



Performance Evaluation

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Implementation Timeline

- 2011-12 school year: All 34 Level 4 schools and voluntary “early adopters”
- 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 Resources To Get You Started

- **DESE “model system”**

<http://www.doe.mass.edu/eeval/model/>

- DESE educator evaluation web page:

<http://www.doe.mass.edu/eeval/>

- Complete regulations:

<http://www.doe.mass.edu/lawsregs/603cmr35.html>

- AFT MA teacher evaluation web page:

<http://aftma.net/educator-resources/teacher-evaluation/>

DESE' s “Model” System: A Closer Look

Available at <http://www.doe.mass.edu/edeval/model/>,
DESE' s model system has three main components:

- DESE forms—see Appendix A of Part II
- DESE performance rubrics—see Part III
- DESE contract language (process)—see Part IV

Key Required Features of Educator Evaluation Regulations

- Four performance standards
- Four performance ratings (levels)
- Use of performance rubrics
- Multiple sources of evidence inform evaluations
- All educators on developing, growth, or improvement plans
- All educators follow 5-step evaluation cycle

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 and are incorporated into DESE's model performance rubrics.*

Four Performance Ratings

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

Performance Rubrics

- Districts must use rubrics that describe characteristics of practice at the four levels of performance (E,P,NI,U) for each standard/indicator/element
- To date (March 2012), DESE has released four model rubrics: Superintendent, Administrator, Teacher, Instructional Support
- Districts must use DESE's rubrics, adapt them, or develop their own consistent with regulations

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

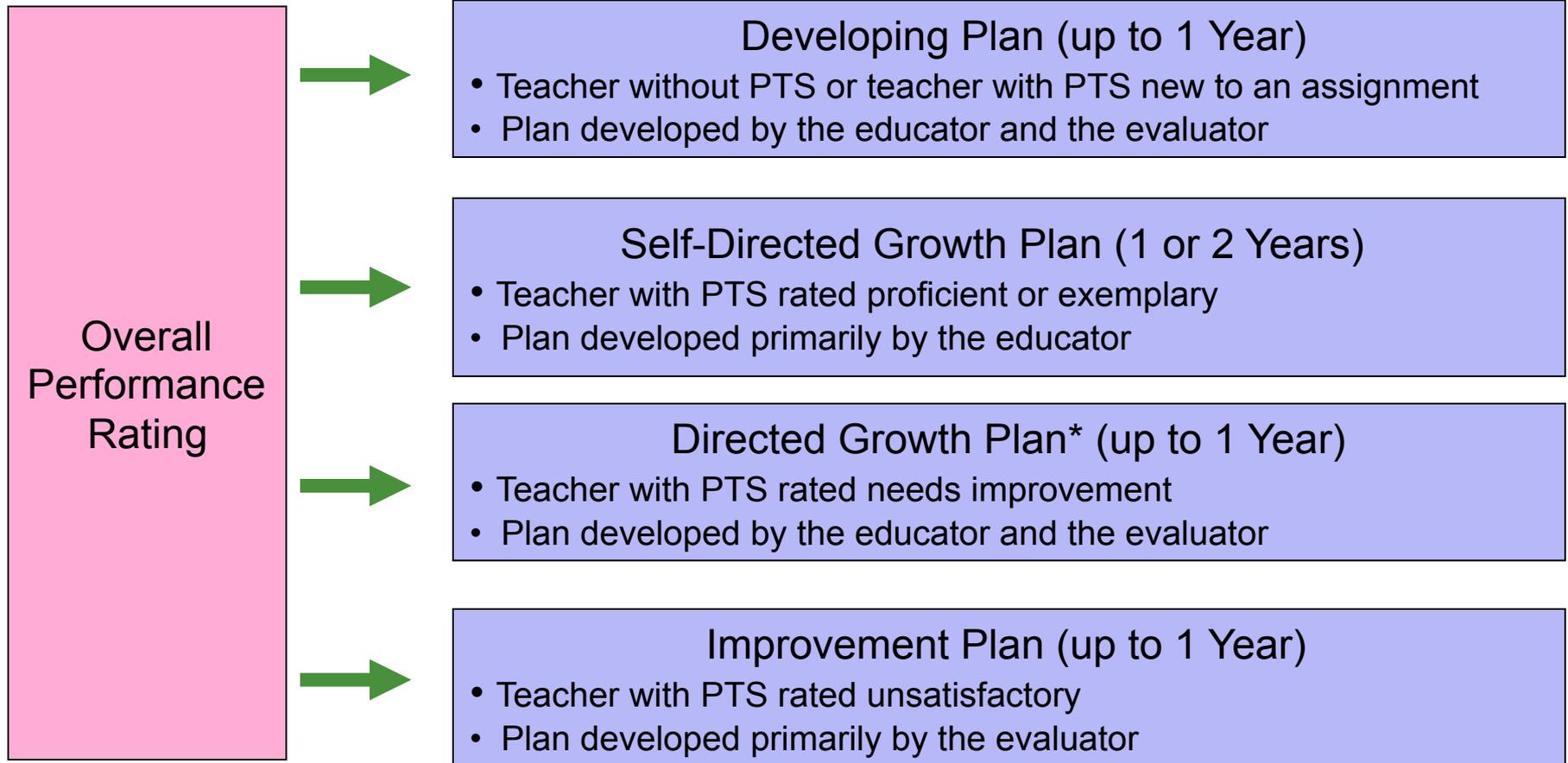
***Important: No specific weight or % is required for any one measure.**

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)

Educator Plans:

