufficient Progress <input type="checkbox"/> No Progress
Feedback on SL Goal			

3.

	Previous Summative Evaluation Rating	Current Formative Evaluation Rating	Rationale for Change
Overall Formative Evaluation Rating	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	
Standard 1 Evidence	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	
Observations – see reports for details			
Standard 2 Evidence	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	
Observations – see reports for details			
Standard 3 Evidence	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	
Standard 4 Evidence	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	
Feedback on Specific Standard(s) with Significant Demonstrated Performance			

4. Resulting Educator Plan

☐ Revised Self-Directed Growth Plan: Formative Evaluation Date: _____ Summative Evaluation Date: _____
☐ Directed Growth Plan: Formative Assessment Date: _____ Summative Evaluation Date: _____

5. Signature of Evaluator _____ Date Completed: _____

Signature of Educator* _____ Date Received: _____

** Signature of the educator indicates acknowledgment of this report; it does not necessarily denote agreement with the contents of the report. Educators have the opportunity to respond to this report in writing and may use the Educator Report Form. The educator shall have the opportunity to respond in writing to the summative evaluation as per 603 CMR 35.06(6).*

FORMATIVE EVALUATION – ADMINISTRATOR

IF EVIDENCE SUGGESTS SIGNIFICANT CHANGE FROM PREVIOUS SUMMATIVE EVALUATION

1. EDUCATOR: _____ FORMATIVE EVALUATION YEAR: _____

PRIMARY EVALUATOR: _____ SUPERVISING EVALUATOR (IF ONE): _____

2.

Professional Practice Goal		Progress toward Goal Attainment to Date	<input type="checkbox"/> Excellent Progress <input type="checkbox"/> Good Progress <input type="checkbox"/> Fair Progress <input type="checkbox"/> Insufficient Progress <input type="checkbox"/> No Progress
Feedback on PP Goal			
Student Learning Goal		Progress toward Goal Attainment to Date	<input type="checkbox"/> Excellent Progress <input type="checkbox"/> Good Progress <input type="checkbox"/> Fair Progress <input type="checkbox"/> Insufficient Progress <input type="checkbox"/> No Progress
Feedback on SL Goal			

3.

	Previous Summative Evaluation Rating	Current Formative Evaluation Rating	Rationale for Change
Overall Formative Evaluation Rating	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	
Standard 1 Evidence	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	
Observations – see reports for details			
Standard 2 Evidence	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	
Observations – see reports for details			
Standard 3 Evidence	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	
Standard 4 Evidence	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	
Feedback on Specific Standard(s) with Significant Demonstrated Performance			

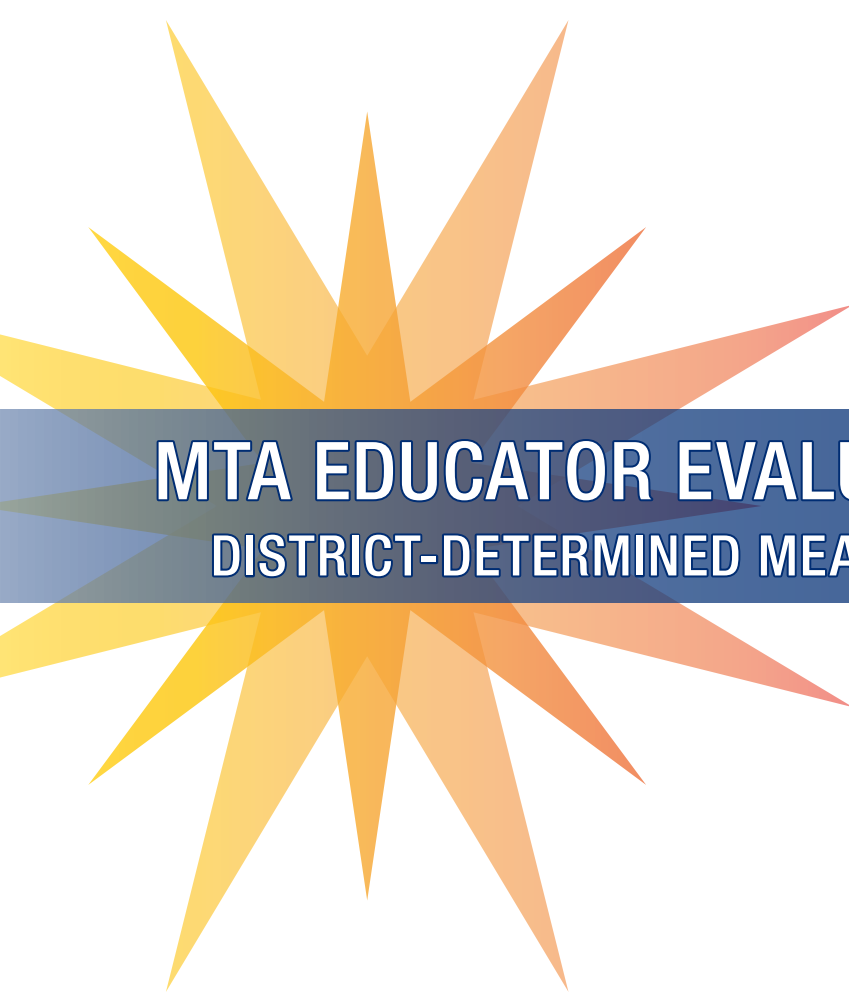
4. Resulting Educator Plan

☐ Revised Self-Directed Growth Plan: Formative Evaluation Date: _____ Summative Evaluation Date: _____
☐ Directed Growth Plan: Formative Assessment Date: _____ Summative Evaluation Date: _____

5. Signature of Evaluator _____ Date Completed: _____

Signature of Educator* _____ Date Received: _____

** Signature of the educator indicates acknowledgment of this report; it does not necessarily denote agreement with the contents of the report. Educators have the opportunity to respond to this report in writing and may use the Educator Report Form. The educator shall have the opportunity to respond in writing to the summative evaluation as per 603 CMR 35.06(6).*



MTA EDUCATOR EVALUATION

DISTRICT-DETERMINED MEASURES

IDENTIFYING AND PILOTING DISTRICT-DETERMINED MEASURES

OVERVIEW AND GUIDANCE

INTRODUCTION

The purpose of district-determined measures (DDMs) is to gauge each educator's impact on student learning. To do this there must be at least two DDMs per educator – not per student and not per subject taught – and at least two years of measurement outcomes.

The effective use of student learning outcomes data within the new educator evaluation framework requires that all educators and evaluators engage in constructive, collaborative conversations about DDM outcomes informed by specific information about the students and the learning context. These conversations should result in both the educator and evaluator exercising professional judgment, leading to a shared decision about the educator's impact on student learning. This impact rating then informs the Educator Plan – either the professional practice goal or the student learning goal or both – which then informs the professional development suggested or offered by the district. All of this should result in widespread district capacity-building, resulting in continuous professional growth and improvement focused on teaching, learning and instructional leadership.

Assessing student learning is an integral element of teaching and instructional leadership. Educators have been evaluating student performance for years – often in isolation from others with the same teaching or instructional leadership role. The mandate that DDMs be comparable for all educators with the same teaching or administrative assignment requires that classroom and office doors be open and that assessment outcomes be shared by those with common responsibilities.



Part VII of the DESE Model Evaluation Framework states:

Student results on district-determined measures and the ratings they yield can be powerful tools for drilling down on what is working well and what can be improved upon in both practice and student performance. Both are designed to inform self-assessment, collaborative inquiry, conversation, and action, resulting in an Educator Plan with goals that lead to improvement in professional practice and student learning (P. 32).

As DESE's Technical Guide B makes clear, "Piloting measures should always include collaboration with the educators responsible for administering and scoring the assessment; these educators have vital insights and the process will foster educator ownership."

In Commissioner Chester's August 15, 2013, memorandum on piloting DDMs, he makes three suggestions that he asks superintendents to keep in mind:

- *First, collaboration with and among educators is paramount. Involve your educators in developing and/or evaluating potential DDMs. [E]ducators are invested in the pursuit of information that will help them gauge their impact on students. Effective educators across the Commonwealth ask themselves, "Did my students learn today? How much did they learn? How do I know?" The Student Impact Rating and DDMs scale up processes that great teachers have long had in place by establishing common measures across a district.*
- *Second, take advantage of a no-stakes pilot year to try out new measures and introduce educators to this new dimension of the evaluation framework. Districts are strongly encouraged to expand their pilots beyond the five required pilot areas. Fold assessment literacy into the district's professional development plan to stimulate dialogue amongst educators about the comparative benefits of different potential DDMs the district could pilot. Consider how contributing to the development or piloting of potential DDMs can be folded into educators' professional practice goals.*

- *Finally, let common sense prevail when considering the scope of your pilots. I recommend that to the extent practicable, districts pilot each potential DDM in at least one class in each school in the district where the appropriate grade/subject or course is taught. There is likely to be considerable educator interest in piloting potential DDMs in a no-stakes environment before year 1 data collection commences, so bear that in mind when determining scope.*

In preparing to identify or develop DDMs, pilot them and analyze both the processes used and the outcomes to determine if revisions or adjustment need to be made, DESE recommends – and MTA concurs – that districts are best served by following the steps below, which are taken from DESE’s Technical Guide B.

Preparing to Pilot	
Step	Key Questions
1. Create a Team	<ul style="list-style-type: none"> Who will be on the team? What are the key responsibilities?
2. Determine Content to Be Measured	<ul style="list-style-type: none"> What standards and objectives are the most important to measure?
3. Identify Potential Measure to Pilot	<ul style="list-style-type: none"> What measures are already in use in the district? Do components need to be developed or modified before piloting?
4. Prepare to Pilot Measure	<ul style="list-style-type: none"> What is the piloting timeline? How will the data be collected and stored?
Piloting	
Step	Key Actions
5. Test	<ul style="list-style-type: none"> Administer the measure Score the results Collect the data
6. Analyze	<ul style="list-style-type: none"> Analyze student results Analyze the administration and scoring processes
7. Adjust	<ul style="list-style-type: none"> Modify components as needed
8. Repeat	<ul style="list-style-type: none"> Test, analyze and adjust

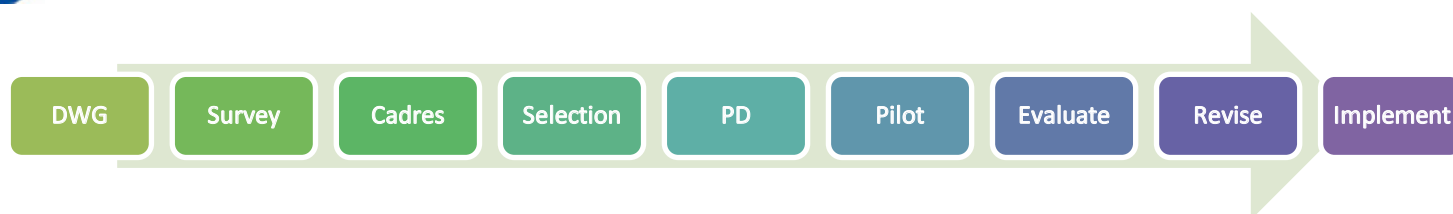
This guidance document provides association and district leaders with information for establishing district labor-management working groups and content-area cadres of teachers and administrators charged with identifying/developing DDMs to the use of professional judgment in piloting and evaluating DDMs prior to actual implementation.

A NOTE ABOUT TERMINOLOGY:

- In this document, the term “student learning” is generally used rather than the regulatory language of “student growth.” While it is understood that growth is measuring what students know and can do at the beginning and end of the instructional period in relation to the specific standards and content knowledge and skills that the DDM is measuring, teachers believe that focusing on “growth scores” as opposed to “student learning” may lead to a *teaching to the test* mentality that inevitably leads to a *narrowing of the curriculum*.
- In this document, the term “year’s worth of growth” is generally replaced with “anticipated learning over the instructional period.” While many educators work with students over a whole academic year, for many others the instructional period is shorter. For example:
 - In secondary schools with a 4x4 schedule, a whole academic year’s work is done in a semester.
 - In vocational-technical schools with separate academic and shop weeks, educators many work with the same students over one to four years.
 - In guidance, counseling, health and other learning provided by specialized instructional support personnel/caseload educators, the instructional period may be days, weeks, months or longer.



DISTRICT DDM DEVELOPMENT IMPLEMENTATION PROCESS



1. **DISTRICT WORKING GROUPS:** District and association leaders form a District Evaluation Working Group (DWG) that oversees the identification and/or development of district-determined measures (DDMs). Association members of the DWG are selected by the association and district members are selected by district leaders.
 - a. Initially, the DWG's focus is to make critical recommendations about such elements as:
 - 1) Identifying the overarching curriculum standards and/or shifts that guide the selection or development of DDMs;
 - 2) Determining the range of assessments (see Page 8 of this section) to include as potential DDMs;
 - 3) Determining the types of scoring guides or rubrics to be used across the schools in the same subject area and grade;
 - 4) Recruiting and identifying district educators to serve on DDM development cadres by content area.
 - b. The DWG creates two-way communications vehicles to inform district educators of their work and to gather input, questions and suggestions as the work moves forward.
 - c. The DWG uses surveys and focus groups with educators throughout the development and implementation phases to gather data for revisions to the DDM program.
 - d. The DWG approves the recommendation of the cadre identifying DDMs for each content area and an estimate of annual student learning for each DDM.
 - e. The DWG establishes the process for determining annual patterns and trends in student learning and an educator's student learning impact rating based on evidence (patterns and trends in student learning) and professional judgment.
2. **DDM ASSESSMENT SURVEY:** MTA recommends that the DWG administer a districtwide survey, preferably online, to identify the assessments that are currently in use across grades, subjects, roles and schools. MTA has developed a survey that is available to districts at no cost as long as the request comes from the local association president. The survey is on Pages 26-27 of this guidance document.
 - a. MTA recommends that educators be informed of the survey in a joint correspondence from the superintendent and the association president that stresses the importance of the survey and encourages high response rates.
 - b. The survey data is collected by MTA – not the district – and is confidential. No individual educator can be identified.
 - c. A link directly to the survey with the password is sent directly to all licensed educators in the district.
 - d. The survey is open for seven days.
 - e. The DWG, district and association leaders are sent the survey results the day after it closes.
3. **DDM CADRES:** The DWG forms DDM cadres made up of both teachers and subject-area leaders. The members of each cadre:
 - a. Review DESE's *Massachusetts Model Educator Evaluation System, Part VII*, available at the DESE documents link in the MTA Educator Evaluation toolkit at <http://www.massteacher.org/advocating/Evaluation.aspx>.
 - b. Understand the key requirements of DDMs.
 - 1) Each educator must have at least two DDMs, but not two for each subject taught or for each student. For example, a fourth-grade classroom teacher who teaches ELA, math, science and social studies could have three in one content area alone; two in one and one in a second; or one in three areas.
 - 2) The MCAS Student Growth Percentile must be one of the DDMs, if applicable. Educators who have both an ELA and Math SGP are not required to use both. *SGP applies only to grades four to ~~eight~~ To eight.* To view a three-minute video explaining the SGP, go to Quick Links in the MTA Educator Evaluation Toolkit at <http://www.massteacher.org/advocating/Evaluation.aspx>

- 3) MTA recommends that there be at least three DDMs per educator and that the MCAS SGP, if applicable, be only one.
- c. Review the survey data about the types of assessments currently in use in the district.
- d. Thoroughly read the appropriate curriculum framework(s) document(s) and any other standards that the group has identified.
- e. Review the relevant regulations. (See Pages 22-23 of this section.)
- f. Review the three shifts in ELA and math related to the Common Core State Standards. (See pages 24-25 of this section.)
- g. Review any rubrics/scoring guides that have been developed.

4. **DISTRICT-DETERMINED MEASURES – SELECTION AND GROWTH:**

Each DDM selected or developed by the cadres includes student directions and a scoring guide and guidance as to what constitutes high, moderate and low growth on the assessment:

- a. The pre- and post-assessments measure content knowledge and/or skills defined in the same curriculum or professional standards. In order to measure growth, the post-assessment must measure the same content knowledge and/or skills. For many grades and subjects, the same assessment may be used for both the pre and post.
- b. Teacher and student directions for each assessment to be administered in all schools at the same grade level/subject area, which may include a script to be read to students.
- c. A scoring guide or rubric for each assessment so that all students are scored similarly.
- d. Scoring protocols that identify who will score the assessment: the educator, groups of educators or some other method.

DDM cadres determine how to estimate student learning for each DDM:

- a. For each DDM, the cadre must exercise professional judgment in estimating a year's worth of learning as defined by the scoring guide or rubric.
- b. Based on evidence from the implementation process, the cadre will assess this estimate and revise as necessary.

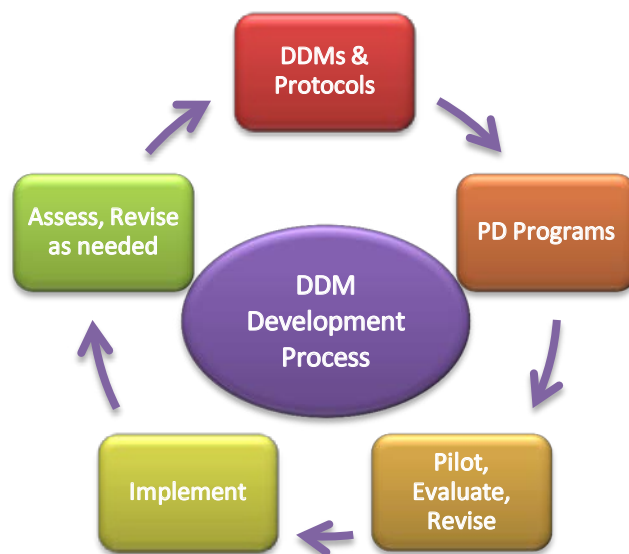
5. **PROFESSIONAL LEARNING:**

- a. Prior to the adoption of DDMs, district educators and evaluators will need professional learning programs that include: an explanation of the overall DDM program within the district, the timeline for implementation, results of any surveys that have been administered, the feedback process for DDM identification and/or development, protocols for student attribution and the use of DDM scores for student instruction.
- b. Once the DDMs are developed and ratified, district educators and evaluators will need professional learning programs that include an explanation and/or description of DDMs for which they are responsible. This would include reviewing the DDMs, the educator's administration directions, student directions, a scoring guide and any other documents that are relevant to using the DDM outcomes in a meaningful way.
- c. The DWG will recommend these professional learning programs.

6. **PILOT, EVALUATE AND REVISE DDMs:**

The implementation and use of DDMs is a cyclical process that requires a periodic review of appropriateness and usefulness of DDMs based on experience with the measure, changes in curriculum, student demographics and the educator workforce.

- a. Once DDMs are identified and educators have participated in professional learning activities to become acquainted with them and protocols, the measures are piloted in the appropriate subjects, grades and schools.
- b. After the piloting both the pre- and post-assessments, the DWG and/or the cadres gather educator input about the implementation and usefulness of the piloted DDMs and protocols.



- c. Upon completion of the pilot year, the DWG and/or the cadres determine if their initial estimate of a year's worth of growth is accurate.
- d. Based on the DWG and/or cadres' analysis of educator input and growth determinations, DDMs may be revised.
- e. The final DDMs are then implemented during the following year.
- f. The DDM evaluation-revision process continues beyond the pilot.
- g. The recommendations of the DWG should include a process for piloting, evaluating and revising the DDMs.



Key Decisions at the District Level

1. AT LEAST TWO DDMs PER EDUCATOR/NOT TWO PER STUDENT

- The DWG and the DDM Cadres must remember that the regulations call for at least two district-determined measures per educator – not per student.
- MTA recommends three per educator as a means of avoiding the averaging problem with only two measures; the more measures, the more meaningful they are together.

2. LEVELS OF INSTRUCTION IN HIGH SCHOOL COURSES – EACH CONSTITUTES A DIFFERENT STUDENT GROUPING

- Most high school teachers are responsible for teaching different levels of instruction for the same course, e.g. English 10, U.S. history or geometry at the honors, college prep, standard or remedial level. If this is the case, each of these levels is generally considered a different preparation for the teacher.
- While the same standards, content knowledge and skills may be the focus of instruction, the instructional methods and materials may differ because students at different levels often learn differently and demonstrate their learning in different modes. For example, students in honors-level courses often have better reading and writing skills than students in remedial-level courses.
- If this is the case within the district, then administering the same DDM to students who may demonstrate what they know and can do in different ways may be unfair and unreliable.
- If this is the case, MTA recommends that DDMs address the same standards, content knowledge and skills but allow students to demonstrate their learning in the mode most appropriate for them. The type of measure in terms of complexity and taxonomy may be different.

3. UNIFIED ARTS TEACHERS – SELECT GRADE LEVELS SO THAT NOT EVERYONE IS ASSESSING IN THE SAME GRADE

- Most Unified Arts teachers – art, library, music, physical education, technology – teach multiple grades and courses; however, they do not need a DDM for each grade taught. In the elementary school, it is not unusual for one such teacher to instruct students in grades K-6.
- In order avoid the over-testing of any one grade, the association and district – through recommendations from the DWG – should determine a Unified Arts schedule that avoids too many DDMs in the ELA and math MCAS tested grades. An example of a K-6 DDM schedule is below:

UNIFIED ARTS DDM SCHEDULE BY CONTENT AREA					
	ART	LIBRARY	MUSIC	PE	TECH
DDM 1	K	1	2	K	1
DDM 2	2	3	4	5	6
DDM 3	6	K	1	2	K

K-6 DDM and MCAS Testing Schedule - Sample							
	K	1	2	3	4	5	6
MCAS				ELA, Math	ELA, Math	ELA, Math, Science	ELA, Math
UA Teachers	Art, Library, Tech, PE	Library, Music, Tech	Art, Music, PE	Library	Music	PE	Art, Tech
K-6 Teachers	3 DDMs	3 DDMs	3 DDMs	2 DDMs	2 DDMs	2 DDMs	2 DDMs

4. SPECIALIZED INSTRUCTIONAL SUPPORT STAFF/CASELOAD EDUCATORS INTERACTIONS WITH STUDENTS

- Caseload Educators and Administrators are responsible for student learning, just like classroom teachers. However, more of the measures by which learning is assessed may require indirect – instead of direct – measures. *[See Page 13 for examples.]*
- Both MTA and DESE recommend that there be at least one direct measure for every educator. For example, guidance counselors could use the Emotional Identification Checklist to determine sixth-grade students' improvement of social and emotional competencies about positive attitude toward self and others and appropriate social interactions



The Massachusetts educator evaluation framework describes a continuous improvement process that acknowledges the professional judgment of both educators and evaluators. The application of professional judgment is a key element of this educator-centered and evidence-based framework.

