



Performance Evaluation

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Key Resources

- Complete regulations:
<http://www.doe.mass.edu/lawsregs/603cmr35.html>
- AFT MA teacher evaluation web page:
<http://aftma.net/educator-resources/teacher-evaluation/>
- DESE educator evaluation web page:
<http://www.doe.mass.edu/eeval/>

Implementation Timeline

- 2011-12 school year: All 34 Level 4 schools and voluntary “early adopters” (including Greater Lawrence Technical School)
- 2012-13 school year: All RTTT participating districts
- 2013-14 school year: All districts in MA

Note: Implementation of the new system will be phased in over the next three years. Some parts of the system are to be implemented immediately. Other parts won't begin until 2013-14 or later.

Key Features of Educator Evaluation Regulations

- Four performance standards
- Four performance ratings (levels) pegged to rubric(s)
- Multiple sources of evidence inform ratings
- All educators placed on a growth or improvement plan determined by career stage and overall performance rating
- All educators follow 5-step evaluation cycle
- Districts/unions must bargain systems that are consistent with requirements; option exists to adopt or adapt DESE's "model system"

Four Performance Standards

Principals & other Administrators	Teachers
Instructional Leadership	Curriculum, Planning & Assessment
Management and Operations	Teaching All Students (Instruction)
Family & Community Partnerships	Family & Community Engagement
Professional Culture	Professional Culture

** There are also indicators under each standard that must be followed. These indicators are spelled out in the regulations. Through collective bargaining, sub-indicators may be added or adopted/adapted from DESE's model system.*

Four Performance Ratings

- Four ratings (performance levels) are Exemplary, Proficient, Needs Improvement, and Unsatisfactory (E,P,NI,U)
- Upon completion of formative or summative evaluation, a rating is given on **each standard and overall**
- Teachers must be rated at least proficient on the first two standards to get an overall proficient or higher rating

Performance Rubrics

- DESE says districts must use rubrics that describe characteristics of practice at the four levels of performance (E,P,NI,U) for each standard/indicator/sub-indicator
- DESE has released two draft model rubrics as of November 2011: one for classroom teachers and one for principals
- Sample rubrics for other educator roles (guidance counselors, caseload educators, other administrators, etc.) coming later
- Districts may develop their own rubrics or modify model rubrics

DESE's Model Rubric Outline (Teachers)

I. Curriculum, Planning, & Assessment	II. Teaching All Students	III. Family & Community Engagement	IV. Professional Culture
<p>A. Curriculum and Planning</p> <ul style="list-style-type: none"> i. Alignment ii. Knowledge iii. Higher-Order Thinking <p>B. Assessment</p> <ul style="list-style-type: none"> i. Assessment Design ii. Application to Instruction <p>C. Analysis</p> <ul style="list-style-type: none"> i. Analysis ii. Feedback 	<p>A. Instruction</p> <ul style="list-style-type: none"> i. Student Engagement ii. Differentiation iii. Learning Expectations iv. Clarity v. Materials vi. Responsiveness vii. Connections <p>B. Learning Environment</p> <ul style="list-style-type: none"> i. Relationships ii. Social-Emotional Growth iii. Routines iv. Physical Environment v. Behavior Management <p>C. Cultural Proficiency</p> <ul style="list-style-type: none"> i. Advocacy ii. Diversity iii. Perspectives <p>D. Expectations</p> <ul style="list-style-type: none"> i. Mindset ii. Student Support iii. Student Ownership 	<p>A. Engagement</p> <ul style="list-style-type: none"> i. Outreach ii. Cultural Sensitivity iii. Community Resources <p>B. Collaboration</p> <ul style="list-style-type: none"> i. Academic Involvement <p>C. Communication</p> <ul style="list-style-type: none"> i. Frequency ii. Reporting iii. Response to Families 	<p>A. Reflection</p> <ul style="list-style-type: none"> i. Reflection ii. Goal-setting <p>B. Professional Growth</p> <ul style="list-style-type: none"> i. Professional Growth ii. Expanding Expertise <p>C. Collaboration</p> <ul style="list-style-type: none"> i. Collaboration <p>D. Decision-making</p> <ul style="list-style-type: none"> i. Leadership <p>E. Shared Responsibility</p> <ul style="list-style-type: none"> i. Enrichment ii. Collaborative Practices <p>F. Professional Responsibilities</p> <ul style="list-style-type: none"> i. Attendance ii. Judgment
<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p style="text-align: center;">Key</p> <p>Standards and indicators from regulations are in blue.</p> <p>Sub-indicators added by DESE are in black.</p> </div>			

Multiple Sources of Evidence

Major change: The new regulations expand the sources of evidence that can inform evaluations and ratings. **There are three main sources of evidence**:

1. Classroom observations (unannounced visits required) and “artifacts of practice” (lesson plans, unit plans, other work products, etc.)
2. Multiple measures of student learning and growth (see next slide)
3. “Additional evidence” (see slide after next)

***Important: No specific weight or % is required for any one source.**

Multiple Measures of Student Learning: What's Allowable?

1. Measures of student progress on **learning goals** set between the educator and evaluator for the school year
2. Measures of student progress on **classroom assessments** that are comparable within grades or subjects in a school
3. **District-determined measures** of student learning comparable across grade or subject district-wide
4. **State-wide growth measures** where available, including the **MCAS Student Growth Percentile** and the Massachusetts English Proficiency Assessment (**MEPA**).
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

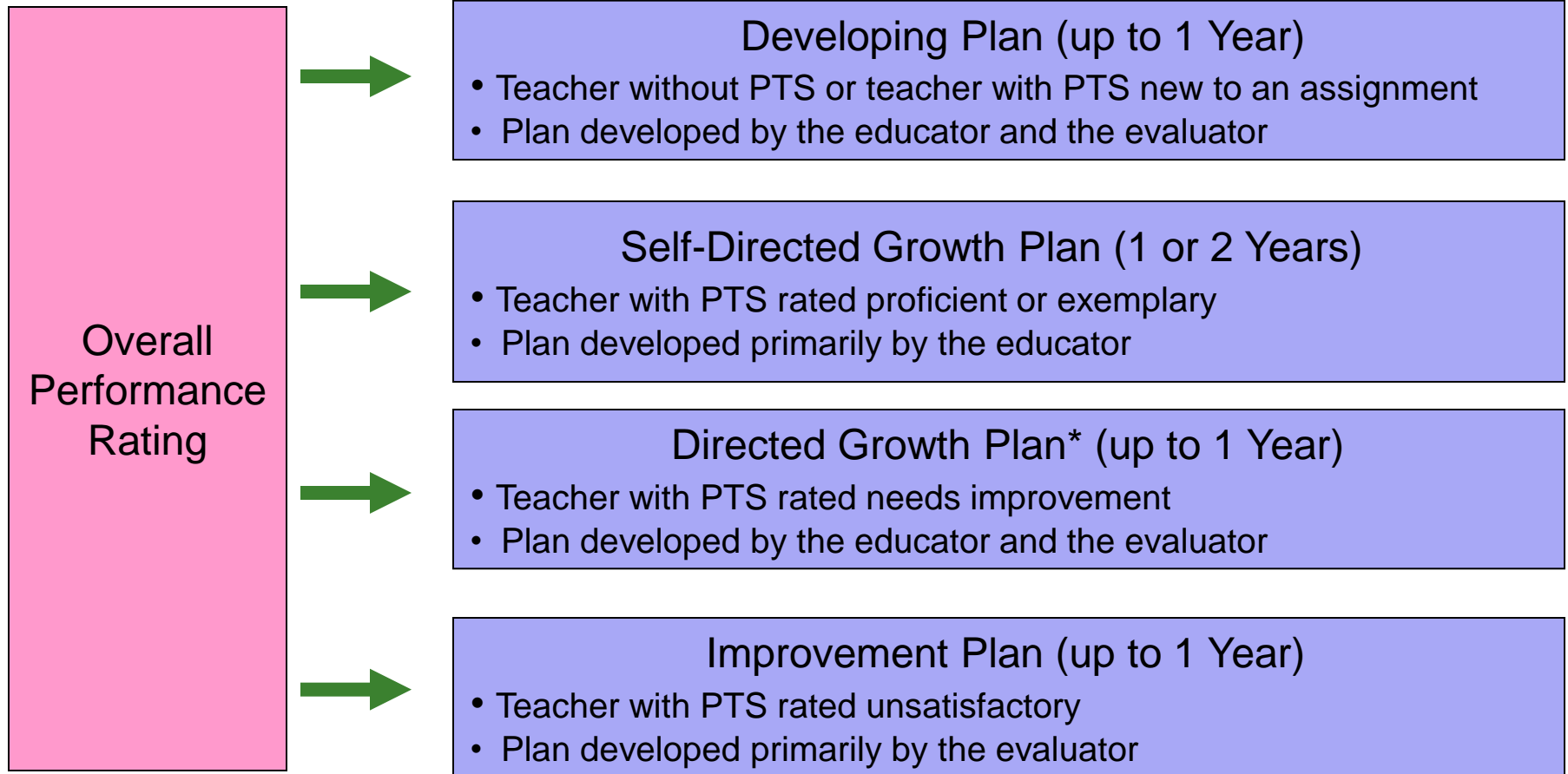
***Important: No specific weight or % is required for any one measure.**