Professional judgment is a process used to reach a well-reasoned conclusion based on the relevant standards, curriculum and instruction goals, instructional materials, evidence, circumstances and contextual factors related to the students and/or the learning environment available at the time decisions are made.

Professional judgment is not formulaic, nor based on any prescribed data or rule-making. A fundamental part of professional judgment is the involvement of teachers and administrators with sufficient knowledge and experience about the development and/or implementation of DDMs and the use of student outcomes from the measures. Professional judgment involves the bias-free identification of contextual factors that contribute to or detract from student learning outcomes. Therefore, careful and objective consideration of information that may seem contradictory to a conclusion is essential to its application.

Educators strive to be highly effective and, to that end, exercise professional judgment about students on a daily basis. Our evaluation framework now asks that they apply the same professional judgment to their own practice and the development, implementation and use of district-determined measures within the new evaluation framework. When moving from a top-down hierarchical evaluation model to one of shared responsibility, it is essential to engage all educators in robust conversations about practices focused on student learning.



- IDENTIFY CURRICULUM FRAMEWORKS STANDARDS/COMMON CORE SHIFTS:** For each DDM, the cadre members use professional judgment to determine the curriculum frameworks standard(s) or the ELA and/or math shifts that will apply to DDMs in either all or specific content areas. (See Pages 24-25.)
- DEFINE CONTENT-BASED KNOWLEDGE/SKILLS:** For each DDM, the cadre members use professional judgment to determine the specific knowledge and/or skills related to identified curriculum frameworks standard(s) that each DDM will assess. (Go to www.doe.mass.edu/frameworks/current.html for current frameworks documents.)
- ADOPT-ADAPT-REVISE EXISTING MEASURES/DEVELOP NEW MEASURES:** Using data from the district DDM survey, cadre members use professional judgment to either select existing measures and adapt or revise if needed or develop new measures tied to standards, knowledge and skills. (See Pages 26-27.)
- ESTIMATE A YEAR'S WORTH OF GROWTH:** For each DDM, the cadre applies professional judgment to estimate a year's worth of learning which is specified in the DDM scoring guide or rubric. (See p. 18-19.)

Professional judgment applies to four critical steps related to DDMs and the educator's impact on student learning illustrated below.

DESE's *Rating Educator Performance* guidance (April 2013) speaks directly to the role of professional judgment in the educator evaluation framework by stating that, "Formulaic or numerical processes that calculate outcome ratings and preclude the application of professional judgment are inconsistent with the letter and the spirit of the evaluation framework." On Page 10 under Points of Consideration, DESE states:

With its emphasis on professional judgment, the Massachusetts model gives evaluators more flexibility in determining individual performance ratings than they would otherwise have under a system that imposes numerical weights or values to individual components of an evaluation. In contrast to formulaic systems that calculate ratings based on set values or percentages, this system allows evaluators to be responsive to local context or individual needs, emphasize trends and patterns of practice rather than rely on individual data points, and better target feedback and resources to

individual educators. All of these factors contribute to a more holistic, comprehensive assessment of educator practice that is designed to promote an ongoing cycle of continuous improvement. This system also assumes at its heart that educators are professionals with critical knowledge, skills, and judgment necessary to make each and every evaluation meaningful and productive.

Educators and evaluators should use their professional judgment in determining how student outcomes from multiple measures over time describe the individual educator's impact on student learning. Professional judgment takes into consideration multiple factors including information about the measures, the students and the learning context. Some suggested factors are described below:

- Content validity, discussed on page 14 of this section.
- Complexity of each DDM, which may range from selected response items to performance tasks or portfolios, see table below.
- Classification of the assessment items according to systematic learning domains, such as Bloom's taxonomy, appropriate to the content and the educator's role, see Pages 18-20 of this section and the table below.
- Students and the learning context, discussed on Pages 18-20 of this section.

In the table below, three of these elements are applied to four common types of assessments with Bloom's taxonomy representing the learning domains.

Assessment Type	Content Validity	Complexity of Task	Bloom's Taxonomy
Standardized measures	Not necessarily fully aligned to what is taught.	Primarily selected response; some open response. Rarely to occasionally includes items with complexity.	<ul style="list-style-type: none"> • Knowledge/Remember • Comprehension/Understand
District or Teacher-developed or textbook-based measures	Generally well-aligned with what is taught.	Generally a combination of selected response and open response. May include some complex work.	<ul style="list-style-type: none"> • Knowledge/Remember • Comprehension/Understand • Application/Apply • Analysis/Analyze
Performance tasks	Generally well-aligned with what is taught.	Usually complex task requiring students to take on a role and complete a specific work task for a defined audience applying the content knowledge and/or skills taught. Takes time to complete – generally over at least a few days.	<ul style="list-style-type: none"> • Knowledge/Remember • Comprehension/Understand • Application/Apply • Analysis/Analyze • Synthesis/Create
Portfolios	Completely aligned with what is taught.	A selection of student work products collected over the course of the instructional period that reflect the student's learning, growth and/or achievement in direct relation to what was taught. Complex task completed over the whole instructional period.	<ul style="list-style-type: none"> • Knowledge/Remember • Comprehension/Understand • Application/Apply • Analysis/Analyze • Synthesis/Create • Evaluation/Evaluate

In most cases, DDMs that are complex tasks with high content validity addressing higher order thinking skills represent a more comprehensive expression of student learning.



STUDENTS AND THE LEARNING CONTEXT

There is broad agreement among statisticians, psychometricians, educators and economists that student test scores alone are not sufficiently reliable and valid indicators of teacher effectiveness to be used in high-stakes personnel decisions.

Educators and evaluators must be cognizant of certain contextual factors when exercising professional judgment about the reliability of DDMs as accurate measures of an educator's impact on student learning. There are three critical contextual factors discussed here that should be accounted for when making decisions about how student outcomes on multiple measures over time describe an educator's impact on student learning.

RANDOM ASSIGNMENT	<p>The assignment of students to classes poses a statistical challenge when relying on results of an identical or comparable student measurement administered across grade level classrooms in all schools within a district to determine an educator's impact on student learning.</p> <p>Students are not assigned randomly to teachers or schools. The "fundamental concern" in making a causal connection between student outcomes and educator impact on student learning is that "no model, however complex, and no method of analysis, however sophisticated, can fully compensate for the lack of randomization" in assigning students to teachers (Braun, 2005).</p> <p>Random assignment of students would ensure that each educator would get approximately the same number and mix of students, according to socioeconomic factors, ability and the like, and the same classroom influences.</p> <p>Students are not assigned to a teacher so that the "mix" of student characteristics is identical to that of another teacher's for the purposes of computing an educator's impact on student learning. In fact, good educational policy often requires non-random assignment, generated by a student's needs.</p>
CLASSROOM AND SCHOOL EFFECTS	<p>A student's growth and performance are affected by "peer-to-peer interactions and the overall classroom climate." (Braun, 2005)</p> <p>Class size and school resources influence student learning (Rothstein, et. al., 2010).</p> <p>The number of students who require individual attention or specialized instruction may have an effect on the gains of other students (Darling-Hammond, 1997).</p>
ATTRIBUTION	<p>A student's learning gains are rarely stimulated by a single teacher, but by more than one teacher. For example:</p> <ul style="list-style-type: none"> • "Prior teachers have lasting effects, for good or ill, on students' later learning, and several current teachers can also interact to produce students' knowledge and skills (Rothstein, et. al., 2010)." • "Efforts of teachers who emphasize higher-order thinking skills in the early elementary grades . . . are often not evaluated on standardized tests until later years (Darling-Hammond et. al., 2005)."

Citations:

Braun, H. (2005). Using student progress to evaluate teachers: A primer on value-added models. Princeton: ETS. <http://www.ets.org/Media/Research/pdf/PICVAM.pdf>

Darling-Hammond, L. and Rustique-Forrester, E. (2005). The consequences of student testing for teaching and teacher quality. In *The uses and misuses of data in accountability testing*, 104th Yearbook of the National Society for the Study of Education, Malden, MA: Blackwater Publishing.

Darling-Hammond, L. 1997. Toward what end: The evaluation of student learning for the improvement of teaching. In Millman, J. (Ed.), *Grading teachers, grading schools*. Thousand Oaks, CA: Corwin Press, Inc.

Rothstein, R., Ladd, H.F., Ravitch, D., Baker, E.L., Barton, P.E., Darling-Hammond, L., Haertel, E., Linn, R.L., Shavelson, R.J. and Shepard, L.A. (2010). *Problems with the use of student test scores to evaluate teachers. Economic Policy Institute Briefing Paper*, August 27, 2010. <http://www.epi.org/publication/bp278>



TIMELINE FOR SUMMATIVE EVALUATION RATING

In Race to the Top districts, about 50 percent of licensed educators received their first summative evaluation ratings under the new framework at the end of 2012-13. The remaining licensed educators should receive their first summative evaluation ratings at the end of 2013-14. These two cohorts are represented by the **purple row** in the figure below.

In non-Race to the Top districts, about 50 percent of licensed educators will receive their first summative evaluation ratings under the new framework at the end of 2013-14; the remaining licensed educators should receive their first summative evaluation ratings at ~~the end~~the end of 2014-15. These two cohorts are represented by the **orange row** in the figure below.

2012-13	2013-14	2014-15	2015-16	2016-17
Initial 50 percent of RTTT district educators have first summative rating in 5- step cycle	Second 50 percent of RTTT district educators have summative rating. All educators on 5-step cycle	Regular evaluation cycle	Regular evaluation cycle	Regular evaluation cycle
	Initial 50 percent of non-RTTT district educators have first summative rating in 5- step cycle	Second 50 percent of RTTT district educators have summative rating. All educators on 5-step cycle	Regular evaluation cycle	Regular evaluation cycle

The frequency of the individual educator's summative evaluation within the regular cycle is dependent upon his or her overall summative rating on the previous evaluation, subject to variations in local collective bargaining agreements.



Timeline FOR DDM Development and the STUDENT LEARNING IMPACT RATING

FULL IMPLEMENTATION TIMELINE: All districts are on the same timeline for the development, piloting and implementation of DDMs. *This timeline reflects guidance from Commissioner Mitchell Chester's August 15, 2013, memo to superintendents.*

The **red row** signifies the rollout of the first group of DDMs. The **green row** represents implementation with a DESE extension.

RED ROW: Beginning in the 2013-14 school year, districts must identify and pilot DDMs in at least five areas:

1. Early grade literacy (K-3)
 2. Early grade math (K-3)
 3. Middle grade math (5-8)
 4. High school writing to text
 5. Traditionally non-tested grades and subjects, e.g., art, music, physical education.
- The district seeks a waiver from the commissioner to allow for piloting of remaining DDMs in 2014-15.
 - In 2014-15, the district would then administer the agreed-upon DDMS from the pilot and establish student performance on the measures, which may include baseline and final, interim over the course of the instructional period, or some other agreed-upon method. Using methods agreed to through collective bargaining, determine for each educator the student learning for each DDM and estimate the annual pattern.

2013-14	2014-15	2015-16	2016-17	2017-18
Pilot at least five 2013-14 DDMs identified by DESE. Evaluate, revise and agree on DDMs to be administered in 2014-15.	Using agreed-upon methods: <ul style="list-style-type: none"> • Administer DDMs. • Determine student learning on each DDM. • Estimate overall student learning from three DDMs, if applicable. 	Using agreed-upon methods: <ul style="list-style-type: none"> • Administer DDMs. • Determine student learning on each DDM. • Estimate overall student learning from three DDMs, if applicable. Determine 2-year trend, if applicable. 	Using agreed-upon methods: <ul style="list-style-type: none"> • Administer DDMs. • Determine student learning on each DDM. • Estimate overall student learning from three DDMs, if applicable. • Determine 3-year trend, if applicable. 	
	Pilot remaining DDMs. Evaluate, revise and agree on DDMs to be administered in 2015-16.	Using agreed-upon methods: <ul style="list-style-type: none"> • Administer DDMs. • Determine student learning on each DDM. • Estimate overall student learning from three DDMs, if applicable. 	Using agreed-upon methods: <ul style="list-style-type: none"> • Administer DDMs. • Determine student learning on each DDM. • Estimate overall student learning from three DDMs, if applicable. • Determine 2-year trend, if applicable. 	Using agreed-upon methods: <ul style="list-style-type: none"> • Administer DDMs. • Determine student learning on each DDM. • Estimate overall student learning from three DDMs, if applicable. • Determine 3-year trend, if applicable.

- In 2015-16, the same steps would be taken. If the district and association agreed to a two-year trend, then the educator and evaluator should review the outcomes from the six DDMs and/or the two estimated annual patterns, and exercise professional judgment to determine the two-year trend, which is the educator's student learning impact rating.
- If the district and association agreed to a three-year trend, then the same steps would be followed in 2016-17 to determine the three-year trend and the educator's student learning impact rating.
 - *MTA's model contract language recommends at least a three-year trend to reduce testing error rates. An educator's impact on student learning cannot be based on a single year of data.*

Green Row:

Provided that districts follow DESE guidance in piloting DDMs in the five specific areas, the commissioner has indicated that districts may apply to receive an extension, allowing them to spend 2014-15 piloting the remaining DDMs, represented by the **green row** in this figure. At this time, the procedures for districts seeking a "good cause" modification of existing timelines were to be announced in December 2013 and districts may apply for such in June 2014.

- In 2015-16, the district would then administer the agreed-upon DDMS from the pilot, establish student performance on the measures, which may include baseline and final, interim over the course of the instructional period, or some other agreed-upon method. Using methods agreed to through collective bargaining, determine for each educator the student learning for each DDM and estimate the annual pattern.
- In 2016-17, the same steps would be taken. If the district and association agreed to a two-year trend, then the educator and evaluator should review the outcomes from the six DDMs and/or the two estimated annual patterns, and exercise professional judgment to determine the two-year trend, which is the educator's student learning impact rating.
- If the district and association agreed to a three-year trend, then the same steps would be followed in 2017-18 to determine the three-year trend and the educator's student learning impact rating.



IDENTIFYING CURRENT ASSESSMENTS

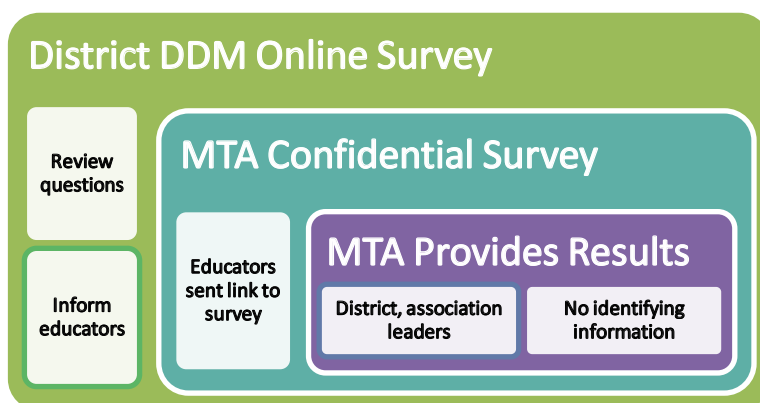
The first step for the DWG is determining the types of assessments and measures that are currently being used across the district. The DWG should use a survey, preferably online, that identifies how educators are currently using different types of assessments of both academic and non-academic learning and behavior. The goal should be to identify as many current assessments as possible that could form the basis for DDMs. The survey should include:

<i>Standardized assessment, e.g. ELA, math, social studies, science</i>	<i>Subject-area assessments, e.g. mid-years and finals</i>	<i>Student engagement, e.g. attendance, tardiness, dismissal rates</i>	<i>Student success, e.g. promotion, graduation, course-taking rates</i>
Current Cognitive or Direct Measures		Current Non-Cognitive or Indirect Measures	
<i>Demonstrations of learning, e.g. science or art fair, performances, projects, portfolios</i>	<i>Textbook-based assessments, e.g. reading series, math series, science experiments</i>	<i>Student behavior, e.g. suspensions, expulsions, inclusion</i>	<i>Student well-being, e.g. health and wellness, IEP and 504 plan accommodations and services</i>

- Cognitive or direct measures – those that measure academic performance – which generally cover a wide array of assessments.
- Non-cognitive or indirect measures – those that measure well-being, social, emotional and behavioral aspects of learning – also cover a wide array of assessments.

DESE's DDM *Technical Guide B* [available under DESE documents in the MTA Educator Evaluation Toolkit at <http://www.massteacher.org/advocating/Evaluation.aspx>] recommends that districts use the MTA online DDM survey, which is the most efficient way to gather this data. To access this survey, the local president should contact the appropriate MTA field staff. The survey process is as follows:

- District educators are informed that the survey is conducted by the MTA, stating clearly that:
 - ✓ **The** survey is completely confidential.
 - ✓ No identifying information about respondents is captured by the survey instrument.
 - ✓ No one has access to the raw data outside of MTA.
 - ✓ MTA provides an aggregated data report to the district and association leaders who are shepherding the DDM work.
- District educators are sent the link to online survey at MTA website.
- There is no cost to the district as long as the local association president requests or approves of the district's request to use the survey.





After collecting and reviewing survey data about district assessments, the DWG should provide guidance to the cadres about four key concerns in identifying DDMs. DESE's *Model Evaluation System, Part VII* guidance identifies the following:

<i>Measure student learning over a set instructional period, which may be an academic year, a semester or some other time frame depending upon the educator's role</i>	<i>Administer in the same subject and/or grade across all schools in the district</i>
Key Concerns	
<i>Assess learning as directly as possible to what was taught based on the standards, content knowledge and skills that the DDM is measuring</i>	<i>Differentiate the amount of learning for each student as high, moderate or low in comparison to what each knew at the beginning of the instructional period</i>

- The DDMs should be able to measure “growth.” Measures of achievement are not required. This requires knowing what students know and can do, based on agreed-upon curriculum standards, at the beginning and the end of the instructional time period.
- DDMs should assess what students were taught. This is called **content validity**.
- DDMs must be comparable across grade or subject districtwide. MTA and DESE (see *DDM Technical Guide B, Page 9*) recommend that identical DDMs be administered in all grades in the content area across the school system. For example, if all fifth-grade students are writing an opinion piece, the DDMs must be on the same topic or text, with the same directions and judged by the same rubric or scoring guide.
- The scoring guide must be able to distinguish student learning that is low, moderate and high.

Four questions should guide the decision-making about the selection or development of DDMs that are appropriate for assessing student learning over the course of the instructional period:

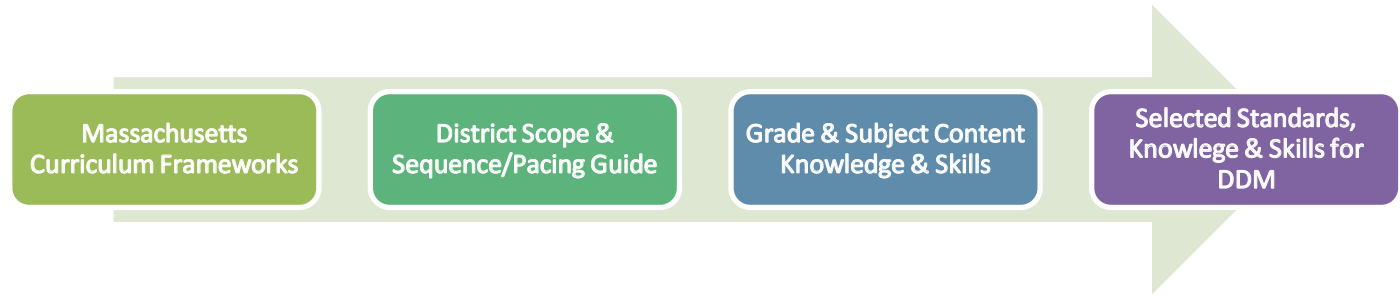
Validity	Reliability	Fairness	Bias Free
The extent to which the assessment measures what it is intended to measure	A student who takes the assessment multiple times should get a similar score each time	Fairness requires items and tasks appropriate for many students, free of barriers, to demonstrate knowledge, skills and abilities	Free from bias eliminates measures that advantage or disadvantage different groups based on demographics or type and/or content of the assessment

- Is the measure **valid**? Does it measure what it is supposed to measure? The most valid measures are those that assess exactly what students were taught. For educators, the single most important facet of validity is **content validity**.
- Is the measure **reliable**? If a student completed the assessment on a Monday and again the following Monday, would the results be about the same?
- Is the measure **fair**? Is the assessment free of barriers that would prevent some students from demonstrating what they know and are able to do? If a student is tone deaf, asking the student to sing in order to demonstrate his knowledge of the scales is unfair. Can students demonstrate that they understand the clef, the notes and the scale in some other manner?
- Is the measure **free from bias**? Is the assessment dependent on the student having an understanding of something not taught, but known culturally or geographically? A number of years ago, the fourth-grade MCAS long composition asked students what they would do on a “snow day.” There had been no snow that winter, and students who came from cultures where there was no snow did not know how to answer the question.



The ultimate purpose of a DDM is to determine the educator's Impact on student learning. Content validity is essential for DDMs if the educator's student learning impact rating is to be useful and informative. A DDM without content validity is meaningless in this process; DDMs must measure the content and skills actually taught.

The regulations are clear that DDMs must be aligned to standards: *District-determined measures shall mean measures of student learning, growth and achievement related to the Massachusetts Curriculum Frameworks, Massachusetts Vocational Technical Education Frameworks, or other relevant frameworks, that are comparable across grade or subject level districtwide.*



One fundamental question addressing content validity must be the guidepost for selecting or developing DDMs:

*IS THE MEASURE ALIGNED TO STANDARDS-BASED, GRADE-LEVEL CONTENT KNOWLEDGE AND/OR SKILLS OUTLINED IN THE DISTRICT'S SCOPE AND SEQUENCE,
WHICH IS ALIGNED TO THE MASSACHUSETTS CURRICULUM FRAMEWORKS?*

- Does it assess what is most important for students to learn and be able to do?
- Does the baseline assessment reflect the content knowledge and/or skills that educators intend to teach?
- Does the final assessment reflect the content knowledge and/or skills that educators did teach?

In order for educators to view DDMs as fairly representing student learning, they must know that the DDM is measuring what was actually taught.

The additional value of DDMs with content validity is that they provide the educator with useful information about the effects of his or her practice on student learning. DESE's *Technical Guide B* states:

Given the evaluation context, it can be tempting to prioritize the question, "What measures are best for determining an educator's impact on student learning?" It is important to remember, however, that including student learning in evaluation is also about the learning for educators. For the process to be effective, the measures used must provide valuable feedback to educators.

*The highest priorities for DDMs, therefore, are that they are **aligned to content and informative**. The results should help educators recognize where students are succeeding as well as where they are struggling and to identify where to adjust practice. Furthermore, the results should also help schools and districts recognize where educators – including teachers, support personnel and administrators – are succeeding and struggling and identify where to adjust support.*

*[A] narrow focus on empirically evaluating validity and reliability [for students] should not come at the expense of the **usefulness** of the assessment [for educators]. Massachusetts educators have a wealth of experience in assessing student learning, including educator-developed quizzes, tests, short-cycle assessments, performance tasks, assignments and end-of- course exams. This experience will be invaluable to successful implementation of DDMs.*



DDMs BY EDUCATOR ROLE

This table, from DESE's *Model System for Educator Evaluation, Part VII: Rating Educator Impact on Student Learning Using District-Determined Measures of Student Learning* (Pages 20-21), provides the following guidance as to the array of direct and indirect measures that could serve as DDMs for teachers, caseload educators and administrator.

Category	Roles included	Appropriate types of measures
Teachers <i>Assess students in subject area(s) being measured and taught by that teacher</i>	<ul style="list-style-type: none"> Grades pre-kindergarten through high school <ul style="list-style-type: none"> English as a Second Language English language arts Family and consumer science and industrial arts Fine and performing arts Foreign languages History and social studies Mathematics Physical education and health Science and technology Special education Vocational or business education Others 	<ul style="list-style-type: none"> Direct measures of learning specific to subjects and grades Direct measures of learning specific to social, emotional, behavioral or skill development Interim assessments, unit tests, end-of- course tests with pre-tests or other sources of baseline data Performance assessments Student portfolios, projects and performances scored with common scoring guide
Administrators <i>Assess students in the district, school or department overseen by that educator, depending on the educator's</i>	<ul style="list-style-type: none"> Superintendents Other district administrators Principals Other school-based administrators, including assistant principals Department chairpersons, including teachers who serve in this role Others 	<ul style="list-style-type: none"> Direct measures of learning specific to subjects and grades Direct measures of learning specific to social, emotional, behavioral or skill development Indirect measures of student learning such as promotion and graduation rates <p><i>Impact may be calculated at the district, school or department level, depending on the educator's role</i></p>
Instructional Specialists <i>Assess students in the classes of all teachers supported by this educator</i>	<ul style="list-style-type: none"> Instructional coaches Mentors Reading specialists Team leaders Others 	<ul style="list-style-type: none"> Direct measures of student learning of the students the teachers work with, measuring <ul style="list-style-type: none"> learning specific to subjects and grades learning specific to social, emotional, behavioral or skill development <p><i>Impact may be calculated at the district, school or department level, depending on the educator's role</i></p>
Specialized Instructional Support Personnel <i>Assess students in the school, department or other group based on whether the educator supports the entire school, a department or</i>	<ul style="list-style-type: none"> School nurses School social workers and adjustment counselors Guidance counselors School psychologists Library/media and technology specialists Case managers Others 	<ul style="list-style-type: none"> Direct measures of learning specific to subjects and grades Direct measures of learning specific to social, emotional, behavioral or skill development Indirect measures of student learning such as promotion and graduation rates <p><i>Impact may be calculated at the district, school, department or other group levels depending on whether they serve multiple schools, the entire school, a department, a grade or a specific group of students</i></p>



Estimating a Year's Worth of Learning

One of the challenges that the identification-selection-development of DDMs poses for the DDM Cadres, the DWG and eventually all of the educators and policymakers in a district is the definition of “a year’s worth of growth” for each DDM.

The new ELA and math curriculum frameworks, because they are scaffolded by grade, are most helpful in making this determination. However, the other five frameworks organize curriculum into multi-grade spans, which make annual distinctions far more difficult to gauge.

If the district has a **scope and sequence** or **pacing guide** that defines what students are expected to know and be able to do at each grade level, this should be the guide used. However, if these curriculum documents do not exist, then the DWG and the DDM cadres must exercise their professional judgment in outlining what level of performance – or more likely what level of progress (the difference between where students begin and where the end over the course of the instructional period) is critical.

Gathering input from educators who will be administering these DDMs – either through focus groups or surveys – is essential. Key questions include:

- Are the learning expectations that the DDM is measuring realistic?
- Are they measuring student performance and progress on the identified standards?
- Are they too difficult – even for high performers?
- Are they too easy – even for students with difficulties?

In assessing each DDM after the initial or pilot administration, a key question that the DWG and DDM cadres should be answering is, “*Based on actual student results and, given where students started and ended over the course of the instructional period, did we estimate anticipated student learning correctly or not?*”

The answer to this question should be informed by all of the data from all of the classrooms and educational settings using the DDM and should guide any revisions to the DDM prior to actual implementation for decision-making.

Key Element of DDM Development: Estimate what constitutes anticipated student learning over the instructional period as measured by the DDM. Final student learning outcomes on each DDM will then be categorized as:

Low	Moderate	High
<p>Outcomes on DDM used at the end of the instructional period indicate that student learning was significantly less than that estimated when the DDM was established.</p> <p>Questions Raised:</p> <ul style="list-style-type: none"> • Was the estimated learning appropriate? • Did the DDM measure the anticipated and actual curriculum? • Were there contextual factors different from those with Moderate or High student learning outcomes? 	<p>Outcomes on DDM used at the end of the instructional period indicate that student learning was close to that estimated when the DDM was established</p> <p>Questions Raised:</p> <ul style="list-style-type: none"> • Was the estimated learning appropriate? • Did the DDM measure the anticipated and actual curriculum? • Were there contextual factors different from those with Low or High student learning outcomes? 	<p>Outcomes on DDM used at the end of the instructional period indicate that student learning was significantly better than that estimated when the DDM was established</p> <p>Questions Raised:</p> <ul style="list-style-type: none"> • Was the estimated learning appropriate? • Did the DDM measure the anticipated and actual curriculum? • Were there contextual factors different from those with Low or Moderate student learning outcomes?



Professional Judgment and Contextualizing Student Learning Outcomes.

The student learning on each DDM and the combined results from three DDMs should form the basis of a collaborative conversation between the educator and his/her colleagues who have administered the same DDM and with the principal and/or department head or content area leader.

There are multiple ways to determine how much growth students have achieved on DDMs – depending on the type of measure. The important factor in scoring and determining growth outcomes is a consistent, transparent and agreed-upon method that is fair to the student and the educators to whom it applies. It is understood that one method may be more appropriate than another for a particular group of students based on the educator's role.

In determining student performance, the educator, his/her colleagues and eventually the evaluator exercise professional judgment in reviewing DDM outcomes. All assessments are administered within a context that must include an assessment of who the students are and the learning environment itself. Educators should be honest about:

1. The instructional challenges students bring to the classroom within the class which may include English language proficiency, special needs, home environment, etc.
2. The challenges from the learning context, especially related to instructional materials and resources, class size, access to instructional technology, library resources, etc.

EXAMPLE: Overall Student Learning is Moderate

The following example illustrates how an elementary classroom teacher with 25 students might analyze the data from three DDMs – one of which is the MCAS ELA Student Growth Percentile – to contextualize the outcomes and have a collaborative conversation with either colleagues or the evaluator.

Students	Learning Context		Assessment	Content Validity	Complexity	Bloom's	Student Learning
Four ELLs: • Two are Level 2/Beginning • One is Level 3/Developing • One is Level 5/Bridging Five students on IEPs: • One mild Asperger • Two ADHD • Two language-based learning disabilities	• Inadequate supply of trade books for all students to move ahead at their own pace, especially those reading above grade level • Lack of access to information technology, especially for ELL and LD students	DDM 1	MCAS ELA SGP	Not fully aligned to what is taught.	Somewhat complex	Remember Understand Apply	37.1 (Low)
		DDM 2	Trade book independent reading level with reading inventory	Generally well-aligned with what is taught.	Complex	Remember Understand Apply	14 out of 25 students made or exceeded a year's worth of learning (Moderate)
		DDM 3	Sept-June Writing Portfolio with rubric	Well-aligned with what is taught.	Very Complex	Understand Apply Analyze Create	20 of 25 students made or exceeded a year's worth of learning (High)

The educator, colleagues and/or the evaluator review the evidence of student outcomes based on the three DDMs and the information about the students and the learning context. Professional judgment is applied to identify how the DDM outcomes might be combined through this collaborative conversation. For example:

- The median student outcome on DDM1 (37.2) - MCAS SGP – is at the high end of **Low** as they are in what DESE designate as *below grade level*/band SGP. However, MCAS is not fully aligned to the content of instruction and tests at the lowest domains of Bloom's taxonomy.
- The student outcomes on DDM2 – trade book independent reading level – are solidly in the **Moderate** range with more than half of the student's making or exceeding a year's worth of learning. This DDM is well-aligned with what is taught and

measures learning at the low to middle range of Bloom's. The educator has indicated, and the evaluator concurs, that the lack of an adequate supply of books has hampered students reading at higher levels. In addition, the educator and evaluator agree that the lack of access to information technology of the ELL and SPED students was a barrier to better results. The educator and evaluator concur that this is Moderate growth.

- The student outcomes on DDM 3 – the writing portfolio – are **High** with almost all students making or exceeding a year's worth of progress. This DDM is well-aligned with what is taught and measures student work over the course of the year with assessments measuring performance every six to eight weeks while acknowledging that students are beginning and ending in different places based on the learning profiles. The writing tasks cover higher-order domains of Bloom's. The educator and evaluator concur that this is High growth.

Because student learning on the most complex assessment that involved the highest cognitive demand was the strongest with 80 percent of the students showing significant progress on the writing tasks over the course of the year, and given the challenges of the students in the class – four ELL students with different English language skills and five SPED students with different learning issues – and the lack of resources to differentiate instruction for some students, the growth could be summarized as Moderate for this instructional period.

EXAMPLE: Overall Student Learning is High

The following example shows how a secondary content area teacher with 73 students in three college preparatory sections of the same course might analyze the data from three DDMs by class and across the classes to summarize the pattern of student learning for the instructional period. On DDM1 and DDM2, a year's worth of growth is determined to be a grade of 70 or better. On the 4x4 rubric, a year's worth of growth is determined to be a score of 12 or better.

Students	<ul style="list-style-type: none">• Section 1: 27 students – Six students in special categories: three FLEP students; three students on IEPs with mild language-based learning issues. This is a high-performing class.• Section 2: 24 students – Four students in special categories: two ELLs at Level 4/Expanding and one ELL at Level 5/Bridging; no students on IEPs; one student on 504 plan with medical issues requiring significant absences from school who receives tutoring at home as necessary. This is a moderate to high-performing class.• Section 3: 22 students –Five students in special categories: five students on IEPs – one for behavioral issues; two for ADHD; one with Asperger; one with visual impairment. This is a moderate to high-performing class.						
	Learning Context						
<ul style="list-style-type: none">• Textbooks are outdated.• Lack of supplementary materials that accompany newer texts – especially online resources – holds students back.• More access to Internet would provide students with a richer learning context.							
	Assessment	Content Validity	Complexity	Bloom’s	Student Progress		
					Section 1 27 students	Section 2 24 students	Section 3 22 students
DDM 1	Pre/post assessment of subject matter content	Aligned with academic language and core concepts to be mastered	Somewhat complex	Remember Understand Apply	<ul style="list-style-type: none">• 5 students achieved a score above 30 on the pre-assessment.• 24 students achieved a score of 70 or better on the post-assessment.	<ul style="list-style-type: none">• 6 students achieved a score above 30 on the pre-assessment.• 18 students achieved a score of 70 or better on the post-assessment.	<ul style="list-style-type: none">• 3 students achieved a score above 30 on the pre-assessment.• 19 students achieved a score of 70 or better on the post-assessment.

DDM 2	Four quarterly benchmarked unit assessments	Well-aligned with what is taught.	Complex	Remember Understand Apply Analyze	Number of students scoring 70 or better on assessments: • Q1: 23 • Q2: 25 • Q3: 24 • Q4: 22	Number of students scoring 70 or better on assessments: • Q1: 19 • Q2: 18 • Q3: 20 • Q4: 20	Number of students scoring 70 or better on assessments: • Q1: 17 • Q2: 19 • Q3: 19 • Q4: 19
DDM 3	Multi-step capstone project in late spring, apply core content and concepts to real world situation.	Well-aligned with what is taught.	Very Complex	Remember Understand Apply Analyze Create Evaluate	On a 4x4 rubric, 22 students scored 12 or better on the capstone project.	On a 4x4 rubric, 19 students scored 12 or better on the capstone project.	On a 4x4 rubric, 18 students scored 12 or better on the capstone project.

Student learning data for each DDM indicates at least a moderate-to-high level of growth for a majority of students.

- On DDM1, 83 percent of the 73 students made significant progress on the least complex assessment.
- On DDM2, 82 percent made significant progress on the benchmark assessments.
- On DDM3, 81 percent made significant progress on the most complex assessment that involved the highest cognitive demand.

Because student progress on all three assessments was high, especially for the capstone project, and giving consideration to the challenges posed by the lack of appropriate and up-to-date instructional resources, the student learning as measured by these three DDMs could be summarized as High for this instructional period.

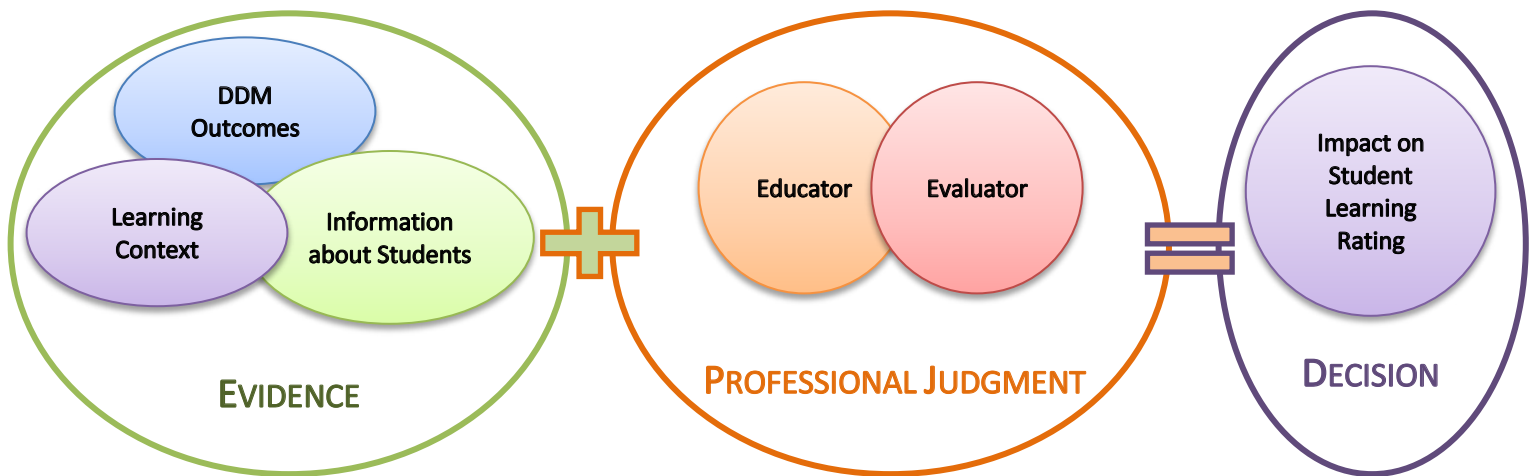


How DDMs Are Used to Determine the Student Learning Impact Rating

At the end of two or three years of DDM data, each educator will receive an Impact on Student Learning Rating, which is then reported to DESE. A subsequent MTA guidance document will focus directly on the use of DDMs combined with professional judgment to determine each educator's student learning impact rating.

The earliest some educators in some districts will receive student learning impact ratings is at the end of 2015-16 school year. However, understanding now how various elements will be combined to formulate a rating decision is important. The graphic below provides a general guideline.

Essentially, the outcomes from the three DDMs combined with information about the students and the learning context form the basis for a collaborative conversation between the educator and evaluator, in which both exercise their professional judgment, which then results in the evaluator making a decision about the educator's Impact on Student Learning rating.





EXCERPTS FROM REGULATORY LANGUAGE

Definitions: 603 CMR 35.02

1. **District-Determined Measures** shall mean measures of student learning, growth, and achievement related to the Massachusetts Curriculum Frameworks, Massachusetts Vocational Technical Education Frameworks, or other relevant frameworks, that are comparable across grade or subject level district-wide. These measures may include, but shall not be limited to: portfolios, approved commercial assessments and district-developed pre and post unit and course assessments, and capstone projects.
2. **Impact on Student Learning** shall mean at least the trend in student learning, growth, and achievement and may also include patterns in student learning, growth, and achievement.
3. **Multiple Measures** shall include a combination of classroom, school, and district assessments and student growth percentiles where available.
4. **Patterns** shall mean consistent results from multiple measures.
5. **Trends** shall be based on at least two years of data.

Evaluation Cycle: 603 CMR 35.06

- (3) (e) An educator shall be placed on an Educator Plan based on his or her overall rating and his or her impact on student learning, growth and achievement, provided that educators who have not yet earned Professional Teacher Status and any other employee at will shall be placed on an Educator Plan solely at the discretion of the district.
1. The Developing Educator Plan is for all administrators in their first three years with the district, teachers without Professional Teacher Status, and, at the discretion of the evaluator, educators in new assignments.
 2. The Self-directed Growth Plan is for all experienced educators rated Exemplary or Proficient. For educators whose impact on student learning is either moderate or high, the Educator Plan may be for up to two years. For educators whose impact on student learning is low, the Educator Plan shall be for one year and shall include one or more goals related to student learning developed on the basis of an analysis of the educator's professional practice.
 3. Directed Growth Plan for all experienced educators rated Needs Improvement.
 4. Improvement Plan for all experienced educators rated Unsatisfactory.

Evidence Used in Evaluation: 603 CMR 35.07

- (1) The following categories of evidence shall be used in evaluating each educator:
- (a) Multiple measures of student learning, growth, and achievement, which shall include:
1. Measures of student progress on classroom assessments that are aligned with the Massachusetts Curriculum Frameworks or other relevant frameworks and are comparable within grades or subjects in a school;
 2. Measures of student progress on learning goals set between the educator and evaluator for the school year;
 3. Statewide growth measure(s) where available, including the MCAS Student Growth Percentile and the Massachusetts English Proficiency Assessment (MEPA); and
 4. District-determined Measure(s) of student learning comparable across grade or subject district-wide.
 5. For educators whose primary role is not as a classroom teacher, the appropriate measures of the educator's contribution to student learning, growth, and achievement set by the district.

Student Performance Measures: 603 CMR 35.09

- (1) Student Performance Measures as described in 603 CMR 35.07(1)(a)(3-5) shall be the basis for determining an educator's impact on student learning, growth, and achievement.
- (2) The evaluator shall determine whether an educator is having a high, moderate, or low impact on student learning based on trends and patterns in the following student performance measures:

- (a) At least two state or district-wide measures of student learning gains shall be employed at each school, grade, and subject in determining impact on student learning, as follows:
 - 1. MCAS Student Growth Percentile and the Massachusetts English Proficiency Assessment (MEPA)² shall be used as measures where available, and
 - 2. Additional District-determined Measures comparable across schools, grades, and subject matter district-wide as determined by the superintendent may be used in conjunction with MCAS Student Growth Percentiles and MEPA scores to meet this requirement, and shall be used when either MCAS growth or MEPA scores are not available.
 - (b) For educators whose primary role is not as a classroom teacher, appropriate measures of their contribution to student learning, growth, and achievement shall be determined by the district.
- (3) Based on a review of trends and patterns of state and district measures of student learning gains, the evaluator will assign the rating on growth in student performance consistent with Department guidelines:
- (a) A rating of high indicates significantly higher than one year's growth relative to academic peers in the grade or subject.
 - (b) A rating of moderate indicates one year's growth relative to academic peers in the grade or subject.
 - (c) A rating of low indicates significantly lower than one year's student learning growth relative to academic peers in the grade or subject.
- (4) For an educator whose overall performance rating is exemplary or proficient and whose impact on student learning is low, the evaluator's supervisor shall discuss and review the rating with the evaluator and the supervisor shall confirm or revise the educator's rating. In cases where the superintendent serves as the evaluator, the superintendent's decision on the rating shall not be subject to such review. When there are significant discrepancies between evidence of student learning, growth, and achievement and the evaluator's judgment on educator performance ratings, the evaluator's supervisor may note these discrepancies as a factor in the evaluator's evaluation.

Implementation and Reporting: 603 CMR 35.11

- (4) By September 2013, each district shall identify and report to the Department a district-wide set of student performance measures for each grade and subject that permit a comparison of student learning gains.
 - (a) The student performance measures shall be consistent with 603 CMR 35.09(2).
 - (b) By July 2012, the Department shall supplement these regulations with additional guidance on the development and use of student performance measures.
- (c) Until such measures are identified and data is available for at least two years, educators will not be assessed as having high, moderate, or low impact on student learning outcomes consistent with 603 CMR 35.09(3).