Additional Evidence: What's Allowable?

- Evidence compiled by the educator, relating to:
 - Fulfillment of professional responsibilities, such as peer collaboration, professional development, contributions to school community and culture
 - Outreach to and engagement with families
 - Student feedback by 2013-14, following DESE guidance
 - Staff feedback (for evaluation of administrators) by 2013-14, following DESE guidance
 - Parent feedback (possibly), following DESE feasibility study (July 2013)
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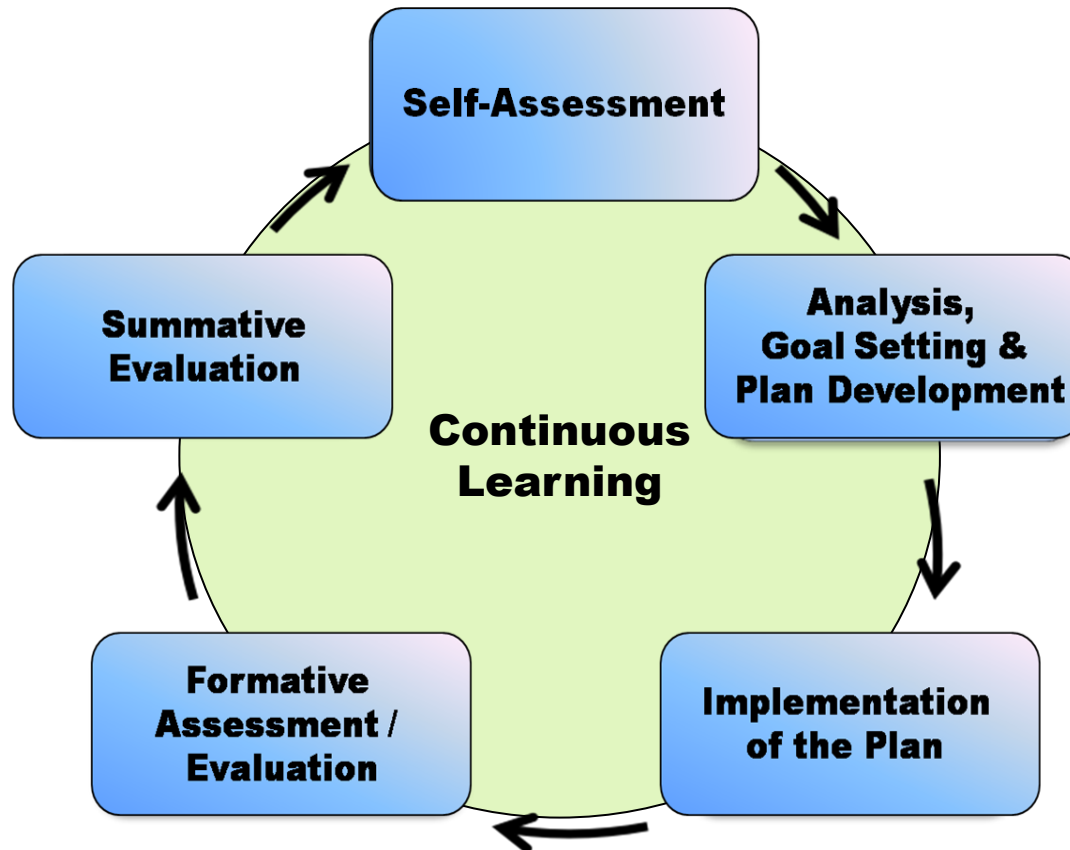
Educator Plans:

Differentiated by Career Stage and Performance



*Upon completion of a directed growth plan, the educator must move up to proficient or down to unsatisfactory.

5-Step Evaluation Cycle (All Educators)



Step 1. Self-Assessment (Three Parts)

1. Analysis of evidence of student learning and growth
2. Assessment of practice against performance standards
3. Proposed goals for educator plan:
 - ❑ At least one goal to improve student learning
 - ❑ At least one goal to improve educator's practice
 - ❑ Group and team goals encouraged

(Note: DESE has released a model self-assessment form for use in Level 4 schools.)

Step 2. Goal Setting and Plan Development

- Goals and plans developed jointly by educators and evaluators
- Educators and evaluators must consider team/group goals (e.g., by grade, department, or school)
- Based on self-assessment, educators (individually and/or in teams) propose goals and actions for plans; evaluators approve plans
- Each educator plan will spell out actions educator will take to attain goals: PD activities, trainings, self-study, coursework, etc.

(Note: DESE has released a model plan development form for use in Level 4 schools.)

Step 3. Implementation and Evidence Collection

- Educator completes actions in plan; receives feedback and support (ideally!) from evaluator
- Evidence collection is ongoing throughout cycle
- Educator compiles evidence that can be presented to evaluator (keep a portfolio?)
- Evaluator collects and records evidence from allowable sources: classroom observations, products of practice, student learning outcomes, professional development/family outreach activities, etc.

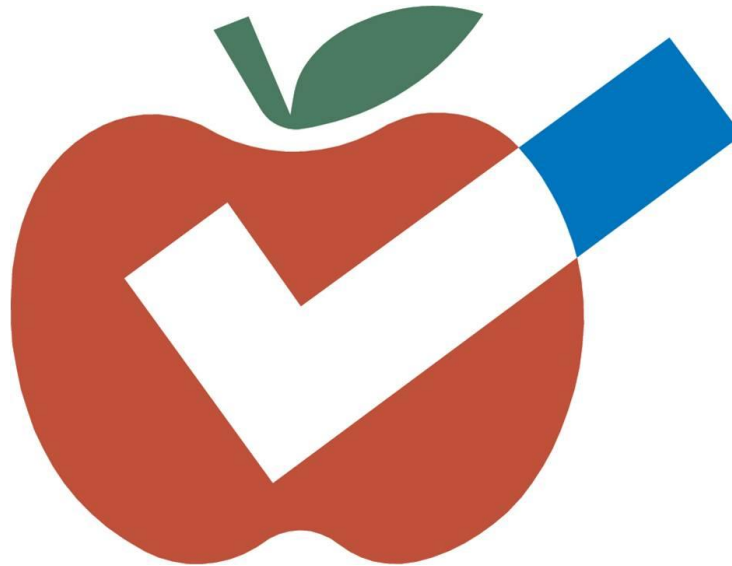
(Note: DESE has released a model “record of evidence” form for use in Level 4 schools.)