To see all of the Educator Evaluation regulations, go to
http://www.massteacher.org/advocating/~/_media/Files/PDFs/evaluation/finalregs.pdf

² MEPA is no longer administered. It has been replaced by ACCESS. However, the BESE has not yet changed the regulations to reflect this.

FOCUS ON OVERARCHING CURRICULUM IMPLICATIONS IN IDENTIFYING/DEVELOPING DDMs

As a means of identifying overarching curriculum and instruction goals to guide the identification and/or development of DDMs, the three ELA and math shifts associated with the Common Core State Standards provide significant guidance.

THE THREE COMMON CORE STATE STANDARDS ELA/LITERACY SHIFTS

SHIFT 1: <i>Building knowledge through content-rich nonfiction</i>	<p>Building knowledge through content-rich nonfiction plays an essential role in literacy and in the standards. In grades K-5, fulfilling the standards requires a 50-50 balance between informational and literary reading. Informational reading primarily includes content-rich nonfiction in history/social studies, science and the arts; the K-5 standards strongly recommend that students build coherent general knowledge both within each year and across years. In grades 6-12, ELA classes place much greater emphasis on a specific category of informational text—literary nonfiction—than has been traditional. In grades 6-12, the standards for literacy in history/social studies, science and technical subjects ensure that students can independently build knowledge in these disciplines through reading and writing.</p> <p>To be clear, the standards do require substantial attention to literature throughout grades K-12, as literature makes up at least half of the required work in K-5 and is the core of the work of 6-12 ELA teachers.</p>
SHIFT 2: <i>Reading, writing and speaking grounded in evidence from texts, both literary and informational</i>	<p>The standards place a premium on students writing to sources, i.e., using evidence from texts to present careful analyses, well-defended claims and clear information. Rather than asking students questions they can answer solely from their prior knowledge or experience, the standards expect students to answer questions that depend on their having read the text or texts with care. The standards also require the cultivation of narrative writing throughout the grades; in later grades a command of sequence and detail will be essential for effective argumentative and informational writing.</p> <p>Likewise, the reading standards focus on students' ability to read carefully and grasp information, arguments, ideas and details based on text evidence. Students should be able to answer a range of text-dependent questions, requiring inferences based on careful attention to the text.</p>
SHIFT 3: <i>Regular practice with complex text and its academic language</i>	<p>Rather than focusing solely on the skills of reading and writing, the standards highlight the growing complexity of the texts students must read to be ready for the demands of college and careers. The standards build a staircase of text complexity so that all students will be ready for the demands of college- and career-level reading, no later than the end of high school. Closely related to text complexity—and inextricably connected to reading comprehension—is a focus on academic vocabulary: words that appear in a variety of content areas (such as <i>ignite</i> and <i>commit</i>).</p>

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THE THREE COMMON CORE STATE STANDARDS MATHEMATICS SHIFTS

<p>SHIFT 1:</p> <p><i>Focus strongly where the standards focus</i></p>	<p>Focus: The Standards call for a greater focus on mathematics. Rather than racing to cover topics in today's mile-wide, inch-deep curriculum, teachers use the power of the eraser and significantly narrow and deepen the way time and energy are spent in the math classroom. They focus deeply on the major work* of each grade so that students can gain strong foundations: solid conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems.</p> <table border="1" data-bbox="323 373 1346 611"> <thead> <tr> <th>Grade</th><th>*Priorities in support of conceptual understanding and fluency</th></tr> </thead> <tbody> <tr> <td>K-2</td><td>Addition and subtraction – concepts, skills and problem-solving</td></tr> <tr> <td>3-5</td><td>Multiplication and division of whole numbers and fractions – concepts, skills and problem-solving</td></tr> <tr> <td>6</td><td>Ratios and proportional relationships; early expressions and equations</td></tr> <tr> <td>7</td><td>Ratios and proportional relationships; arithmetic of rational numbers</td></tr> <tr> <td>8</td><td>Linear algebra</td></tr> </tbody> </table>	Grade	*Priorities in support of conceptual understanding and fluency	K-2	Addition and subtraction – concepts, skills and problem-solving	3-5	Multiplication and division of whole numbers and fractions – concepts, skills and problem-solving	6	Ratios and proportional relationships; early expressions and equations	7	Ratios and proportional relationships; arithmetic of rational numbers	8	Linear algebra
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<p>SHIFT 2:</p> <p><i>Coherence: Think across grades and link to major topics* within grades</i></p>	<p>Thinking across grades: The standards are designed around coherent progressions from grade to grade. Principals and teachers carefully connect the learning across grades so that students can build new understanding onto foundations built in previous years. Teachers can begin to count on deep conceptual understanding of core content and build on it. Each standard is not a new event, but an extension of previous learning. Linking to major topics: Instead of allowing additional or supporting topics to detract from the focus of the grade, these topics can serve the grade-level focus. For example, instead of data displays as an end in themselves, they support grade-level word problems.</p>												
<p>SHIFT 3:</p> <p><i>Rigor: In major topics, pursue conceptual understanding, procedural skill and fluency, and application with equal intensity.</i></p>	<p>Conceptual understanding: The standards call for conceptual understanding of key concepts, such as place value and ratios. Teachers support students' ability to access concepts from a number of perspectives so that students are able to see math as more than a set of mnemonics or discrete procedures. Procedural skill and fluency: The standards call for speed and accuracy in calculation. Teachers structure class time and/or homework time for students to practice core functions such as single-digit multiplication so that students have access to more complex concepts and procedures. Application: The standards call for students to use math flexibly for applications. Teachers provide opportunities for students to apply math in context. Teachers in content areas outside of math, particularly science, ensure that students are using math to make meaning of and access content.</p>												

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District-Determined Measures Survey

This is a confidential survey. The anonymous data is collected by the Massachusetts Teachers Association as part of the district's educator evaluation implementation. The faculty of each school will be provided with the aggregated results from the school and the district as a whole. It should take no more than 10 minutes to complete the survey.

QUESTION 1 - ASSESSMENTS

What **ASSESSMENTS** of student learning do you currently use in your classroom, caseload practice or school? (You will be asked below to list the different assessments. Do not include MCAS or MEPA in any of your answers.)

Type of Assessment	Never	Weekly	Monthly	Annually
Standardized tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Textbook-based tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher-developed tests, e.g. quadratic equations, <i>Catcher in the Rye</i> , photosynthesis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mid-years & finals common across subject, e.g., all students in the grade or subject take the same test at the same time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mid-years & finals common across schools, e.g., all students in the grade or subject across all schools in the district take the same test at the same time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performance assessments, e.g., lab experiment, speaking a second language, research project, serving a volleyball, solving a math problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing tasks, e.g., compositions, essays, reports, explanation of solving a math problem, lab report	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Portfolios, collection of student work over time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exhibitions, e.g., oral report, art show, musical performance, DECA competition, science fair, capstone project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question 2 – Open Response

Please list the titles of the textbook-based tests you currently use in your classroom, caseload practice or school:

QUESTION 3 – OPEN RESPONSE

Please list the titles for the teacher-developed unit tests you currently use in your classroom, caseload practice or school:

QUESTION 4 – OPEN RESPONSE

Please list the performance assessments you currently use in your classroom, caseload practice or school:

QUESTION 5 – OPEN RESPONSE

Please list the types of writing task assessments you currently use in your classroom, caseload practice or school:

QUESTION 6:

What data about student engagement, success, well-being, and/or behavior do you currently use in your classroom, caseload practice or school? Only check those that you use.

- ☐ Attendance rates
- ☐ Tardiness rates
- ☐ Promotion rates
- ☐ Graduation rates
- ☐ College sending rates
- ☐ Course taking patterns
- ☐ In-school suspension rates
- ☐ Out-of school suspension rates

- ☐ Expulsion rates
- ☐ Detention rates
- ☐ Honor Roll
- ☐ Awards, e.g., perfect attendance, good citizenship
- ☐ Participation grade
- ☐ Homework grade
- ☐ Conduct grade
- ☐ Industry/effort grade
- ☐ Other

QUESTION 7 – SCHOOL – SELECT YOUR SCHOOL – SCHOOLS LISTED.

QUESTION 8 – SUBJECT(S) TAUGHT (SELECT ALL THAT APPLY)

- ☐ Arts (art, music, drama)
- ☐ English language arts
- ☐ Foreign languages
- ☐ Health/physical education
- ☐ History/social studies
- ☐ Mathematics
- ☐ Science
- ☐ Technology (including vocational courses)
- ☐ Other

QUESTION 9 – YOUR ROLE:

- ☐ Classroom teacher
- ☐ Special-Subject Teacher: art, music, library, computer, physical education, reading
- ☐ Special Education Teacher
- ☐ Counselor: Guidance, School adjustment, school psychologist, case manager
- ☐ Therapist: Speech & language, occupational, physical, nurse
- ☐ School-based administrator
- ☐ Districtwide administrator
- ☐ Other _____

QUESTION 10 – GRADE (CHECK ALL THAT APPLY.):

- ☐ Pre-K
- ☐ Kindergarten
- ☐ Grade 1
- ☐ Grade 2
- ☐ Grade 3
- ☐ Grade 4
- ☐ Grade 5
- ☐ Grade 6
- ☐ Grade 7
- ☐ Grade 8
- ☐ Grade 9
- ☐ Grade 10
- ☐ Grade 11
- ☐ Grade 12
- ☐ Ungraded

Thank you for taking the time to complete this survey.



RELEVANT GUIDANCE FROM DESE'S DDM QUICK REFERENCE GUIDE

Some key points from DESE's *Quick Reference Guide: District-Determined Measures*, support the recommendation in this guidance.

- “Every educator will need data from at least two state or districtwide measures in order for trends and patterns to be identified. State regulations require that the MCAS student growth percentile (SGP) scores be used as one measure “where available” (603 CMR 35.09(2)). However, while MCAS SGP provides districts with a solid starting point for this work, it’s only applicable to fewer than 20 percent of educators throughout the Commonwealth. As a result, districts will need to identify or develop additional credible measures of growth for most grades and subjects.”
- By September 2013, all districts must identify and report to DESE a districtwide set of student performance measures for each grade and subject that permit a comparison of student learning gains.
- Implement specific district planning activities that should include:
 - Identifying a team of administrators, teachers and specialists to focus and plan the district’s work on DDMs.
 - Completing an inventory of existing assessments used in the district’s schools and assessing where there are strengths to build on and gaps to fill.
 - Planning a process for implementing DDMs where appropriate measures have been identified.
 - Planning a process for piloting DDMs where potential measures have been identified.
 - Planning a process for researching and/or developing measures where no existing measures are deemed appropriate.
 - Creating (or augmenting) the district’s communications plan to ensure that educators, school board members, and other stakeholders understand the role that DDMs will play in the new evaluation framework, as well as their timetable for implementation.



MTA EDUCATOR EVALUATION FILLABLE PDF FORMS

The following pages contain fillable PDF forms that may be completed electronically.

For best results, open the PDF directly in Adobe Acrobat® or Adobe Reader®.

Complete any fillable areas by typing in the fields or clicking check boxes.

Save a copy to your computer for your records.

CLICK HERE to get the free latest version Adobe Reader.®



CLICK HERE to download The MTA Educator Evaluation fillable PDF forms.



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PROFESSIONAL PRACTICE WORKSHEET WITH EVIDENCE – TEACHERS

Educator Name/Title:

Date:

School Year:

STANDARD I: Curriculum, Planning, and Assessment.

The teacher promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.

EDUCATOR PERFORMANCE RATING ON STANDARD: ☐ Exemplary ☐ **Proficient** ☐ Needs Improvement ☐ Unsatisfactory

EVIDENCE PROVIDED TO SUPPORT RATING (briefly describe)

CURRICULUM AND PLANNING: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

ASSESSMENT: Uses a variety of informal and formal methods of assessments to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction.

ANALYSIS: Analyzes data from assessments, draws conclusions, and shares them appropriately.

POSSIBLE EVIDENCE – check those that are used.

- | | |
|--|---|
| <input type="checkbox"/> Unit subject matter content and/or skills
<input type="checkbox"/> Lesson or Unit Plan Goals
<input type="checkbox"/> Standards-based units of instruction
<input type="checkbox"/> Lesson Plans
<input type="checkbox"/> Measurable outcomes for students
<input type="checkbox"/> Teacher-developed assessments
<input type="checkbox"/> Examples of assessments used
<input type="checkbox"/> Scoring guides/rubrics
<input type="checkbox"/> Student work samples
<input type="checkbox"/> Student data analysis
<input type="checkbox"/> Lessons/units amended based on data analysis
<input type="checkbox"/> Team-developed instructional work products | <input type="checkbox"/> Analysis of student learning needs
<input type="checkbox"/> Grade level or subject team collaboration
<input type="checkbox"/> Tiered/differentiated lessons/units
<input type="checkbox"/> Tiered/differentiated assessments
<input type="checkbox"/> Methods for engaging all students
<input type="checkbox"/> Posted behavioral norms
<input type="checkbox"/> Photographs of instructional space
<input type="checkbox"/> Videotapes of student engagement
<input type="checkbox"/> Homework assignments
<input type="checkbox"/> Communications to students about work
<input type="checkbox"/> Grading practices
<input type="checkbox"/> Other: _____ |
|--|---|

STANDARD II: Teaching All Students.

The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

EDUCATOR PERFORMANCE RATING ON STANDARD: ☐ Exemplary ☐ **Proficient** ☐ Needs Improvement ☐ Unsatisfactory

EVIDENCE PROVIDED TO SUPPORT RATING (briefly describe)

INSTRUCTION: Uses instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

LEARNING ENVIRONMENT: Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.

CULTURAL PROFICIENCY: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.

EXPECTATIONS: Plans and implements lessons that set clear and high expectations and also make knowledge accessible for all students.

POSSIBLE EVIDENCE – check those that are used.

- | | |
|--|---|
| <input type="checkbox"/> Unit subject matter content and/or skills
<input type="checkbox"/> Lesson or Unit Plan Goals
<input type="checkbox"/> Standards-based units of instruction
<input type="checkbox"/> Lesson Plans
<input type="checkbox"/> Measurable outcomes for students
<input type="checkbox"/> Teacher-developed assessments
<input type="checkbox"/> Examples of assessments used
<input type="checkbox"/> Scoring guides/rubrics
<input type="checkbox"/> Student work samples
<input type="checkbox"/> Student data analysis
<input type="checkbox"/> Lessons/units amended based on data analysis
<input type="checkbox"/> Team-developed instructional work products | <input type="checkbox"/> Analysis of student learning needs
<input type="checkbox"/> Grade level or subject team collaboration
<input type="checkbox"/> Tiered/differentiated lessons/units
<input type="checkbox"/> Tiered/differentiated assessments
<input type="checkbox"/> Methods for engaging all students
<input type="checkbox"/> Posted behavioral norms
<input type="checkbox"/> Photographs of instructional space
<input type="checkbox"/> Videotapes of student engagement
<input type="checkbox"/> Homework assignments
<input type="checkbox"/> Communications to students about work
<input type="checkbox"/> Grading practices
<input type="checkbox"/> Other: _____ |
|--|---|

STANDARD III: Family and Community Engagement.

The teacher promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

EDUCATOR PERFORMANCE RATING ON STANDARD: ☐ Exemplary ☐ **Proficient** ☐ Needs Improvement ☐ Unsatisfactory

EVIDENCE PROVIDED TO SUPPORT RATING (briefly describe)

ENGAGEMENT: Welcomes and encourages every family to become active participants in the classroom and school community.

COLLABORATION: Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.

COMMUNICATION: Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.

POSSIBLE EVIDENCE – check those that are used.

- ☐ Outreach activities to families
- ☐ Parent-teacher conference participation
- ☐ RTI, IEP or 504 Plan conference participation
- ☐ Communication with families via phone calls, emails, meetings

- ☐ Assistance to families about homework
- ☐ Notification to families about student performance/behavior
- ☐ Feedback from parents/families
- ☐ College/financial aid program development
- ☐ Other: _____

STANDARD IV: Professional Culture.

The teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

EDUCATOR PERFORMANCE RATING ON STANDARD: ☐ Exemplary ☐ **Proficient** ☐ Needs Improvement ☐ Unsatisfactory

EVIDENCE PROVIDED TO SUPPORT RATING (briefly describe)

REFLECTION: Demonstrates the capacity to reflect on and improve the educator's own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.

PROFESSIONAL GROWTH: Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles.

COLLABORATION: Collaborates effectively with colleagues on a wide range of tasks.

DECISION-MAKING: Becomes involved in schoolwide decision making, and takes an active role in school improvement planning.

SHARED RESPONSIBILITY: Shares responsibility for the performance of all students within the school.

PROFESSIONAL RESPONSIBILITIES: Is ethical and reliable, and meets routine responsibilities consistently.

POSSIBLE EVIDENCE – check those that are used.

- ☐ Professional development program/graduate work completion
- ☐ PD program/course work products
- ☐ Grade or subject team participation
- ☐ Model lesson/counseling session educator
- ☐ Curriculum development examples
- ☐ Parent engagement program development
- ☐ School or district committee service
- ☐ Professional conference attendance and report to colleagues

- ☐ Student teacher supervisor
- ☐ Mentor/Instructional Coach
- ☐ Professional development program leader
- ☐ Instructional Coach
- ☐ School activity advisor/coach
- ☐ Behavioral referrals
- ☐ Paper work completion
- ☐ Attendance rate
- ☐ Other: _____

The educator should keep this completed form in a personal file and may choose to include any evidence checked off as a demonstration of the rating on the standards.



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PROFESSIONAL PRACTICE WORKSHEET WITH EVIDENCE – SPECIALIZED INSTRUCTIONAL SUPPORT PERSONNEL (SISP)

Educator Name/Title:

Date:

School Year:

STANDARD I: Curriculum, Planning, and Assessment.

The SISP promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.

EDUCATOR PERFORMANCE RATING ON STANDARD: ☐ Exemplary ☐ **Proficient** ☐ Needs Improvement ☐ Unsatisfactory**EVIDENCE PROVIDED TO SUPPORT RATING (briefly describe)**

CURRICULUM AND PLANNING: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

ASSESSMENT: Uses a variety of informal and formal methods of assessments to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction.

ANALYSIS: Analyzes data from assessments, draws conclusions, and shares them appropriately.

POSSIBLE EVIDENCE – check those that are used.

- | | |
|---|--|
| <input type="checkbox"/> Treatment Plan | <input type="checkbox"/> Analysis of student learning needs |
| <input type="checkbox"/> Lesson or Treatment Plan Goals | <input type="checkbox"/> Grade level or subject team collaboration |
| <input type="checkbox"/> Lesson Plans | <input type="checkbox"/> Tiered/differentiated lessons/treatment plans |
| <input type="checkbox"/> Developmental benchmarks | <input type="checkbox"/> Tiered/differentiated assessments |
| <input type="checkbox"/> Measurable outcomes for students | <input type="checkbox"/> Methods for engaging all students |
| <input type="checkbox"/> Educator-developed assessments | <input type="checkbox"/> Posted behavioral norms |
| <input type="checkbox"/> Examples of assessments used | <input type="checkbox"/> Photographs of instructional/treatment space |
| <input type="checkbox"/> Scoring guides/rubrics | <input type="checkbox"/> Videotapes of student engagement |
| <input type="checkbox"/> Student work samples | <input type="checkbox"/> Homework assignments |
| <input type="checkbox"/> Student data analysis | <input type="checkbox"/> Communications to students about work |
| <input type="checkbox"/> Lessons/units amended based on data analysis | <input type="checkbox"/> Grading practices |
| <input type="checkbox"/> Team-developed instructional work products | <input type="checkbox"/> Other: _____ |

STANDARD II: Teaching All Students.

The SISP promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

EDUCATOR PERFORMANCE RATING ON STANDARD: ☐ Exemplary ☐ **Proficient** ☐ Needs Improvement ☐ Unsatisfactory**EVIDENCE PROVIDED TO SUPPORT RATING (briefly describe)**

INSTRUCTION: Uses instructional and clinical practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

LEARNING ENVIRONMENT: Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.

CULTURAL PROFICIENCY: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.

EXPECTATIONS: Plans and implements lessons and/or supports that set clear and high expectations and also make knowledge, information, and/or supports accessible for all students.

POSSIBLE EVIDENCE – check those that are used.

- | | |
|---|--|
| <input type="checkbox"/> Lesson or Treatment Plan Goals | <input type="checkbox"/> Analysis of student learning needs |
| <input type="checkbox"/> Lesson Plans | <input type="checkbox"/> Grade level or subject team collaboration |
| <input type="checkbox"/> Developmental benchmarks | <input type="checkbox"/> Tiered/differentiated lessons/treatment plans |
| <input type="checkbox"/> Measurable outcomes for students | <input type="checkbox"/> Tiered/differentiated assessments |
| <input type="checkbox"/> Educator-developed assessments | <input type="checkbox"/> Methods for engaging all students |
| <input type="checkbox"/> Examples of assessments used | <input type="checkbox"/> Posted behavioral norms |
| <input type="checkbox"/> Scoring guides/rubrics | <input type="checkbox"/> Photographs of instructional/treatment space |
| <input type="checkbox"/> Student work samples | <input type="checkbox"/> Videotapes of student engagement |
| <input type="checkbox"/> Student data analysis | <input type="checkbox"/> Homework assignments |
| <input type="checkbox"/> Lessons/units amended based on data analysis | <input type="checkbox"/> Communications to students about work |
| <input type="checkbox"/> Team-developed instructional work products | <input type="checkbox"/> Grading practices |
| | <input type="checkbox"/> Other: _____ |

STANDARD III: Family and Community Engagement.

The teacher promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

EDUCATOR PERFORMANCE RATING ON STANDARD: ☐ Exemplary ☐ **Proficient** ☐ Needs Improvement ☐ Unsatisfactory

EVIDENCE PROVIDED TO SUPPORT RATING (briefly describe)

ENGAGEMENT: Welcomes and encourages every family to become active participants in the classroom and school community.

COLLABORATION: Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.

COMMUNICATION: Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.

POSSIBLE EVIDENCE – check those that are used.

- ☐ Outreach activities to families
- ☐ Parent-teacher conference participation
- ☐ RTI, IEP or 504 Plan conference participation
- ☐ Communication with families via phone calls, emails, meetings

- ☐ Assistance to families about homework
- ☐ Notification to families about student performance/behavior
- ☐ Feedback from parents/families
- ☐ College/financial aid program development
- ☐ Other: _____

STANDARD IV: Professional Culture.

The teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

EDUCATOR PERFORMANCE RATING ON STANDARD: ☐ Exemplary ☐ **Proficient** ☐ Needs Improvement ☐ Unsatisfactory

EVIDENCE PROVIDED TO SUPPORT RATING (briefly describe)

REFLECTION: Demonstrates the capacity to reflect on and improve the educator's own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.

PROFESSIONAL GROWTH: Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles.

COLLABORATION: Collaborates effectively with colleagues on a wide range of tasks.

DECISION-MAKING: Becomes involved in schoolwide decision making, and takes an active role in school improvement planning.

SHARED RESPONSIBILITY: Shares responsibility for the performance of all students within the school.

PROFESSIONAL RESPONSIBILITIES: Is ethical and reliable, and meets routine responsibilities consistently.

POSSIBLE EVIDENCE – check those that are used.

- ☐ Professional development program/graduate work completion
- ☐ PD program/course work products
- ☐ Grade or subject team participation
- ☐ Model lesson/counseling session educator
- ☐ Curriculum development examples
- ☐ Parent engagement program development
- ☐ School or district committee service
- ☐ Professional conference attendance and report to colleagues

- ☐ Student teacher supervisor
- ☐ Mentor/Instructional Coach
- ☐ Professional development program leader
- ☐ Instructional Coach
- ☐ School activity advisor/coach
- ☐ Behavioral referrals
- ☐ Paper work completion
- ☐ Attendance rate
- ☐ Other: _____

The educator should keep this completed form in a personal file and may choose to include any evidence checked off as a demonstration of the rating on the standards.



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PROFESSIONAL PRACTICE WORKSHEET WITH EVIDENCE – SCHOOL-BASED ADMINISTRATORS

Educator Name/Title:	Date:	School Year:
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STANDARD I: Instructional Leadership.

The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

EDUCATOR PERFORMANCE RATING ON STANDARD: ☐ Exemplary ☐ **Proficient** ☐ Needs Improvement ☐ Unsatisfactory

EVIDENCE PROVIDED TO SUPPORT RATING (briefly describe)

CURRICULUM: Ensures that all teachers design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.	
INSTRUCTION: Ensures that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.	
ASSESSMENT: Ensures that all teachers use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.	
EVALUATION: Provides effective and timely supervision and evaluation in alignment with state regulations and contract provisions, including: 1. Ensures that educators pursue meaningful, actionable, and Measurable professional practice and student learning goals. 2. Makes frequent unannounced visits to classrooms and gives targeted and constructive feedback to teachers. 3. Exercises sound judgment in assigning ratings for performance and impact on student learning. 4. Reviews alignment between judgment about practice and data about student learning, growth or achievement when evaluating and rating educators and understand that the supervisor has the responsibility to confirm the rating in cases in which a discrepancy exists.	
DATA-INFORMED DECISION MAKING: Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.	
POSSIBLE EVIDENCE – check those that are used. <input type="checkbox"/> Subject matter content and/or skills <input type="checkbox"/> Following developed with administrator support/assistance: <input type="checkbox"/> Standards-based units of instruction <input type="checkbox"/> Lesson Plans <input type="checkbox"/> Treatment Plans <input type="checkbox"/> Measurable outcomes for students <input type="checkbox"/> Instructional Strategies <input type="checkbox"/> Classroom assessments <input type="checkbox"/> Following prepared by administrator: <input type="checkbox"/> Data analysis from state assessments <input type="checkbox"/> Data analysis from assessments <input type="checkbox"/> Data analysis from school-wide indicators	<input type="checkbox"/> School wide learning goals based on data analysis <input type="checkbox"/> Examples of team-based assessments <input type="checkbox"/> Schedule of classroom visitations <input type="checkbox"/> Completion of all staff evaluation <input type="checkbox"/> Examples of feedback provided to educators from classroom and worksite observations <input type="checkbox"/> Examples of analysis of educator work products <input type="checkbox"/> Examples of goal-setting and goal-reviewing processes <input type="checkbox"/> Examples of Educator Plan approval <input type="checkbox"/> Examples of data used to inform decisions about evaluation ratings <input type="checkbox"/> Examples of data used to inform decisions about school goals <input type="checkbox"/> Examples of data used to inform decisions about improvement strategies <input type="checkbox"/> Other: _____

STANDARD II: Management and Operations.

Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.

EDUCATOR PERFORMANCE RATING ON STANDARD: ☐ Exemplary ☐ **Proficient** ☐ Needs Improvement ☐ Unsatisfactory

EVIDENCE PROVIDED TO SUPPORT RATING (briefly describe)

ENVIRONMENT: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of students.	
HUMAN RESOURCES MANAGEMENT & DEVELOPMENT: Implements a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice.	
SCHEDULING AND MANAGEMENT INFORMATION SYSTEMS: Uses systems to ensure optimal use of time for teaching, learning, and collaboration.	
LAWS, ETHICS, AND POLICIES: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.	
FISCAL SYSTEMS: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district/school-level goals and available resources.	
POSSIBLE EVIDENCE – check those that are used. <input type="checkbox"/> Master schedule <input type="checkbox"/> Team meeting time schedule <input type="checkbox"/> Policy on interruptions to class and/or team meeting time <input type="checkbox"/> Compliance with school committee policies	<input type="checkbox"/> Compliance with state and/or federal mandates <input type="checkbox"/> Compliance with collective bargaining agreements <input type="checkbox"/> Budget documents <input type="checkbox"/> Evidence of alignment between budget and school/ goals <input type="checkbox"/> Other: _____

STANDARD III: Family and Community Engagement.

Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.

EDUCATOR PERFORMANCE RATING ON STANDARD: ☐ Exemplary ☐ **Proficient** ☐ Needs Improvement ☐ Unsatisfactory

EVIDENCE PROVIDED TO SUPPORT RATING (briefly describe)

ENGAGEMENT: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the classroom, school, and community's effectiveness.

SHARING RESPONSIBILITY: Continuously collaborates with families to support student learning and development both at home and at school.

COMMUNICATION: Engages in regular, two-way, culturally proficient communication with families about student learning and performance.

FAMILY CONCERNS: Addresses family concerns in an equitable, effective, and efficient manner.

POSSIBLE EVIDENCE – check those that are used.

- ☐ Outreach to and engagement with families
- ☐ Engagement in on-going relationship with community organizations
- ☐ Engagement in on-going relationship with local businesses
- ☐ Parent-teacher conference participation
- ☐ RTI, IEP or 504 Plan conference participation
- ☐ Communication with families about concerns via phone calls, emails, meetings

- ☐ Communication with non-English speaking families about inside/outside school resources
- ☐ Communication with homeless and/or foster families about inside/outside school resources
- ☐ Assistance to educators in two-way communications with families
- ☐ Assistance to educators in culturally appropriate communications with families
- ☐ Other: _____

STANDARD IV: Professional Culture.

Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

EDUCATOR PERFORMANCE RATING ON STANDARD: ☐ Exemplary ☐ **Proficient** ☐ Needs Improvement ☐ Unsatisfactory

EVIDENCE PROVIDED TO SUPPORT RATING (briefly describe)

COMMITMENT TO HIGH STANDARDS: Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all, including:

1. Mission and core values: Develops, promotes, and secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision making.
2. Meetings: Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations about important school matters

CULTURAL PROFICIENCY: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.

COMMUNICATIONS: Demonstrates strong interpersonal, written and verbal communication skills.

CONTINUOUS LEARNING: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results. Models these behaviors in the administrator's own practice.

SHARED VISION: Continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become responsible citizens and community contributors.

MANAGING CONFLICT: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district/school community.

POSSIBLE EVIDENCE – check those that are used.

- ☐ School vision and goals
- ☐ Evidence of collaboration in development school/ vision and goals
- ☐ Meeting agendas
- ☐ Assessment of meetings from participants
- ☐ School policies related to cultural proficiency
- ☐ Verbal communication skills
- ☐ Written communication skills

- ☐ School reflective practice activities
- ☐ Communications about best practices
- ☐ Completion of Self-assessment and individual goals
- ☐ Professional conference attendance and report to colleagues
- ☐ Evidence of conflict resolution and outcomes
- ☐ Evidence of consensus building activities and outcomes
- ☐ Paper work completion
- ☐ Attendance rate
- ☐ Other: _____

The educator should keep this completed form in a personal file and may choose to include any evidence checked off as a demonstration of the rating on the standards.



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DESE SELF-ASSESSMENT FORM

Educator Name/Title:

Primary Evaluator—Name/Title:

Supervising Evaluator, if any—Name/Title/Role in evaluation:

School(s):

PART 1: ANALYSIS OF STUDENT LEARNING, GROWTH, AND ACHIEVEMENT

Briefly summarize areas of strength and high-priority concerns for students under your responsibility for the upcoming school year. Cite evidence such as results from available assessments. This form should be individually submitted by educator, but Part 1 can also be used by individuals and/or teams who jointly review and analyze student data. 603 CMR 35.06 (2)(a)1.

AREA(S) OF STRENGTH:

EVIDENCE:

HIGH PRIORITY CONCERN(S):

EVIDENCE:

Team, if applicable:

List Team Members below:



Massachusetts Department of
ELEMENTARY & SECONDARY

EDUCATION Source: Massachusetts Department of Elementary and Secondary Education

DESE SELF-ASSESSMENT FORM

Educator Name/Title:

PART 2: ASSESSMENT OF PRACTICE AGAINST PERFORMANCE STANDARDS

Citing your district's performance rubric, briefly summarize areas of strength and high-priority areas for growth. Areas may target specific Standards, Indicators, or elements, or span multiple Indicators or elements within or across Standards. The form should be individually submitted by educator, but Part 2 can also be used by teams in preparation for proposing team goals. 603 CMR 35.06 (2)(a)2.

AREA(S) OF STRENGTH:	EVIDENCE:	ST/IND:
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AREA(S) OF STRENGTH:	EVIDENCE:	ST/IND:

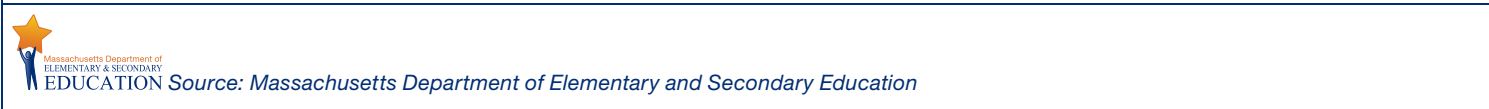
HIGH PRIORITY CONCERN(S):	EVIDENCE:	ST/IND:

Team, if applicable:			
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List Team Members below:

Signature of Educator	Date
Signature of Evaluator	Date

* The evaluator's signature indicates that he or she has received a copy of the self-assessment form and the goal setting form with proposed goals. It does not denote approval of the goals.



PROFESSIONAL PRACTICE GOAL TO EDUCATOR PLAN DEVELOPMENT WORKSHEET

PROFESSIONAL PRACTICE GOAL	PROFESSIONAL LEARNING	EDUCATOR ACTIVITIES	DISTRICT SUPPORT	EVIDENCE OF GOAL ATTAINMENT



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PROFESSIONAL PRACTICE GOAL ANALYSIS TEMPLATE

1. EDUCATOR NAME/TITLE:

2. ☐ PROPOSED GOAL ☐ FINAL GOAL

3. ☐ STANDARD(S)

4. ☐ SUPERVISOR REVIEW

DATE:

SMART-ER ELEMENT	5. ADDRESS ELEMENT			6. SUGGESTED REVISIONS
	YES	PARTIALLY	NO	
SPECIFIC				
MEASURABLE				
ATTAINABLE				
RELEVANT				
TIME-BOUND				
EVALUATE				
REVISE				

7. NEXT STEPS IN REFINING GOAL:

8. SUPERVISOR APPROVED FINAL GOAL:

DATE:



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EDUCATOR PLAN FOR PROFESSIONAL PRACTICE GOAL

EDUCATORS		TEAM LEADER		SCHOOL YEAR	
GRADE(S)		SUBJECT AREA(S)			
EVALUATOR		SCHOOL			

ELEMENT	DESCRIPTION
1. PROFESSIONAL PRACTICE GOAL	
2. PROFESSIONAL LEARNING PROGRAM	
3. ANTICIPATED NEW KNOWLEDGE AND/OR SKILL	
4. TIME FRAME	
5. DISTRICT RESOURCES	
6. ANTICIPATED WORK PRODUCTS/ EVIDENCE OF GOAL ATTAINMENT	



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STUDENT LEARNING GOAL TO EDUCATOR PLAN DEVELOPMENT WORKSHEET

STUDENT LEARNING GOAL	EDUCATOR ACTIVITIES	STUDENT ACTIVITIES	DISTRICT SUPPORT	EVIDENCE OF GOAL ATTAINMENT



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STUDENT LEARNING GOAL ANALYSIS TEMPLATE

1. EDUCATOR NAME/TITLE:

2. ☐ PROPOSED GOAL ☐ FINAL GOAL

3. ☐ STANDARD(S)

4. ☐ SUPERVISOR REVIEW

DATE:

SMART-ER ELEMENT	5. ADDRESS ELEMENT			6. SUGGESTED REVISIONS
	YES	PARTIALLY	NO	
SPECIFIC				
MEASURABLE				
ATTAINABLE				
RELEVANT				
TIME-BOUND				
EVALUATE				
REVISE				

7. NEXT STEPS IN REFINING GOAL:

8. SUPERVISOR APPROVED FINAL GOAL:

DATE:



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EDUCATOR PLAN FOR STUDENT LEARNING GOAL

(May be used for individuals or teams)

EDUCATORS		TEAM LEADER		SCHOOL YEAR	
GRADE(S)		SUBJECT AREA(S)			
EVALUATOR		SCHOOL			

ELEMENT	DESCRIPTION
1. STUDENT LEARNING GOAL	
2. STUDENT ACTIVITIES: BASELINE, FORMATIVE AND FINAL ASSESSMENT DATA	
3. EDUCATOR ACTIVITIES: INDIVIDUAL OR TEAM TASKS	
4. TIME FRAME	
5. DISTRICT SUPPORT: RESOURCES NEEDED	
6. ANTICIPATED EVIDENCE OF GOAL ATTAINMENT	



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TIME FRAME:

- ❑ Unannounced observation is between 10 and 15 minutes in length. The observer should note the time of entry and exit from the classroom or worksite.
- ❑ The observation may take place any time during the class period or student interaction. The observer should note whether the visit was at the beginning, middle or end of the time frame.

1. OBSERVER'S NOTES:

- ❑ During an unannounced observation, the observer should be *present*, that is, actively watching the educator and the students. Do not write notes or use a clipboard, tablet or phone. Use a three-inch sticky note to jot down key words only. [This is a recommended strategy, not a mandatory element of the observation.]
- ❑ In two to three sentences, the observer describes without judgment what was observed. The key words on the sticky note remind the observer what the teacher was doing and what the students were doing.

VERBAL FEEDBACK:

- ❑ Within two school days of the unannounced observation, the observer talks with the educator for three to five minutes at a convenient time, away from students and colleagues and not during lunch.
 - The observer shares one or two key points from the observation, with a focus on commending, questioning and/or correcting the educator.
 - The educator provides the observer with information about the students, the lesson or what happened in the classroom or worksite before or after the observer's visit to provide additional context or explanation.

2. WRITTEN FEEDBACK:

Within three school days of the unannounced observation, the observer should determine the appropriate evidence rating on the indicator elements and/or educator goals using the following guide:

- **Exemplary:** During the observation, I saw clear evidence that the educator's practice reflected the *exemplary* description in the rubric and that the educator could be a model for others.
- **Proficient:** During the observation, I saw clear evidence that the educator's practice reflected the *proficient* description in the rubric.
- **Needs Improvement:** During the observation, I saw evidence that the educator's practice reflected the *needs improvement* description in the rubric.
- **Unsatisfactory:** During the observation, I saw evidence that the educator's practice reflected the *unsatisfactory* description in the rubric.
- **Not Observed:** During the observation, the educator's practice did not include elements defined in the indicator. This is not a negative rating but an acknowledgment that the indicator was not addressed.

3. COMMENDATION/RECOMMENDATION:

The observer completes the two sentence stems,

- Educator's name *demonstrates strength on element/goal* **[write indicator element and/or educator goal]** *because I observed* **describe the actions, words, activities that led to this judgment.** If over the course of a number of observations the observer believes that other educators could learn from this teacher, this would be indicative of practice that is *exemplary*.
- Educator's name *could improve on element/goal* **[write indicator element and/or educator goal]** *because I observed* **describe the actions, words, activities that led to this judgment.** Suggesting that an educator could improve does not automatically mean that the educator *needs improvement*. Instead, it acknowledges that all practice can be improved on as part of a professional growth plan.

4. The observer then provides either a printed or electronic copy of the completed form to the educator and places the original in the evaluation file.

UNANNOUNCED OBSERVATION FORM – TEACHERS & SISP

Educator	School	Date
Subject	Grade	Observer

Time in: _____ Time out: _____ Part of Lesson: ☐ BEGINNING ☐ MIDDLE ☐ END

1. In 2-4 brief sentences, describe as objectively as possible what you observed.

2. Evidence Key: **E = EXEMPLARY** **P = PROFICIENT** **N = NEEDS IMPROVEMENT** **U = UNSATISFACTORY** **NO = NOT OBSERVED**

It is unlikely that evidence of all indicators listed below will be evident during one class/worksite visit.

STANDARD	INDICATOR ELEMENTS AND GOALS THAT MIGHT BE OBSERVED DURING A VISIT.	E	P	N	U	NO
I. CURRICULUM, PLANNING & ASSESSMENT	a. Subject Matter Knowledge					
	b. Child and Adolescent Development					
	c. Measurable Outcomes/Well-Structured Lessons					
	d. Use of Data in Instructional Decision-Making/Adjustment to Practice					
	e. Communicating with Students and Parents/Sharing Conclusions with Students					
II. TEACHING ALL STUDENTS	a. Quality and Effort of Work					
	b. Student Engagement/Student Motivation					
	c. Learners' Needs/Meeting Diverse Needs					
	d. Learning Environment/Safe and Collaborative Learning Environment					
	e. Respects Differences/Maintains Respectful Environment					
	f. High Expectations/Clear Expectations					
	g. Access to Knowledge					
EDUCATOR PLAN	Professional Practice Goal:					
	Student Learning Goal:					

3. _____ demonstrates strength on element/goal _____ because I observed

_____ could improve on element/goal _____ because I observed

4. Date of Oral Feedback _____ Date of Written Feedback _____

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UNANNOUNCED OBSERVATION GUIDANCE – ADMINISTRATORS

TIME FRAME:

- ❑ Unannounced observation is between 10 and 15 minutes in length. The observer should note the time of entry and exit from the worksite.
- ❑ The observation may take place any time during the interaction with staff, parents, students or community members. The observer should note whether the visit was at the beginning, middle or end of the time frame.

1. OBSERVER'S NOTES:

- ❑ During an unannounced observation, the observer should be *present*, that is, actively watching the educator and those with whom (s)he is interacting. Do not write notes or use a clipboard, tablet or phone. Use a three-inch sticky note to jot down key words only. [This is a recommended strategy, not a mandatory element of the observation.]
- ❑ In two to three sentences, the observer describes without judgment what was observed. The key words on the sticky note remind the observer what the administrator was doing and what the students were doing.

VERBAL FEEDBACK:

- ❑ Within two school days of the unannounced observation, the observer talks with the educator for three to five minutes at a convenient time, away from students and colleagues and not during lunch.
 - The observer shares one or two key points from the observation, with a focus on commending, questioning and/or correcting the educator.
 - The educator provides the observer with information about what happened in the worksite before or after the observer's visit to provide additional context or explanation.

2. WRITTEN FEEDBACK:

Within three school days of the unannounced observation, the observer should determine the appropriate evidence rating on the indicator elements and/or educator goals using the following guide:

- **Exemplary:** During the observation, I saw clear evidence that the educator's practice reflected the *exemplary* description in the rubric and that the educator could be a model for others.
- **Proficient:** During the observation, I saw clear evidence that the educator's practice reflected the *proficient* description in the rubric.
- **Needs Improvement:** During the observation, I saw evidence that the educator's practice reflected the *needs improvement* description in the rubric.
- **Unsatisfactory:** During the observation, I saw evidence that the educator's practice reflected the *unsatisfactory* description in the rubric.
- **Not Observed:** During the observation, the educator's practice did not include elements defined in the indicator. This is not a negative rating, rather an acknowledgment that the indicator was not addressed.

3. COMMENDATION/RECOMMENDATION:

The observer completes the two sentence stems,

- Educator's name *demonstrates strength on element/goal* [write indicator element and/or educator goal] *because I observed* describe the actions, words, activities that led to this judgment. If over the course of a number of observations the observer believes that other educators could learn from this teacher, this would be indicative of practice that is *exemplary*.
- Educator's name *could improve on element/goal* [write indicator element and/or educator goal] *because I observed* describe the actions, words, activities that led to this judgment. Suggesting that an educator could improve does not automatically mean that the educator *needs improvement*. Instead, it acknowledges that all practice can be improved on as part of a professional growth plan.

4. The observer then provides either a printed or electronic copy of the completed form to the educator and places the original in the evaluation file.