Step 4. Formative Assessment or Evaluation

- The purpose is to assess performance against standards and/or progress toward goals (a “check-in” before the summative evaluation)
 - A formative **assessment** takes place mid-cycle for educators on one year or shorter plans (typically)
 - A formative **evaluation** takes place at the end of the first year for educators on two-year plans (typically)
 - An educator’s rating **and plan** may change as a result of a formative assessment/evaluation.
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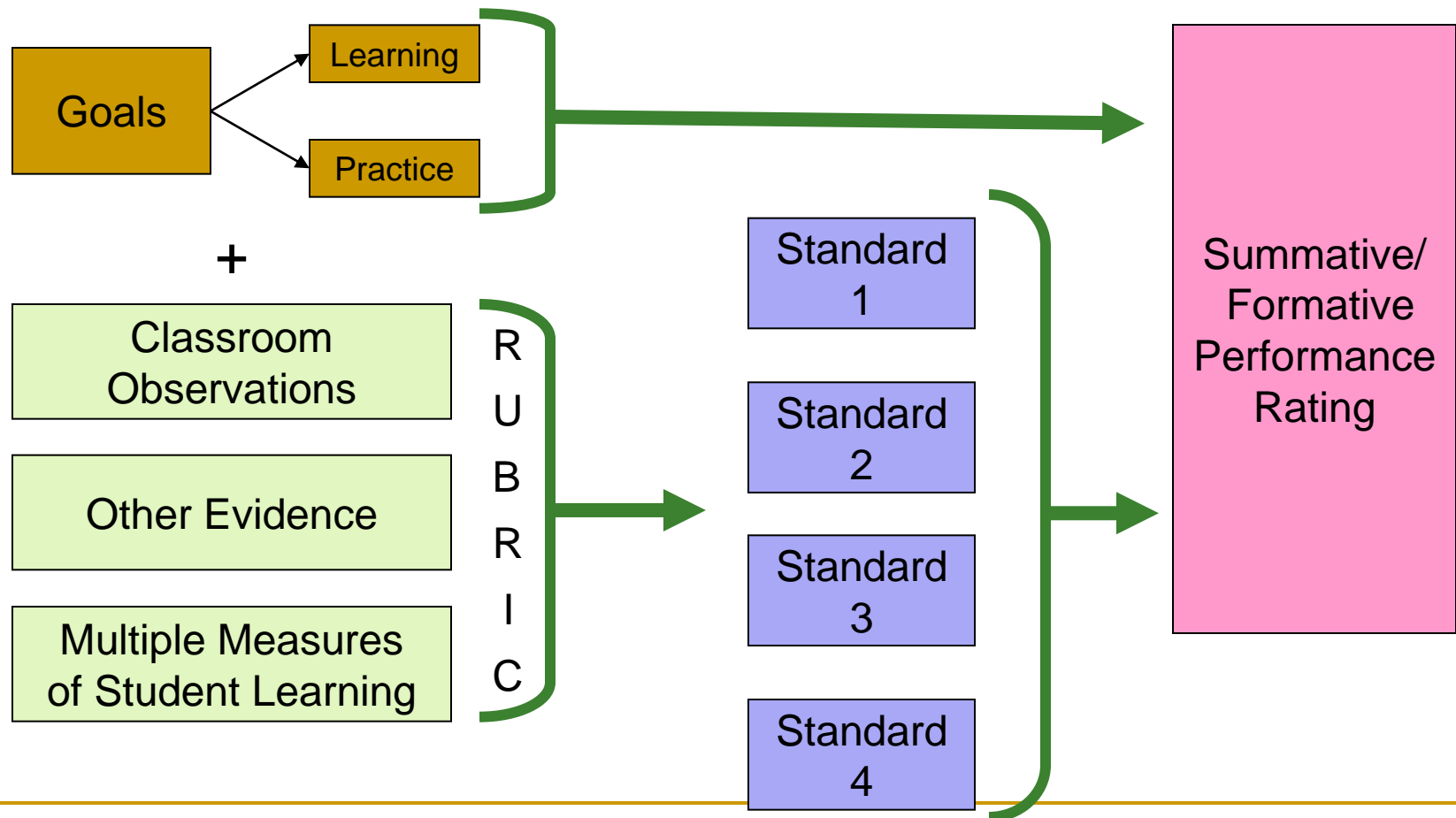
Step 5. Summative Evaluation

All educators receive a summative evaluation at the end of their cycle. Ratings are given on each of the 4 standards. These 4 ratings and an assessment of progress toward goals are considered in determining the overall rating.



Determining Performance Ratings: An Illustration

*Note: The relative weights of various components are not specified in the regulations.