UNANNOUNCED OBSERVATION FORM – ADMINISTRATORS

Educator	School	Date
Interaction	Grade	Observer

Time in: _____ Time out: _____ Part of Lesson: ☐ BEGINNING ☐ MIDDLE ☐ END

1. In 2-4 brief sentences, describe as objectively as possible what you observed.

2. Evidence Key: **E = EXEMPLARY** **P = PROFICIENT** **N = NEEDS IMPROVEMENT** **U = UNSATISFACTORY** **NO = NOT OBSERVED**

It is unlikely that evidence of all indicators listed below will be evident during one class/worksite visit.

STANDARD	INDICATOR ELEMENTS AND GOALS THAT MIGHT BE OBSERVED DURING A VISIT.	E	P	N	U	NO
I. INSTRUCTIONAL LEADERSHIP	a. Makes frequent unannounced visits to classrooms and gives targeted and constructive feedback to teachers.					
	b. Uses multiple sources of evidence related to student learning, including state, district and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness and student learning.					
II. PARENT AND COMMUNITY ENGAGEMENT	a. Continuously collaborates with families to support student learning and development both at home and at school.					
	b. Engages in regular, two-way, culturally proficient communication with families about student learning and performance.					
III. TEACHING ALL STUDENTS	a. Develops, promotes and secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision-making.					
	b. Plans and leads well-run and engaging meetings that have a clear purpose, focus on matters of consequence and engage participants in thoughtful and productive conversations and deliberations about important school matters.					
	c. Demonstrates strong interpersonal, written and verbal communication skills.					
	d. Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results. Models these behaviors in the administrator's own practice.					
	e. Continuously engages all stakeholders in the creation of a shared educational vision in which each student is prepared to succeed in postsecondary education and to become a responsible citizen and community contributor.					
	f. Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district/school community.					
EDUCATOR PLAN	Professional Practice Goal:					
	Student Learning Goal:					

3. _____ demonstrates strength on element/goal _____ because I observed

_____ could improve on element/goal _____ because I observed

4. Date of Oral Feedback _____ Date of Written Feedback _____

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ANNOUNCED OBSERVATION – TEACHERS

For first-year educators and PTS educators on Improvement Plans only

PRE-CONFERENCE, OBSERVATION AND POST-CONFERENCE TIME FRAME

- ❑ The observer and the educator should have a pre-conference prior to the announced observation. The lesson plan should be reviewed during this conference. This conference should be held within two school days of the observation.
- ❑ Announced observation should be for a whole class period or entire student interaction.
- ❑ The observer and the educator should have a post-conference within three school days of the observation.

1. OBSERVER'S NOTES:

- ❑ During an announced observation, the observer should be *present*, that is, actively watching the educator and the students. Use the lesson plan template to jot down notes and key words only. [This is a recommended strategy, not a mandatory element of the observations.]
- ❑ In four to six sentences, the observer describes without judgment what was observed. The lesson plan notes should remind the observer what the teacher was doing and what the students were doing.

POST-CONFERENCE/VERBAL FEEDBACK

- ❑ Within three school days of the announced observation, at a convenient time away from students and colleagues and not during lunch, the observer and educator should review the observation notes in a post-conference. This discussion should focus on:
 - The observer commending, clarifying and/or correcting the educator.
 - The educator providing information about the students, the lesson or other relevant information to provide additional context or explanation.

2. WRITTEN FEEDBACK

Either during or immediately after the post-conference, the observer should determine the appropriate evidence rating on the indicator elements and/or educator goals using the following guide:

- **Exemplary:** During the observation, I saw clear evidence that the educator's practice reflected the *exemplary* description in the rubric and that the educator could be a model for others.
- **Proficient:** During the observation, I saw clear evidence that the educator's practice reflected the *proficient* description in the rubric.
- **Needs Improvement:** During the observation, I saw evidence that the educator's practice reflected the *needs improvement* description in the rubric.
- **Unsatisfactory:** During the observation, I saw evidence that the educator's practice reflected the *unsatisfactory* description in the rubric.
- **Not Observed:** During the observation, the educator's practice did not include elements defined in the indicator. This is not a negative rating.

3. The observer completes the two sentence stems,

- Educator's name *demonstrates strength on element/goal* **[write indicator element and/or educator goal]** *because I observed* **describe the actions, words, activities that led to this judgment.** If over the course of a number of observations the observer believes that other educators could learn from this teacher, this would be indicative of practice that is *exemplary*.
- Educator's name *could improve on element/goal* **[write indicator element and/or educator goal]** *because I observed* **describe the actions, words, activities that led to this judgment.** Suggesting that an educator could improve does not automatically mean that the educator *needs improvement*. Instead, it acknowledges that all practice can be improved on as part of a professional growth plan.

4. The observer then provides either a printed or electronic copy of the completed form to the educator and places the original in the evaluation file.

ANNOUNCED OBSERVATION FORM – TEACHERS

Educator	School	Date
Subject	Grade	Observer

Time in: _____ Time out: _____ Part of Lesson: ☐ BEGINNING ☐ MIDDLE ☐ END

1. In 2-4 brief sentences, describe as objectively as possible what you observed.

2. Evidence Key: **E = EXEMPLARY** **P = PROFICIENT** **N = NEEDS IMPROVEMENT** **U = UNSATISFACTORY** **NO = NOT OBSERVED**

It is unlikely that evidence of all indicators listed below will be evident during one class/worksite visit.

STANDARD	INDICATOR ELEMENTS AND GOALS THAT MIGHT BE OBSERVED DURING A VISIT.	E	P	N	U	NO
I. CURRICULUM, PLANNING & ASSESSMENT	a. Subject Matter Knowledge					
	b. Child and Adolescent Development					
	c. Measurable Outcomes/Well-Structured Lessons					
	d. Use of Data in Instructional Decision-Making/Adjustment to Practice					
	e. Communicating with Students and Parents/Sharing Conclusions with Students					
II. TEACHING ALL STUDENTS	a. Quality and Effort of Work					
	b. Student Engagement/Student Motivation					
	c. Learners' Needs/Meeting Diverse Needs					
	d. Learning Environment/Safe and Collaborative Learning Environment					
	e. Respects Differences/Maintains Respectful Environment					
	f. High Expectations/Clear Expectations					
	g. Access to Knowledge					
EDUCATOR PLAN	Professional Practice Goal:					
	Student Learning Goal:					

3. _____ demonstrates strength on element/goal _____ because I observed

_____ could improve on element/goal _____ because I observed

4. Date of Oral Feedback _____ Date of Written Feedback _____

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LESSON PLAN TEMPLATE FOR PRE-/POST-CONFERENCE FIRST-YEAR CLASSROOM TEACHERS

Teacher: _____ School: _____ Grade _____

Subject: _____

Date: _____ Time In: _____ Time Out: _____

Standard(s), knowledge/skill addressed in this lesson: _____

Topic(s) addressed in this lesson: _____

Skills that students will acquire: *(What students will be able to do)*

1. _____
2. _____
3. _____

Concepts that students will acquire: *(What students will know)*

4. _____
5. _____
6. _____

DESCRIPTION OF THE LEARNING ACTIVITY:

What will I do?	What will my students do?	How will I assess my students? *

** It is understood that assessment may not occur during the observation.*



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LESSON PLAN TEMPLATE FOR PRE-/POST-CONFERENCE FIRST-YEAR CLASSROOM TEACHERS

Teacher: _____ School: _____ Grade _____

Subject: _____

Date: _____ Time In: _____ Time Out: _____

Standard(s), Knowledge/Skill Addressed in this Lesson: _____

Topic(s) Addressed in this Lesson: _____

Size of Student Group: (Check one)

☐ One-on-one ☐ Small group ☐ Large group ☐ Whole class

Type of Student Interaction: (Check one)

☐ Personal counseling ☐ Career counseling ☐ Guidance counseling ☐ Informational meeting
☐ Instructional session ☐ Testing ☐ Other: _____

Goals for the Session:

1. _____
2. _____
3. _____

Areas of Concern:

4. _____
5. _____
6. _____

DESCRIPTION OF THE LEARNING ACTIVITY:

What will I do?	What will my students do?	How will I assess my students? *

** It is understood that assessment may not occur during the observation.*



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ANNOUNCED OBSERVATION GUIDANCE – ADMINISTRATORS

For first-year administrators and those on Improvement Plans only

PRE-CONFERENCE, OBSERVATION AND POST-CONFERENCE TIME FRAME

- ❑ The observer and the educator should have a pre-conference prior to the announced observation. The interaction plan should be reviewed during this conference. This conference should be held within two school days of the observation.
- ❑ Announced observation should be for a whole interaction.
- ❑ The observer and the educator should have a post-conference within three school days of the observation.

1. OBSERVER'S NOTES:

- ❑ During an announced observation, the observer should be *present*, that is, actively watching the educator and the students. Use the interaction plan template to jot down notes and key words only. **[This is a recommended strategy, not a mandatory element of the observation.]**
- ❑ In four to six sentences, the observer describes without judgment what was observed. The interaction plan notes should remind the observer what the administrator was doing and what the students, teachers, parents or others were doing.

POST-CONFERENCE/VERBAL FEEDBACK

- ❑ Within three school days of the announced observation, at a convenient time away from students and colleagues and not during lunch, the observer and educator should review the observation notes in a post-conference. This discussion should focus on:
 - The observer commending, clarifying and/or correcting the educator.
 - The educator providing relevant information to provide additional context or explanation.

2. WRITTEN FEEDBACK

Either during or immediately after the post-conference, the observer should determine the appropriate evidence rating on the indicator elements and/or educator goals using the following guide:

- ***Exemplary:*** During the observation, I saw clear evidence that the educator's practice reflected the *exemplary* description in the rubric, and that the educator could be a model for others.
- ***Proficient:*** During the observation, I saw clear evidence that the educator's practice reflected the *proficient* description in the rubric.
- ***Needs Improvement:*** During the observation, I saw evidence that the educator's practice reflected the *needs improvement* description in the rubric.
- ***Unsatisfactory:*** During the observation, I saw evidence that the educator's practice reflected the *unsatisfactory* description in the rubric.
- ***Not Observed:*** During the observation, the educator's practice did not include elements defined in the indicator. This is not a negative rating.

3. The observer completes the two sentence stems,

- Educator's name *demonstrates strength on element/goal* **[write indicator element and/or educator goal]** *because I observed* **describe the actions, words, activities that led to this judgment.** If over the course of a number of observations the observer believes that other educators could learn from this teacher, this would be indicative of practice that is *exemplary*.
- Educator's name *could improve on element/goal* **[write indicator element and/or educator goal]** *because I observed* **describe the actions, words, activities that led to this judgment.** Suggesting that an educator could improve does not automatically mean that the educator *needs improvement*. Instead, it acknowledges that all practice can be improved on as part of a professional growth plan.

4. The observer then provides either a printed or an electronic copy of the completed form to the educator and places the original in the evaluation file.

ANNOUNCED OBSERVATION FORM – ADMINISTRATORS

Educator	School	Date
Interaction	Grade	Observer

Time in: _____ Time out: _____ Part of Lesson: ☐ BEGINNING ☐ MIDDLE ☐ END

1. In 2-4 brief sentences, describe as objectively as possible what you observed.

2. Evidence Key: **E = EXEMPLARY** **P = PROFICIENT** **N = NEEDS IMPROVEMENT** **U = UNSATISFACTORY** **NO = NOT OBSERVED**

It is unlikely that evidence of all indicators listed below will be evident during one class/worksite visit.

STANDARD	INDICATOR ELEMENTS AND GOALS THAT MIGHT BE OBSERVED DURING A VISIT.	E	P	N	U	NO
I. INSTRUCTIONAL LEADERSHIP	a. Makes frequent unannounced visits to classrooms and gives targeted and constructive feedback to teachers.					
	b. Uses multiple sources of evidence related to student learning, including state, district and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness and student learning.					
II. PARENT AND COMMUNITY ENGAGEMENT	a. Continuously collaborates with families to support student learning and development both at home and at school.					
	b. Engages in regular, two-way, culturally proficient communication with families about student learning and performance.					
III. TEACHING ALL STUDENTS	a. Develops, promotes and secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision-making.					
	b. Plans and leads well-run and engaging meetings that have a clear purpose, focus on matters of consequence and engage participants in thoughtful and productive conversations and deliberations about important school matters.					
	c. Demonstrates strong interpersonal, written and verbal communication skills.					
	d. Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results. Models these behaviors in the administrator's own practice.					
	e. Continuously engages all stakeholders in the creation of a shared educational vision in which each student is prepared to succeed in postsecondary education and to become a responsible citizen and community contributor.					
	f. Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district/school community.					
EDUCATOR PLAN	Professional Practice Goal:					
	Student Learning Goal:					

3. _____ demonstrates strength on element/goal _____ because I observed

_____ could improve on element/goal _____ because I observed

4. Date of Oral Feedback _____ Date of Written Feedback _____

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ADMINISTRATIVE PLAN TEMPLATE PRE-/POST-CONFERENCE SCHOOL-BASED ADMINISTRATOR/INSTRUCTIONAL LEADER

Educator: _____ School: _____ Grade _____

Topic: _____

Date: _____ Time In: _____ Time Out: _____

Purpose of Professional Activity: _____

Size of Group: (Check one)

☐ One-on-one ☐ Small group ☐ Large group ☐ Whole faculty

Type of Administrative Task or Interaction: (Check one)

☐ Observation: ☐ Classroom ☐ SISP session ☐ Administrative task ☐ ESP
☐ Faculty meeting/presentation ☐ Dispute resolution session ☐ Parent meeting/presentation
☐ Business group presentation ☐ School Committee presentation ☐ Other: _____

Goals for the Interaction:

1. _____
2. _____
3. _____

Areas of Concern:

4. _____
5. _____
6. _____

DESCRIPTION OF THE INTERACTION

What will I do?	What will the adults or students do?	How will I assess my success? *

** It is understood that assessing the outcomes may not occur during the observation.*



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EDUCATOR EVIDENCE LIST

DATE	EVIDENCE	STANDARD/ INDICATOR	REFLECTIVE STATEMENT



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EVALUATOR EVIDENCE LIST

DATE	EVIDENCE	STANDARD/ INDICATOR	REFLECTIVE STATEMENT



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COLLECTION AND ORGANIZATION OF EVIDENCE FOR TEACHERS AND SISP/CASELOAD EDUCATOR

Educator—Name/Title:

Date:

STANDARD 1: CURRICULUM, PLANNING AND ASSESSMENT — *activities, accomplishments, progress*

STANDARD 2: TEACHING ALL STUDENTS — *activities, accomplishments, progress*

STANDARD 3: FAMILY & COMMUNITY ENGAGEMENT — *activities, accomplishments, progress*

STANDARD 4: PROFESSIONAL CULTURE — *activities, accomplishments, progress*

Professional Practice Goal:

Activities, accomplishments, progress

Student Learning Goal:

Activities, accomplishments, progress



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COLLECTION AND ORGANIZATION OF EVIDENCE FOR SCHOOL-BASED ADMINISTRATOR

Educator—Name/Title:

Date:

STANDARD 1: CURRICULUM, PLANNING AND ASSESSMENT — *activities, accomplishments, progress*

STANDARD 2: TEACHING ALL STUDENTS — *activities, accomplishments, progress*

STANDARD 3: FAMILY & COMMUNITY ENGAGEMENT — *activities, accomplishments, progress*

STANDARD 4: PROFESSIONAL CULTURE — *activities, accomplishments, progress*

Professional Practice Goal:

Activities, accomplishments, progress

Student Learning Goal:

Activities, accomplishments, progress



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ESSENTIAL EDUCATIONAL ELEMENTS AT THE PROFICIENT LEVEL – TEACHERS

DOES THE EDUCATOR PRACTICE REFLECT THE REQUIREMENTS OF A RATING OF PROFICIENT?

STANDARD 1: CURRICULUM, PLANNING & ASSESSMENT	YES	NO	MAYBE	RATING
Understanding of subject matter, skills, and practices				
Understanding of typical (and exceptions) development al characteristics of appropriate age group				
Curriculum meets state & local standards				
Lessons with achievable goals, engaging learning activities with measurable student outcomes				
Application of informal & formal assessment				
Knowledge of gathering, analyzing & charting assessment data				
Ability to make appropriate conclusions on student performance from data analysis				
Ability to share information, practice & data analysis with colleagues				
Ability to share findings with parents and students				
STANDARD 2: TEACHING ALL STUDENTS	YES	NO	MAYBE	RATING
Clear purpose for lesson/unit				
Definition of expectations for quality of student work and effort				
Differentiated instruction to meet students' needs				
A safe and collaborative learning environment for all				
Development of challenging lessons				
Ability to respect, affirm and celebrate diverse individual needs				
High expectations for instruction and success for all				
Adaptation of instruction to make knowledge accessible to all				
STANDARD 3: FAMILY & COMMUNITY ENGAGEMENT	YES	NO	MAYBE	RATING
Involvement of families in instructional programs				
Clear user-friendly expectations for student learning & behavior for parents				
Updates to parents for ways to support current curriculum at home				
School-home communication about student performance in classroom activities				
Prompt & culturally appropriate response to parents concerns				
STANDARD 4: PROFESSIONAL CULTURE	YES	NO	MAYBE	RATING
Reflection on effectiveness of lessons/units & interactions with students				
Gathering of, analysis of, & sharing of assessment data				
Participation in goal setting with colleagues				
New approaches to improve teaching and learning				
Search for effective teaching ideas				
Participation in professional learning				
Participation in instructional leadership roles				
Collaboration with colleagues in all aspects of teaching & learning				
Participation in decision making at grade/subject and school level				
Positive team player				
Shared responsibility for student learning as a team member				
Collaboration with colleagues to adapt instruction based on students' needs				
Use of good judgment & confidentiality				
Punctual & reliable about teaching & learning responsibilities				
Fulfillment of professional responsibility				



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ESSENTIAL EDUCATIONAL ELEMENTS AT THE PROFICIENT LEVEL – SISP

DOES THE EDUCATOR PRACTICE REFLECT THE REQUIREMENTS OF A RATING OF PROFICIENT?

STANDARD 1: CURRICULUM, PLANNING & ASSESSMENT	YES	NO	MAYBE	RATING
Understanding of subject matter related to professional role				
Understanding of typical and exceptional developmental characteristics of appropriate age group				
Well-constructed student interactions with achievable goals, engaging learning activities with measurable student outcomes				
Knowledge and application of wide range of assessments				
Development of tiered or differentiated interventions				
Ability to gather, analyze, and chart assessment data				
Ability to make appropriate conclusions on student performance from data analysis				
Ability to share information, practice & data analysis with colleagues				
Ability to share findings with parents and students				
STANDARD 2: TEACHING ALL STUDENTS	YES	NO	MAYBE	RATING
Student interaction linked to curriculum				
Definition of expectations for quality of student work and effort				
Differentiated plans for student needs				
Safe and collaborative learning environment for all				
Developing challenging lessons				
Ability to respect, affirm and celebrate student diversity				
High expectations for student interactions and success for all				
Adaptations of plans and student interactions accessible for all				
STANDARD 3: FAMILY & COMMUNITY ENGAGEMENT	YES	NO	MAYBE	RATING
Involvement of families in instructional/intervention programs				
Clear user-friendly expectations for student learning & behavior for parents				
Updates to parents for ways to support current curriculum/intervention strategy at home				
School-home communication about student performance in classroom activities				
Prompt & culturally appropriate response to parents concerns				
STANDARD 4: PROFESSIONAL CULTURE	YES	NO	MAYBE	RATING
Reflection on effectiveness of lessons/ interactions with students				
Gathering, analysis, & sharing of assessment data				
Participation in goal setting with colleagues				
New approaches to improve teaching and learning				
Search for effective teaching/intervention/treatment ideas				
Participation in professional learning				
Participation in decision making at grade/subject and school level				
Positive team player				
Shared responsibility for student learning as a team member				
Collaboration with colleagues to adapt instruction based on students' needs				
Use of good judgment & confidentiality				
Punctual & reliable about teaching & learning responsibilities				



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ESSENTIAL EDUCATIONAL ELEMENTS AT THE PROFICIENT LEVEL – ADMINISTRATORS)

DOES THE EDUCATOR PRACTICE REFLECT THE REQUIREMENTS OF A RATING OF PROFICIENT?

STANDARD 1: INSTRUCTIONAL LEADERSHIP

	YES	NO	MAYBE	RATING
Assistance & support on standards-based units				
Assistance & support on well-structured lessons/units with measureable outcomes				
Demonstration of repertoire of instructional practices				
Assistance & support on high standards for content & effort for students				
Assistance & support on accommodating learning plans based on students' needs				
Assistance & support on arrays of formal & informal assessments				
Assistance & support on using assessments to inform instruction				
Assistance & support on developing and attaining professional practice and student learning goals				
Unannounced visits to classrooms with actionable feedback provided				
Sound judgment in assigning performance ratings & student learning impact				
Review of alignment between judgment about practice & student achievement when evaluating				
Understanding of sources of evidence to be applied to decisions to be made				
Use of sources of evidence to inform school/district goals				
Demonstrations of decisions made result in district, educator, student performance				

STANDARD 2: MANAGEMENT AND OPERATIONS

	YES	NO	MAYBE	RATING
Development of effective plans, procedures, & routines				
Development and implementation of operational systems				
Assurance that students' health & safety, social and emotional needs are addressed				
Implementation of recruitment/hiring strategies				
Implementation of induction program for new teachers & administrators				
Implementation of a professional development plan that addresses educator plan goals				
Identification of proficient & exemplary teachers to assist in their instructional leadership skills				
Development of schedule that maximizes educators' teaching & students' learning time				
Development of schedule that provides time for teams to collaborate				
Compliance with federal and state laws and school committee policies				
Compliance with requirements of the collective bargaining agreement				
Demonstration of ethical behavior				
Development of budget that supports district's vision				

STANDARD 3: FAMILY & COMMUNITY ENGAGEMENT

	YES	NO	MAYBE	RATING
Establishment of a school environment that welcomes parents & families				
Provision of programs that assist families' contribution to the school environment				
Partnership with community organizations and community businesses				
Collaboration with families through school-based programs				
Collaboration with families through home-based programs				
2-way communication with families about student learning & performance				
Engagement in cultural effective communication about student learning & performance				
Equitable addresses family concerns				

STANDARD 4: PROFESSIONAL CULTURE

	YES	NO	MAYBE	RATING
Development & promotion of staff commitment to a results-oriented mission				
Planning of meetings with clear purpose, focus, and engagement of participants				
Development of school policies & practices that are respectful of a cultural diverse environment				
Demonstration of respect for cultural backgrounds of student & staff				
Demonstration of respect for strengths & challenges of student & staff				
Demonstration of interpersonal skills, written skills, and verbal skills				
Assistance & support to staff in understanding & use of data as part of reflective practice				
Setting of goals for his/her professional growth				
Completion of activities & work products defined in Educator Plan				
Demonstration of currency related to educational research & theory and best practices				
Engagement of stakeholders in the development of a shared educational vision				
Development of a vision focused on student preparation for college & career readiness				
Appropriate responses to disagreement/dissent				
Resolution of conflicts in a constructive and respectful manner				
Use of consensus building strategies				



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SELF-DIRECTED EDUCATOR PLANS GUIDANCE

WHO:

1. Only educators with Professional Teacher Status.
2. Educators whose overall performance rating is PROFICIENT or EXEMPLARY
3. Developed by the educator with evaluator input.

LENGTH:

1. Up to two years for PTS educators whose impact on student learning is MODERATE or HIGH.
2. Up to one year for PTS educators whose impact on student learning is LOW.

PROFESSIONAL PRACTICE GOAL GUIDANCE AND TEMPLATE

The numbers below align with the numbers in the following template.

1. **PROFESSIONAL PRACTICE GOAL:** This is the approved individual or team goal. This goal may either improve or enhance practice.
2. **EDUCATOR ACTIVITIES - PROFESSIONAL LEARNING PROGRAMS:** The plan should specify the activities the educator/team will engage in during the time frame of the plan. Professional learning should be guided by the Learning Forward standards. Research is clear that significant time is required for educators to incorporate new learning into their practice (generally about 40-50 hours in learning theory, seeing demonstrations, practicing on their own, and getting feedback from coaches and colleagues). In a given year, professional learning should be focused on no more than two learning programs. These may include any combination of the following:
 - a. **STUDY GROUPS:** Small group work, using such formats as Tuning Protocol, during which educators reflect on their work and seek input from colleagues to improve their teaching or administrative practice.
 - b. **TEAMWORK:** Grade level, subject area or administrative teams working on a common issue such as aligning local curriculum to the state frameworks; developing common rubrics and exemplars to use in judging student work; created common units, lessons or assessments; making decisions about the acquisition and adaptation of instructional materials and textbooks; developing and implementing a school improvement plan; observing and evaluating educator practice.
 - c. **LESSON STUDY:** Grade level, subject area or administrative teams use agreed-upon protocols for developing, implementing, and reflecting on a common instructional or administrative practice.
 - d. **WORKSHOPS/SEMINARS:** School or district-based programs focused on one instructional or administrative practice that follows the theory-demonstrate-practice-apply model with opportunities for coaching and observation by instructors and peers.
 - e. **REFLECTIVE PRACTICE:** Educator selects a lesson, unit, work product, administrative practice and analyzes input and outcomes and determines how to improve future iterations, such as Critical Friends protocol.
 - f. **ACTION RESEARCH:** Educator or team-based research focused on a question related to educator practice.
 - g. **COURSEWORK:** Generally graduate-level courses in content specifically related to the educator's goals.
3. **ANTICIPATED NEW KNOWLEDGE AND/OR SKILL:** The educator and the evaluator should define the expected new learning that will result from each professional learning program. What will the educator know and be able to do as a result of the new learning.
4. **TIME FRAME:** The plan should indicate the amount of time that the educator and the evaluator agree should be appropriate and sufficient for the educator to complete each learning activity.
5. **SPECIFIC PROFESSIONAL DEVELOPMENT ACTIVITIES:** The plan should specify the resources needed to complete the plan successfully.
6. **ANTICIPATED WORK PRODUCTS OR EVIDENCE OF GOAL ATTAINMENT:** The educator(s) and the evaluator should define types of work product(s) and other evidence that the educator may complete, compile and organize to demonstrate goal attainment.

SELF-DIRECTED EDUCATOR PLAN – PROFESSIONAL PRACTICE GOAL

(May be used for individuals or teams)

EDUCATORS		TEAM LEADER		SCHOOL YEAR	
GRADE(S)		SUBJECT AREA(S)			
EVALUATOR		SCHOOL			

ELEMENT	DESCRIPTION
1. PROFESSIONAL PRACTICE GOAL	
2. EDUCATOR ACTIVITIES: PROFESSIONAL LEARNING PROGRAM	
3. ANTICIPATED NEW KNOWLEDGE AND/OR SKILL	
4. TIME FRAME	
5. DISTRICT RESOURCES	
6. ANTICIPATED WORK PRODUCTS OR EVIDENCE OF GOAL ATTAINMENT	



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STUDENT LEARNING GOAL GUIDANCE AND TEMPLATE

The numbers below align with the numbers in the following template.

1. **STUDENT LEARNING GOAL:** This is the approved individual or team goal. The goal may improve or enhance student learning.
2. **STUDENT ACTIVITIES: BASELINE, MID-POINT AND CULMINATING DATA:** Describes what students will do during the course of the plan specifically related to the goal. Outcomes data should be collected on a variety of formal and informal assessments. Data should be connected to curriculum frameworks and/or local curriculum requirements. Baseline data represents what students know and are able to do at the beginning of the instructional cycle. Mid-point data reflects what students know and are able to do at the mid-point in the instructional cycle – this is formative assessment data. Culminating Data represents what students know and are able to do at the end of the instructional cycle; this is more often summative assessment data.
3. **EDUCATOR ACTIVITIES – INDIVIDUAL OR TEAM TASKS:** Describes what the individual or team of educators will do over the course of the plan specifically related to the goal. The educator(s) and the evaluator should define the assessment tasks that the individual or team members will complete with their students as a means of achieving the student learning goal. For goals where all students are doing similar tasks but in different content, for example completing an expository writing assignment with evidence from the text, a common scoring rubric may be used as a means of standardizing assessment of writing skills, but not specific content, across classes/classrooms. These may include any combination of the following:
 - a. **STUDY EDUCATOR-DEVELOPED ASSESSMENTS:** Periodic assessments of students' acquisition of knowledge and/or skills related to the attainment of the student learning goal.
 - b. **PORTFOLIOS:** Collection of student work related to the knowledge and/or skills to be attained.
 - c. **PERFORMANCES:** Activities in which students demonstrate their knowledge and/or skill, e.g. lab experiments, sample writing, performing arts activities, vocational shop product development, etc.
 - d. **BEHAVIORAL TASKS:** Activities that allow students to demonstrate their acquisition of prescribed behavioral skills, motor skill development, social skills, etc.
4. **TIME FRAME:** The plan should indicate the amount of time that the educator(s) and the evaluator agree should be appropriate and sufficient for the educator(s) to achieve the goal.
5. **DISTRICT SUPPORT AND RESOURCES NEEDED:** The plan should specify any professional learning, instructional texts or materials or other resources needed to successfully complete the plan and attain the goal.
6. **ANTICIPATED EVIDENCE OF GOAL ATTAINMENT:** The educator(s) and the evaluator should define types of work product(s), examples of student learning and other evidence that the educator may complete, compile and organize to demonstrate goal attainment.

SELF-DIRECTED EDUCATOR PLAN – STUDENT LEARNING GOAL

(May be used for individuals or teams)

EDUCATORS		TEAM LEADER		SCHOOL YEAR	
GRADE(S)		SUBJECT AREA(S)			
EVALUATOR		SCHOOL			

ELEMENT	DESCRIPTION
1. STUDENT LEARNING GOAL	
2. STUDENT ACTIVITIES: BASELINE, FORMATIVE, AND FINAL ASSESSMENT DATA	
3. EDUCATOR ACTIVITIES: INDIVIDUAL OR TEAM TASKS	
4. TIME FRAME	
5. DISTRICT SUPPORT: RESOURCES NEEDED	
6. ANTICIPATED EVIDENCE OF GOAL ATTAINMENT	



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DEVELOPING EDUCATOR PLANS GUIDANCE AND TEMPLATE FOR PROFESSIONAL PRACTICE GOAL

PURPOSE:

The professional growth plan describes the professional development learning programs that the educator in his/her first three years of practice will participate in to achieve the professional practice and student learning outcome goals. The school or district leadership is responsible for providing the resources for educators to successfully complete these activities within the appropriate time frame.

DETAILS:

1. Teachers without Professional Teaching Status or administrators in their first three years of a position.
2. PTS teachers in a substantially different teaching assignment.
3. Developed by the educator and evaluator.
4. Annual for first three years of practice or in a new administrative position.

PROFESSIONAL PRACTICE GOAL TEMPLATE GUIDANCE:

The numbers below align with the numbers in the following template.

1. **PROFESSIONAL PRACTICE GOAL:** This is the approved individual or team goal. For those in their first year of practice, goals must include participation in district induction and mentoring programs.
2. **EDUCATOR ACTIVITIES - PROFESSIONAL LEARNING PROGRAMS:** The plan should specify the activities the educator/team will engage in during the time frame of the plan. Professional learning should be guided by the Learning Forward standards. Research is clear that significant time is required for educators to incorporate new learning into their practice (generally about 40-50 hours in learning theory, seeing demonstrations, practicing on their own, and getting feedback from coaches and colleagues). In a given year, professional learning should be focused on no more than two learning programs. These may include any combination of the following:
 - a. **STUDY GROUPS:** Small group work, using such formats as Tuning Protocol, during which educators reflect on their work and seek input from colleagues to improve their teaching or administrative practice.
 - b. **TEAMWORK:** Grade level, subject area or administrative teams working on a common issue such as aligning local curriculum to the state frameworks; developing common rubrics and exemplars to use in judging student work; created common units, lessons or assessments; making decisions about the acquisition and adaptation of instructional materials and textbooks; developing and implementing a school improvement plan; observing and evaluating educator practice.
 - c. **LESSON STUDY:** Grade level, subject area or administrative teams use agreed-upon protocols for developing, implementing, and reflecting on a common instructional or administrative practice.
 - d. **WORKSHOPS/SEMINARS:** School or district-based programs focused on one instructional or administrative practice that follows the theory-demonstrate-practice-apply model with opportunities for coaching and observation by instructors and peers.
 - e. **REFLECTIVE PRACTICE:** Educator selects a lesson, unit, work product, administrative practice and analyzes input and outcomes and determines how to improve future iterations, such as Critical Friends protocol.
 - f. **ACTION RESEARCH:** Educator or team-based research focused on a question related to educator practice.
 - g. **COURSEWORK:** Generally graduate-level courses in content specifically related to the educator's goals.
 - h. **INDUCTION AND MENTORING:** The activities related to orientation, induction workshops to assist new teachers in learning "how we do things around here," and guidance from a trained mentor.
3. **ANTICIPATED NEW KNOWLEDGE AND/OR SKILL:** The educator and the evaluator should define the expected new learning that will result from each professional learning program. What will the educator know and be able to do as a result of the new learning.
4. **TIME FRAME:** The plan should indicate the amount of time that the educator and the evaluator agree should be appropriate and sufficient for the educator to complete each learning activity.
5. **SPECIFIC PROFESSIONAL DEVELOPMENT ACTIVITIES:** The plan should specify the resources needed to complete the plan successfully.
6. **ANTICIPATED WORK PRODUCTS OR EVIDENCE OF GOAL ATTAINMENT:** The educator(s) and the evaluator should define types of work product(s) and other evidence that the educator may complete, compile and organize to demonstrate goal attainment.

DEVELOPING EDUCATOR PLAN – PROFESSIONAL PRACTICE GOAL

(May be used for individuals or teams)

EDUCATORS		TEAM LEADER		SCHOOL YEAR	
GRADE(S)		SUBJECT AREA(S)			
EVALUATOR		SCHOOL			

ELEMENT	DESCRIPTION
1. PROFESSIONAL PRACTICE GOAL	
2. EDUCATOR ACTIVITIES: PROFESSIONAL LEARNING PROGRAM	
INDUCTION & MENTORING	
3. ANTICIPATED NEW KNOWLEDGE AND/OR SKILL	
4. TIME FRAME	
5. DISTRICT RESOURCES	
6. ANTICIPATED WORK PRODUCTS OR EVIDENCE OF GOAL ATTAINMENT	



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STUDENT LEARNING GOAL GUIDANCE AND TEMPLATE

The numbers below align with the numbers in the following template.

1. **STUDENT LEARNING GOAL:** This is the approved individual or team goal. The goal may improve or enhance student learning.
2. **STUDENT ACTIVITIES: BASELINE, MID-POINT AND CULMINATING DATA:** Describes what students will do during the course of the plan specifically related to the goal. Outcomes data should be collected on a variety of formal and informal assessments. Data should be connected to curriculum frameworks and/or local curriculum requirements. Baseline data represents what students know and are able to do at the beginning of the instructional cycle. Mid-point data reflects what students know and are able to do at the mid-point in the instructional cycle – this is formative assessment data. Culminating Data represents what students know and are able to do at the end of the instructional cycle; this is more often summative assessment data.
3. **EDUCATOR ACTIVITIES – INDIVIDUAL OR TEAM TASKS:** Describes what the individual or team of educators will do over the course of the plan specifically related to the goal. The educator(s) and the evaluator should define the assessment tasks that the individual or team members will complete with their students as a means of achieving the student learning goal. For goals where all students are doing similar tasks but in different content, for example completing an expository writing assignment with evidence from the text, a common scoring rubric may be used as a means of standardizing assessment of writing skills, but not specific content, across classes/classrooms. These may include any combination of the following:
 - a. **STUDY EDUCATOR-DEVELOPED ASSESSMENTS:** Periodic assessments of students' acquisition of knowledge and/or skills related to the attainment of the student learning goal.
 - b. **PORTFOLIOS:** Collection of student work related to the knowledge and/or skills to be attained.
 - c. **PERFORMANCES:** Activities in which students demonstrate their knowledge and/or skill, e.g. lab experiments, sample writing, performing arts activities, vocational shop product development, etc.
 - d. **BEHAVIORAL TASKS:** Activities that allow students to demonstrate their acquisition of prescribed behavioral skills, motor skill development, social skills, etc.
4. **TIME FRAME:** The plan should indicate the amount of time that the educator(s) and the evaluator agree should be appropriate and sufficient for the educator(s) to achieve the goal.
5. **DISTRICT SUPPORT AND RESOURCES NEEDED:** The plan should specify any professional learning, instructional texts or materials or other resources needed to successfully complete the plan and attain the goal.
6. **ANTICIPATED EVIDENCE OF GOAL ATTAINMENT:** The educator(s) and the evaluator should define types of work product(s), examples of student learning and other evidence that the educator may complete, compile and organize to demonstrate goal attainment.

DEVELOPING EDUCATOR PLAN – STUDENT LEARNING GOAL

(May be used for individuals or teams)

EDUCATORS		TEAM LEADER		SCHOOL YEAR	
GRADE(S)		SUBJECT AREA(S)			
EVALUATOR		SCHOOL			

ELEMENT	DESCRIPTION
1. STUDENT LEARNING GOAL	
2. STUDENT ACTIVITIES: BASELINE, FORMATIVE, AND FINAL ASSESSMENT DATA	
3. EDUCATOR ACTIVITIES: INDIVIDUAL OR TEAM TASKS	
4. TIME FRAME	
5. DISTRICT SUPPORT: RESOURCES NEEDED	
6. ANTICIPATED EVIDENCE OF GOAL ATTAINMENT	



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DIRECTED GROWTH PLAN GUIDANCE AND TEMPLATE

PURPOSE:

The Directed Growth Plan is to improve the practice of educators with a summative rating of NEEDS IMPROVEMENT with the goal of earning a rating of PROFICIENT at the end of the plan. The plan may be for up to one year and may be the sole Educator Plan or it may be in addition to the Educator Plan if there are team goals. This guidance is based on the premise that the educator has a plan with a team professional practice goal and student learning goal and that the Directed Growth Plan is specific to the educator's practice areas needing improvement.

WHO:

1. Only educators with Professional Teacher Status.
2. Educators whose overall performance rating is NEEDS IMPROVEMENT.
3. Developed by the evaluator with educator input.

WHEN:

1. The recommendation that the educator have a Directed Growth Plan will usually occur at the end of the summative evaluation cycle.
2. During the course of observations and evidence collection for an educator on a Self-Directed Growth Plan, the evaluator may exercise his/her professional judgment to determine that the evidence suggests that the educator's practice has declined to an overall needs improvement level. The evaluator may then make a recommendation that the educator's plan be changed to a Directed Growth Plan.

ELEMENTS:

1. **IMPROVEMENT GOAL:** Define the improvement goal(s) directly related to the performance standard(s) and/or student learning outcomes that must be improved.
2. **EDUCATOR ACTIVITIES:** Describe the activities the educator will complete with the goal of improving practice and/or performance.
3. **EVIDENCE – EDUCATOR AND/OR STUDENT WORK PRODUCTS:** Describe the educator work products or student work samples that must be compiled and organized as evidence of completing the work required in the plan.
4. **DISTRICT ASSISTANCE AND SUPPORT:** Describe the assistance that the district will make available to the educator and identify the individual(s) assigned to provide assistance, which must include minimally the Supervising Evaluator.
5. **MEASUREABLE OUTCOMES:** Articulate the measurable outcomes that will be accepted as evidence of improvement. These outcomes should allow for an array of evidence.
6. **TIMELINE & FORMATIVE ASSESSMENT(S):** Detail the timeline for completion of each component of the Directed Growth Plan, including at a minimum a mid-cycle formative assessment report of the educator's progress toward meeting the goals within the time frame of the plan and a summative evaluation at the end of the plan.
7. Include the signatures of the Educator and Supervising Evaluator.
8. **SUMMATIVE EVALUATION DECISION AND RECOMMENDATION:**
 - a. If at the end of the Directed Growth Plan the educator's overall performance is rated at least PROFICIENT, the educator will have a Self-Directed Growth Plan in the next evaluation cycle.
 - b. If at the end of the Directed Growth Plan the educator's overall performance is rated below PROFICIENT, the educator will receive an overall rating of UNSATISFACTORY and will have an Improvement Plan for the next evaluation cycle.

DIRECTED GROWTH PLAN – FOR EDUCATORS WITH PTS RATED OVERALL NEEDS IMPROVEMENT

EDUCATOR		PLAN DEADLINE	ATTAINMENT OF GOAL	
1. IMPROVEMENT GOAL 1			<input type="checkbox"/> Formative <input type="checkbox"/> Summative	<input type="checkbox"/> Exceeded goal <input type="checkbox"/> Met goal <input type="checkbox"/> Sufficient progress <input type="checkbox"/> Insufficient progress <input type="checkbox"/> No Progress
IMPROVEMENT GOAL 2			<input type="checkbox"/> Formative <input type="checkbox"/> Summative	<input type="checkbox"/> Exceeded goal <input type="checkbox"/> Met goal <input type="checkbox"/> Sufficient progress <input type="checkbox"/> Insufficient progress <input type="checkbox"/> No Progress
2. EDUCATOR ACTIVITIES			Deadline	
3. EVIDENCE: EDUCATOR AND/OR STUDENT WORK PRODUCTS			Deadline	
4. DISTRICT ASSISTANCE AND SUPPORT			Deadline	
5. MEASUREABLE OUTCOMES			Deadline	
6. TIMELINE & FORMATIVE ASSESSMENT(S)				

7. SIGNATURE OF EVALUATOR: _____ Date: _____

SIGNATURE OF EDUCATOR: _____ Date: _____

8. RECOMMENDATION

- ☐ The educator's practice on the goals is at least proficient and will be on a Self-Directed Growth Plan in the next evaluation cycle.
- ☐ The educator's practice on the goals is below proficient and will be on an Improvement Plan in the next evaluation cycle.



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IMPROVEMENT PLAN GUIDANCE AND TEMPLATE

PURPOSE:

The Improvement Plan is to improve the practice of educators with a summative rating of UNSATISFACTORY with the goal of earning a rating of at least NEEDS IMPROVEMENT at the end of the plan. The plan may be for 30 days to 12 months in length; the length of the plan should be determined by the goals and activities that the educator must attain and complete. Because of the serious nature of having an Improvement Plan, it is recommended that there not be an additional Educator Plan. However, this guidance is based on the premise that the educator has a plan with a team professional practice goal and student learning goal and that the Improvement Plan is specific to the educator's areas needing improvement.

WHO:

1. Only educators with Professional Teacher Status.
2. Educators whose overall performance rating is UNSATISFACTORY.
3. Developed by the evaluator with educator input.

WHEN:

1. The recommendation that the educator have an Improvement Plan will usually occur at the end of the summative evaluation cycle.
2. During the course of observations and evidence collection for an educator on a Directed Growth Plan, the evaluator may determine that the evidence suggests that the educator's practice has declined to an overall unsatisfactory level. The evaluator may then make a recommendation that the educator's plan be changed to an Improvement Plan.