Down the Road

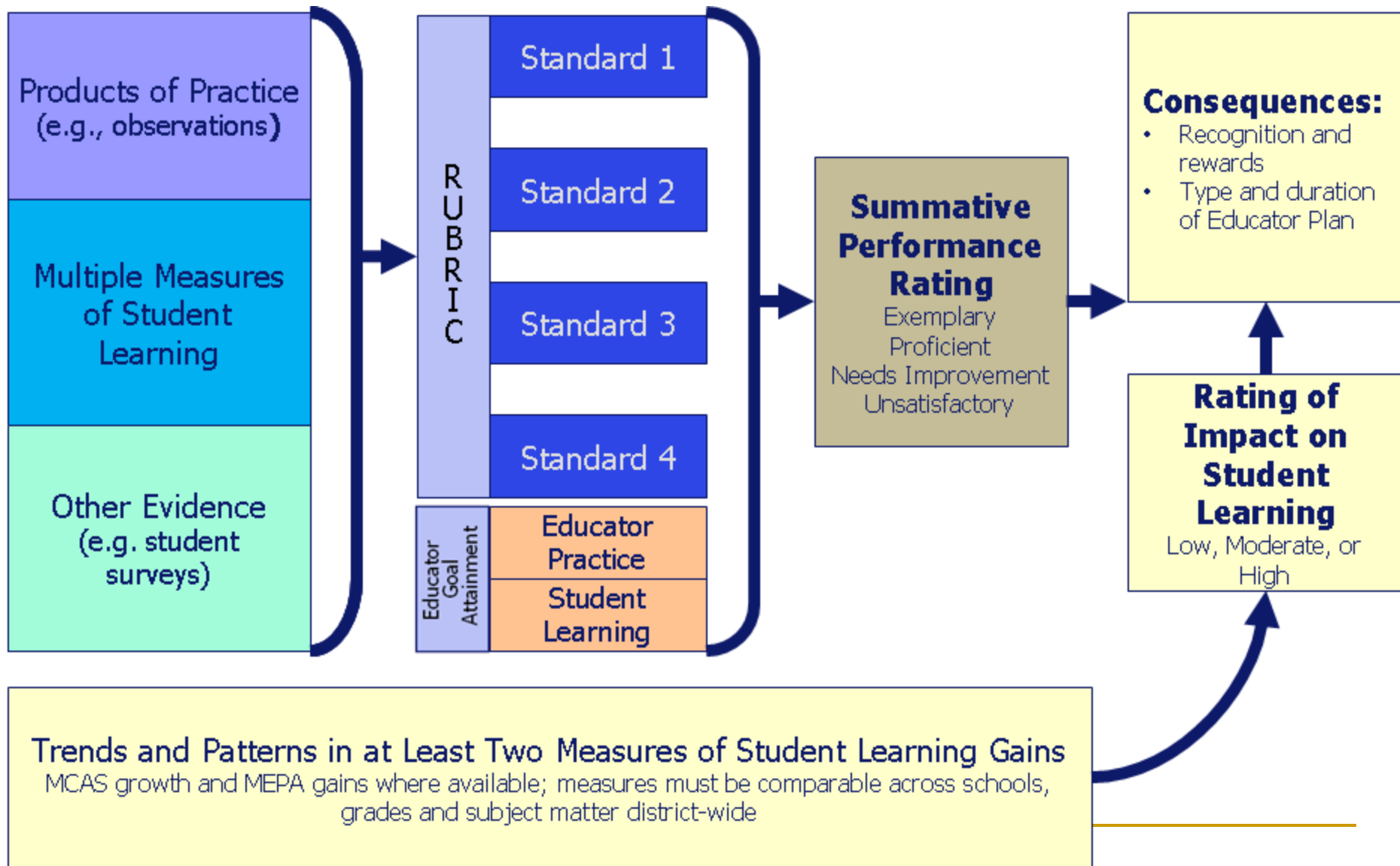
- A separate “impact on student learning” rating is required starting in 2013-14 or 2014-15
 - Every educator will receive a rating of high, moderate, or low
 - Rating will be based on “trends and patterns” in at least two state or district-wide measures:
 - MCAS growth scores and MEPA gains, where available
 - “District-determined measures” comparable across grades and subjects district-wide (DESE guidance on this expected in June 2012)
 - Combination of performance rating and “impact on student learning” rating will determine educator plan assignment
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Evaluation Matrix (Teachers with PTS)

Starting in 2013-14 or 2014-15

Summative Performance Rating	Exemplary	One-Year Self-Directed Growth Plan	Two-Year Self-Directed Growth Plan		
	Proficient				
	Needs Improvement	One Year or Less Directed Growth Plan			
	Unsatisfactory	One Year or Less Improvement Plan			
		Low	Moderate	High	
		Impact on Student Learning (rating based on multiple measures of student performance)			

Evaluation System in Totality: Slide From DESE



DESE's "Model System"

Through collective bargaining, districts/unions can develop their own systems consistent with regulations or adopt/adapt DESE's model system. The model system, expected in Jan. 2012, will include:

- Sample contract language
- Implementation/protocol guide—draft out now
- Job-specific performance rubrics—draft rubrics for classroom teachers and principals out now; others expected in Jan. 2012
- Forms and templates (self-assessment, plan development, evidence log, formative/summative evaluation forms, etc.)—drafts out now

*Keep up-to-date at: <http://www.doe.mass.edu/eval/>

Other Key Issues

- ❑ Who evaluates?
 - Primary vs. contributing evaluators
 - Peer assistance and review (PAR) allowed through collective bargaining

- ❑ Training/qualifications for evaluators

- ❑ “Do-ability”: How will administrators and teachers find the time?

- ❑ The nitty-gritty: timelines, procedures, and forms

- ❑ Ensuring fairness, transparency, consistency, and due process