ELEMENTS:

1. **IMPROVEMENT GOAL:** Define the improvement goal(s) directly related to the performance standard(s) and/or student learning outcomes that must be improved.
2. **EDUCATOR ACTIVITIES:** Describe the activities the educator will complete with the goal of improving practice and/or performance.
3. **EVIDENCE – EDUCATOR AND/OR STUDENT WORK PRODUCTS:** Describe the educator work products or student work samples that must be compiled and organized as evidence of completing the work required in the plan.
4. **DISTRICT ASSISTANCE AND SUPPORT:** Describe the assistance that the district will make available to the educator and identify the individual(s) assigned to provide assistance, which must include minimally the Supervising Evaluator.
5. **MEASUREABLE OUTCOMES:** Articulate the measurable outcomes that will be accepted as evidence of improvement. These outcomes should allow for an array of evidence.
6. **TIMELINE & FORMATIVE ASSESSMENT(S):** Detail the timeline for completion of each component of the Directed Growth Plan, including at a minimum a mid-cycle formative assessment report of the educator's progress toward meeting the goals within the time frame of the plan and a summative evaluation at the end of the plan.
7. Include the signatures of the Educator and Supervising Evaluator.
8. **SUMMATIVE EVALUATION DECISION AND RECOMMENDATION:**
 - a. If at the end of the Improvement Plan the educator's overall performance is rated at least PROFICIENT, the educator will have a Self-Directed Growth Plan in the next evaluation cycle.
 - b. If at the end of the Improvement Plan the educator's overall performance is rated at least NEEDS IMPROVEMENT, the educator will have a Directed Growth Plan in the next evaluation cycle.
 - c. If at the end of the Improvement Plan the educator's overall performance is rated UNSATISFACTORY, the educator may be recommended for dismissal.

IMPROVEMENT PLAN – FOR EDUCATORS WITH PTS RATED OVERALL UNSATISFACTORY

EDUCATOR		PLAN DEADLINE	ATTAINMENT OF GOAL	
1. IMPROVEMENT GOAL 1			<input type="checkbox"/> Formative <input type="checkbox"/> Summative	<input type="checkbox"/> Exceeded goal <input type="checkbox"/> Met goal <input type="checkbox"/> Sufficient progress <input type="checkbox"/> Insufficient progress <input type="checkbox"/> No Progress
IMPROVEMENT GOAL 2			<input type="checkbox"/> Formative <input type="checkbox"/> Summative	<input type="checkbox"/> Exceeded goal <input type="checkbox"/> Met goal <input type="checkbox"/> Sufficient progress <input type="checkbox"/> Insufficient progress <input type="checkbox"/> No Progress
2. EDUCATOR ACTIVITIES			Deadline	
3. EVIDENCE: EDUCATOR AND/OR STUDENT WORK PRODUCTS			Deadline	
4. DISTRICT ASSISTANCE AND SUPPORT			Deadline	
5. MEASUREABLE OUTCOMES			Deadline	
6. TIMELINE & FORMATIVE ASSESSMENT(S)				

7. SIGNATURE OF EVALUATOR: _____ Date: _____

SIGNATURE OF EDUCATOR: _____ Date: _____

8. RECOMMENDATION

- ☐ The educator's practice on the goals is at least proficient and will be on a Self-Directed Growth Plan in the next evaluation cycle.
- ☐ The educator's practice on the goals is needs improvement and will be on a Directed Growth Plan in the next evaluation cycle.
- ☐ The educator's practice on the goals remains at unsatisfactory and is recommended for dismissal.



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SUMMATIVE EVALUATION – TEACHER /SISP

1. EDUCATOR: _____ SUMMATIVE EVALUATION YEAR: _____

PRIMARY EVALUATOR: _____ **SUPERVISING EVALUATOR (IF ONE):** _____

OVERALL SUMMATIVE EVALUATION RATING: ☐ Exemplary ☐ Proficient ☐ Needs Improvement ☐ Unsatisfactory

Professional Practice Goal		Progress toward Goal Attainment	<input type="checkbox"/> Exceeded goal <input type="checkbox"/> Met goal <input type="checkbox"/> Sufficient progress <input type="checkbox"/> Insufficient progress <input type="checkbox"/> No Progress
Student Learning Goal		Progress toward Goal Attainment	<input type="checkbox"/> Exceeded goal <input type="checkbox"/> Met goal <input type="checkbox"/> Sufficient progress <input type="checkbox"/> Insufficient progress <input type="checkbox"/> No Progress

2. **PP = professional practice; SL = student learning; IP1 = improvement goal 1; IP2 = improvement goal 2

Standard 1 Evidence	Standard 1 Rating: <input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	Ed. Plan Goals**			
Observations – see reports for details		PP	SL	IP1	IP2

Standard 2 Evidence	Standard 2 Rating: <input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	Ed. Plan Goals**			
Observations – see reports for details		PP	SL	IP1	IP2

3. Feedback on Standards 1 & 2 for Professional Practice and/or Student Learning Goals for Next Educator Plan

<u>Standard 1:</u>	<u>Standard 2:</u>
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SUMMATIVE EVALUATION – TEACHER /SISP

4. **PP = professional practice; SL = student learning; IP1 = improvement goal 1; IP2 = improvement goal 2

Standard 3 Evidence	Standard 3 Rating: <input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	Ed. Plan Goals**			
		PP	SL	IP1	IP2

Standard 4 Evidence	Standard 4 Rating: <input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	Ed. Plan Goals**			
		PP	SL	IP1	IP2

5. Feedback on Standards 3 & 4 for Professional Practice and/or Student Learning Goals for Next Educator Plan

<u>Standard 3:</u> 	<u>Standard 4:</u>
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6. Resulting Educator Plan for Educators with Professional Teacher Status

- ☐ Self-Directed Growth Plan: Formative Evaluation Date: _____ Summative Evaluation Date: _____
- ☐ Directed Growth Plan: Formative Assessment Date: _____ Summative Evaluation Date: _____
- ☐ Improvement Plan: Formative Assessment Date: _____ Summative Evaluation Date: _____

7. Resulting Educator Plan for Educators without Professional Teacher Status

- ☐ Developing Educator Plan: Formative Evaluation Date: _____ Summative Evaluation Date: _____
- ☐ Recommended for Professional Teacher Status: Must be at least *proficient* on all four standards. [See guidance.]

8. Signature of Evaluator _____ Date Completed: _____

Signature of Educator* _____ Date Received: _____

* Signature of the educator indicates acknowledgment of this report; it does not necessarily denote agreement with the contents of the report. Educators have the opportunity to respond to this report in writing and may use the Educator Report Form. The educator shall have the opportunity to respond in writing to the summative evaluation as per 603 CMR 35.06(6).

SUMMATIVE EVALUATION – ADMINISTRATOR

1. EDUCATOR: _____ SUMMATIVE EVALUATION YEAR: _____

PRIMARY EVALUATOR: _____ SUPERVISING EVALUATOR (IF ONE): _____

OVERALL SUMMATIVE EVALUATION RATING: ☐ Exemplary ☐ Proficient ☐ Needs Improvement ☐ Unsatisfactory

Professional Practice Goal		Progress toward Goal Attainment	<input type="checkbox"/> Exceeded goal <input type="checkbox"/> Met goal <input type="checkbox"/> Sufficient progress <input type="checkbox"/> Insufficient progress <input type="checkbox"/> No Progress
Student Learning Goal		Progress toward Goal Attainment	<input type="checkbox"/> Exceeded goal <input type="checkbox"/> Met goal <input type="checkbox"/> Sufficient progress <input type="checkbox"/> Insufficient progress <input type="checkbox"/> No Progress

2. **PP = professional practice; SL = student learning; IP1 = improvement goal 1; IP2 = improvement goal 2

Standard 1 Evidence	Standard 1 Rating: <input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	Ed. Plan Goals**			
Observations – see reports for details		PP	SL	IP1	IP2

Standard 2 Evidence	Standard 2 Rating: <input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	Ed. Plan Goals**			
Observations – see reports for details		PP	SL	IP1	IP2

3. Feedback on Standards 1 & 2 for Professional Practice and/or Student Learning Goals for Next Educator Plan

<u>Standard 1:</u>	<u>Standard 2:</u>
--------------------	--------------------

SUMMATIVE EVALUATION – ADMINISTRATOR

4. **PP = professional practice; SL = student learning; IP1 = improvement goal 1; IP2 = improvement goal 2

Standard 3 Evidence	Standard 3 Rating: <input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	Ed. Plan Goals**			
		PP	SL	IP1	IP2

Standard 4 Evidence	Standard 4 Rating: <input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	Ed. Plan Goals**			
		PP	SL	IP1	IP2

5. Feedback on Standards 3 & 4 for Professional Practice and/or Student Learning Goals for Next Educator Plan

<u>Standard 3:</u> 	<u>Standard 4:</u>
--	--

6. Resulting Educator Plan for Educators with Professional Teacher Status

- ☐ Self-Directed Growth Plan: Formative Evaluation Date: _____ Summative Evaluation Date: _____
- ☐ Directed Growth Plan: Formative Assessment Date: _____ Summative Evaluation Date: _____
- ☐ Improvement Plan: Formative Assessment Date: _____ Summative Evaluation Date: _____

7. Resulting Educator Plan for Educators without Professional Teacher Status

- ☐ Developing Educator Plan: Formative Evaluation Date: _____ Summative Evaluation Date: _____
- ☐ Recommended for Professional Teacher Status: Must be at least *proficient* on all four standards. [See guidance.]

8. Signature of Evaluator _____ Date Completed: _____

Signature of Educator* _____ Date Received: _____

** Signature of the educator indicates acknowledgment of this report; it does not necessarily denote agreement with the contents of the report. Educators have the opportunity to respond to this report in writing and may use the Educator Report Form. The educator shall have the opportunity to respond in writing to the summative evaluation as per 603 CMR 35.06(6).*

FORMATIVE ASSESSMENT – TEACHER/SISP

1. EDUCATOR: _____ SUMMATIVE EVALUATION YEAR: _____

PRIMARY EVALUATOR: _____ SUPERVISING EVALUATOR (IF ONE): _____

2.

Feedback on Professional Practice Goal	
Feedback on Student Learning Goal	
Feedback on Standard 1	
Feedback on Standard 2	
Feedback on Standard 3	
Feedback on Standard 4	
3. Need for formative evaluation or change in educator plan	

4. Signature of Evaluator _____

Date Completed: _____

Signature of Educator* _____

Date Received: _____

** Signature of the educator indicates acknowledgment of this report; it does not necessarily denote agreement with the contents of the report. Educators have the opportunity to respond to this report in writing and may use the Educator Report Form. The educator shall have the opportunity to respond in writing to the summative evaluation as per 603 CMR 35.06(6).*

FORMATIVE ASSESSMENT – ADMINISTRATOR

1. EDUCATOR: _____ SUMMATIVE EVALUATION YEAR: _____

PRIMARY EVALUATOR: _____ SUPERVISING EVALUATOR (IF ONE): _____

2.

Feedback on Professional Practice Goal	
Feedback on Student Learning Goal	
Feedback on Standard 1	
Feedback on Standard 2	
Feedback on Standard 3	
Feedback on Standard 4	
3. Need for formative evaluation or change in educator plan	

4. Signature of Evaluator _____

Date Completed: _____

Signature of Educator* _____

Date Received: _____

** Signature of the educator indicates acknowledgment of this report; it does not necessarily denote agreement with the contents of the report. Educators have the opportunity to respond to this report in writing and may use the Educator Report Form. The educator shall have the opportunity to respond in writing to the summative evaluation as per 603 CMR 35.06(6).*

COMPLETING FORMATIVE EVALUATION FORM/NO SIGNIFICANT CHANGE

Evaluators are responsible for determining whether there are significant demonstrated changes in performance on the standards and to provide feedback on the educator's progress toward attaining the professional practice goal and the student learning goal by the end of the Self-Directed Plan.

If there have been no significant changes since the previous summative evaluation, there are four elements to the formative evaluation form. Each should be completed by the evaluator.

- 1. Key Information:** Educator's name; year of formative evaluation based on educator plan and contractual requirements, if applicable; name of primary evaluator; name of supervising evaluator, if there is one.
- 2. Progress and Feedback about Educator Plan Goals:** The evaluator should indicate the level of progress made to date toward each of the goals and provide feedback to assist the educator in successfully attaining the goal by the end of the plan.
- 3. Rating and Feedback on Standards 1-4:** The evaluator should indicate the rating on the previous summative evaluation for each of the four standards and overall, and the rating on each, for this formative evaluation. Because there should be no significant change if this form is being used, the expectation is that the ratings that resulted in an overall rating of *proficient* or *exemplary* will be the same or better. Based on the evidence collected by the evaluator or provided by the educator, feedback on one or more of the standards may be provided.
- 4. Signatures:** The evaluator and the educator should sign and date the completed form.

FORMATIVE EVALUATION – TEACHER /SIS

NO SIGNIFICANT CHANGE FROM PREVIOUS SUMMATIVE EVALUATION

1. EDUCATOR: _____ FORMATIVE EVALUATION YEAR: _____
 PRIMARY EVALUATOR: _____ SUPERVISING EVALUATOR (IF ONE): _____

2.

Professional Practice Goal		Progress toward Goal Attainment to Date	<input type="checkbox"/> Excellent Progress <input type="checkbox"/> Good Progress <input type="checkbox"/> Fair Progress <input type="checkbox"/> Insufficient Progress <input type="checkbox"/> No Progress
Feedback on PP Goal			
Student Learning Goal		Progress toward Goal Attainment to Date	<input type="checkbox"/> Excellent Progress <input type="checkbox"/> Good Progress <input type="checkbox"/> Fair Progress <input type="checkbox"/> Insufficient Progress <input type="checkbox"/> No Progress
Feedback on SL Goal			

3.

	Previous Summative Evaluation Rating	Current Formative Evaluation Rating
Overall Formative Evaluation Rating	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U
Standard 1 Evidence	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U
Observations – see reports for details		
Standard 2 Evidence	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U
Observations – see reports for details		
Standard 3 Evidence	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U
Standard 4 Evidence	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U
Feedback on Standards		

4. Signature of Evaluator _____ Date Completed: _____
 Signature of Educator* _____ Date Received: _____

** Signature of the educator indicates acknowledgment of this report; it does not necessarily denote agreement with the contents of the report. Educators have the opportunity to respond to this report in writing and may use the Educator Report Form. The educator shall have the opportunity to respond in writing to the summative evaluation as per 603 CMR 35.06(6).*

FORMATIVE EVALUATION – ADMINISTRATOR

NO SIGNIFICANT CHANGE FROM PREVIOUS SUMMATIVE EVALUATION

1. EDUCATOR: _____ FORMATIVE EVALUATION YEAR: _____

PRIMARY EVALUATOR: _____ SUPERVISING EVALUATOR (IF ONE): _____

2.

Professional Practice Goal		Progress toward Goal Attainment to Date	<input type="checkbox"/> Excellent Progress <input type="checkbox"/> Good Progress <input type="checkbox"/> Fair Progress <input type="checkbox"/> Insufficient Progress <input type="checkbox"/> No Progress
Feedback on PP Goal			
Student Learning Goal		Progress toward Goal Attainment to Date	<input type="checkbox"/> Excellent Progress <input type="checkbox"/> Good Progress <input type="checkbox"/> Fair Progress <input type="checkbox"/> Insufficient Progress <input type="checkbox"/> No Progress
Feedback on SL Goal			

3.

	Previous Summative Evaluation Rating	Current Formative Evaluation Rating
Overall Formative Evaluation Rating	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U
Standard 1 Evidence	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U
Observations – see reports for details		
Standard 2 Evidence	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U
Observations – see reports for details		
Standard 3 Evidence	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U
Standard 4 Evidence	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U
Feedback on Standards		

4. Signature of Evaluator _____ Date Completed: _____

Signature of Educator* _____ Date Received: _____

** Signature of the educator indicates acknowledgment of this report; it does not necessarily denote agreement with the contents of the report. Educators have the opportunity to respond to this report in writing and may use the Educator Report Form. The educator shall have the opportunity to respond in writing to the summative evaluation as per 603 CMR 35.06(6).*

COMPLETING FORMATIVE EVALUATION FORM/WITH SIGNIFICANT CHANGE

Evaluators are responsible for determining whether there are significant demonstrated changes in performance on the standards and to provide feedback on the educator's progress toward attaining the professional practice goal and the student learning goal by the end of the Self-Directed Plan.

There are five elements of the formative evaluation form if there are significant changes since the previous summative evaluation. Each should be completed by the evaluator.

- 1. Key Information:** Educator's name; year of formative evaluation based on educator plan and contractual requirements, if applicable; name of primary evaluator; name of supervising evaluator if there is one.
- 2. Progress and Feedback about Educator Plan Goals:** The evaluator should indicate the level of progress made to date toward each of the goals and provide feedback to assist the educator in successfully attaining the goal by the end of the plan. If there has been insufficient or no progress toward the goal, feedback should articulate what needs to be done and what assistance the evaluator recommends.
- 3. Rating and Feedback on Standards 1-4:** The evaluator should indicate the rating on the previous summative evaluation for each of the four standards and overall, and the rating on each, for this formative evaluation. The presumption is that the significant change demonstrated by the evidence will impact the overall performance rating; the evaluator should be specific about the evidence resulting in this conclusion and his/her rationale for making this decision. Based on the evidence the evaluator has collected or been provided by the educator, feedback should focus on those areas of performance that need to be improved in order to return to at least an overall rating of *proficient*.
- 4. Resulting Educator Plan:** The evaluator should indicate whether the educator will be on a revised Self-Directed Plan. This would apply if there are significant changes in the educator's performance on Standards 3 and 4 or if performance on either Standard 1 or 2 is below *proficient*.

If the educator's overall rating moves to *needs improvement*, then a Directed Growth Plan would result. In either case, the evaluator must work with the educator to develop improvement goals that – if achieved – will return the educator to a performance rating of *proficient*.
- 5. Signatures:** The evaluator and educator should sign and date the completed form.

FORMATIVE EVALUATION MEETING

- ➡ Evaluators **must** conduct a face-to-face formative evaluation conference with all educators whose overall performance rating is lowered as a result of the formative evaluation.
 - At this meeting, the evaluator must present evidence from observations, artifacts of educator practice and other relevant evidence to the educator and explain how this led to a determination of practice that is below *proficient*.
 - At this meeting, the evaluator should either develop with the educator the appropriate educator plan for the next evaluation cycle or make arrangements for a second meeting at which the appropriate educator plan will be developed.
- ➡ Evaluators are not required to conduct face-to-face formative evaluation conferences with educators whose overall performance rating is *proficient* or *exemplary*. However, if an educator requests such a meeting, the evaluator must honor that request.

FORMATIVE EVALUATION – TEACHER/SISP

IF EVIDENCE SUGGESTS SIGNIFICANT CHANGE FROM PREVIOUS SUMMATIVE EVALUATION

1. EDUCATOR: _____ FORMATIVE EVALUATION YEAR: _____
 PRIMARY EVALUATOR: _____ SUPERVISING EVALUATOR (IF ONE): _____

2.

Professional Practice Goal		Progress toward Goal Attainment to Date	<input type="checkbox"/> Excellent Progress <input type="checkbox"/> Good Progress <input type="checkbox"/> Fair Progress <input type="checkbox"/> Insufficient Progress <input type="checkbox"/> No Progress
Feedback on PP Goal			
Student Learning Goal		Progress toward Goal Attainment to Date	<input type="checkbox"/> Excellent Progress <input type="checkbox"/> Good Progress <input type="checkbox"/> Fair Progress <input type="checkbox"/> Insufficient Progress <input type="checkbox"/> No Progress
Feedback on SL Goal			

3.

	Previous Summative Evaluation Rating	Current Formative Evaluation Rating	Rationale for Change
Overall Formative Evaluation Rating	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	
Standard 1 Evidence	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	
Observations – see reports for details			
Standard 2 Evidence	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	
Observations – see reports for details			
Standard 3 Evidence	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	
Standard 4 Evidence	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	
Feedback on Specific Standard(s) with Significant Demonstrated Performance			

4. Resulting Educator Plan

☐ Revised Self-Directed Growth Plan: Formative Evaluation Date: _____ Summative Evaluation Date: _____
☐ Directed Growth Plan: Formative Assessment Date: _____ Summative Evaluation Date: _____

5. Signature of Evaluator _____ Date Completed: _____

Signature of Educator* _____ Date Received: _____

** Signature of the educator indicates acknowledgment of this report; it does not necessarily denote agreement with the contents of the report. Educators have the opportunity to respond to this report in writing and may use the Educator Report Form. The educator shall have the opportunity to respond in writing to the summative evaluation as per 603 CMR 35.06(6).*

FORMATIVE EVALUATION – ADMINISTRATOR

IF EVIDENCE SUGGESTS SIGNIFICANT CHANGE FROM PREVIOUS SUMMATIVE EVALUATION

1. EDUCATOR: _____ FORMATIVE EVALUATION YEAR: _____

PRIMARY EVALUATOR: _____ SUPERVISING EVALUATOR (IF ONE): _____

2.

Professional Practice Goal		Progress toward Goal Attainment to Date	<input type="checkbox"/> Excellent Progress <input type="checkbox"/> Good Progress <input type="checkbox"/> Fair Progress <input type="checkbox"/> Insufficient Progress <input type="checkbox"/> No Progress
Feedback on PP Goal			
Student Learning Goal		Progress toward Goal Attainment to Date	<input type="checkbox"/> Excellent Progress <input type="checkbox"/> Good Progress <input type="checkbox"/> Fair Progress <input type="checkbox"/> Insufficient Progress <input type="checkbox"/> No Progress
Feedback on SL Goal			

3.

	Previous Summative Evaluation Rating	Current Formative Evaluation Rating	Rationale for Change
Overall Formative Evaluation Rating	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	
Standard 1 Evidence	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	
Observations – see reports for details			
Standard 2 Evidence	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	
Observations – see reports for details			
Standard 3 Evidence	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	
Standard 4 Evidence	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> N <input type="checkbox"/> U	
Feedback on Specific Standard(s) with Significant Demonstrated Performance			

4. Resulting Educator Plan

☐ Revised Self-Directed Growth Plan: Formative Evaluation Date: _____ Summative Evaluation Date: _____
☐ Directed Growth Plan: Formative Assessment Date: _____ Summative Evaluation Date: _____

5. Signature of Evaluator _____ Date Completed: _____

Signature of Educator* _____ Date Received: _____

** Signature of the educator indicates acknowledgment of this report; it does not necessarily denote agreement with the contents of the report. Educators have the opportunity to respond to this report in writing and may use the Educator Report Form. The educator shall have the opportunity to respond in writing to the summative evaluation as per 603 CMR 35.06(6).*