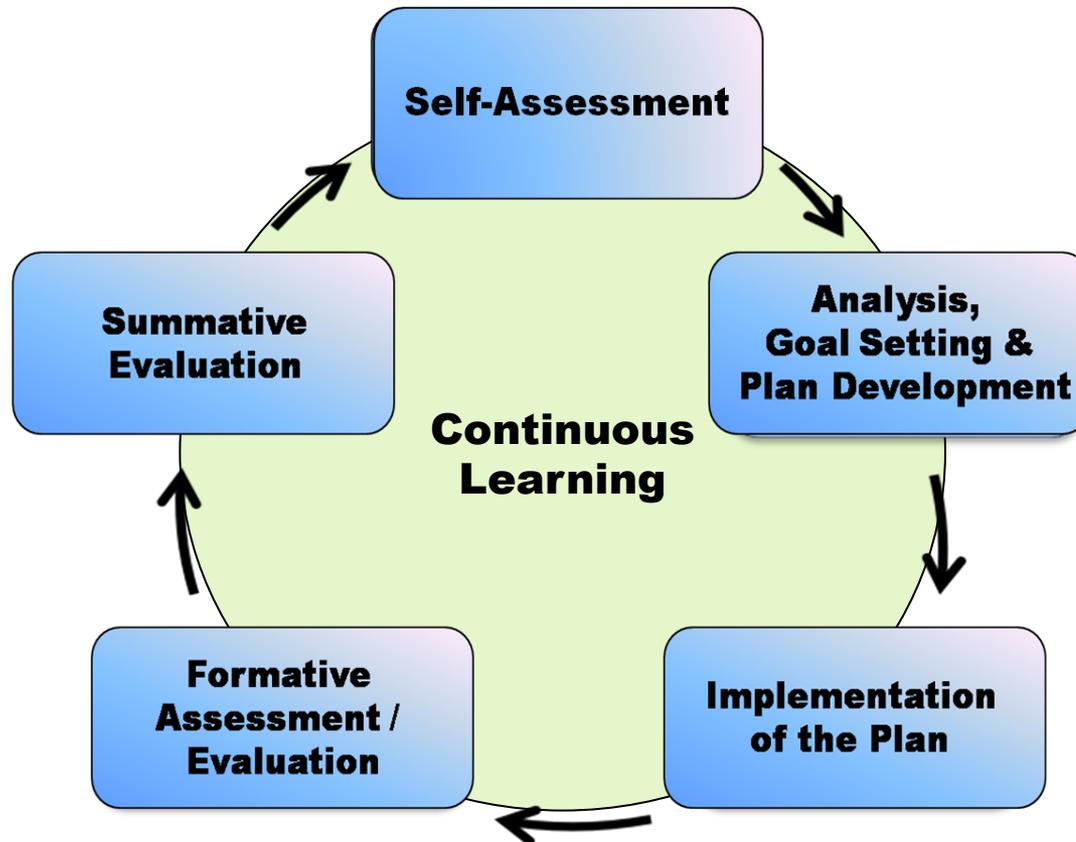
Differentiated by Career Stage and Performance



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

5-Step Evaluation Cycle

(*Note: DESE has released model forms for each step—see handout)



Step 1. Self-Assessment and Goal Proposal

- Analysis of evidence of student learning and growth
- Assessment of practice against performance standards
- 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 must be considered

Step 2. Goal Finalization and Plan Development

- Proposed goals are reviewed and approved by evaluator; team goals must be considered
- Educators and evaluators jointly develop Educator Plans to attain goals
- Each plan spells out the actions the educator will take, as well as supports and resources from district
- Evaluators have more say over Directed Growth and Improvement Plans; all goals and plans must be approved by evaluator

Step 3. Implementation and Evidence Collection

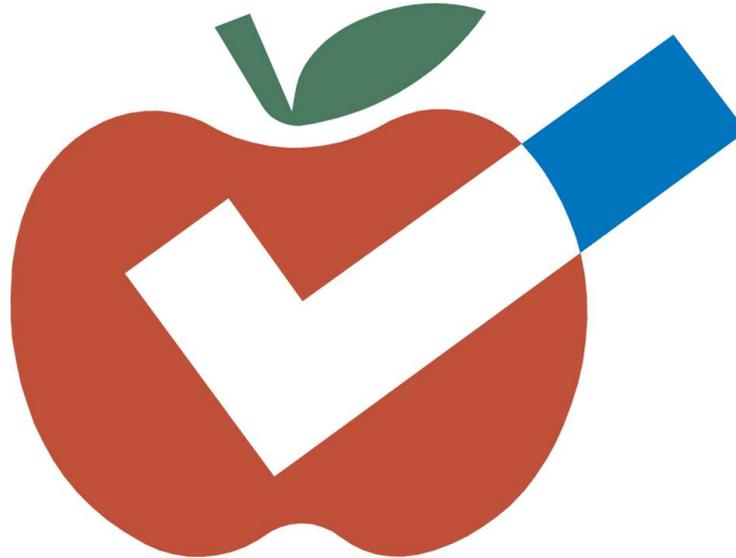
- Educator completes actions in plan; receives feedback and support (ideally!) from evaluator
- Evidence collection is **ongoing** throughout cycle
- DESE framework encourages frequent **unannounced** classroom observations followed by written feedback
- Evidence is **jointly** collected:
 - Educator compiles evidence that can be presented to evaluator (perhaps keep a portfolio?)
 - Evaluator collects and records evidence from allowable sources (perhaps on an Evidence Log that is shared with educator)

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)
- Formative **assessment** can be ongoing but usually takes place mid-cycle for educators on one year or shorter plans
- A formative **evaluation** takes place at the end of the first year for educators on two-year plans
- An educator’s rating **and plan** may change as a result of a formative assessment/evaluation

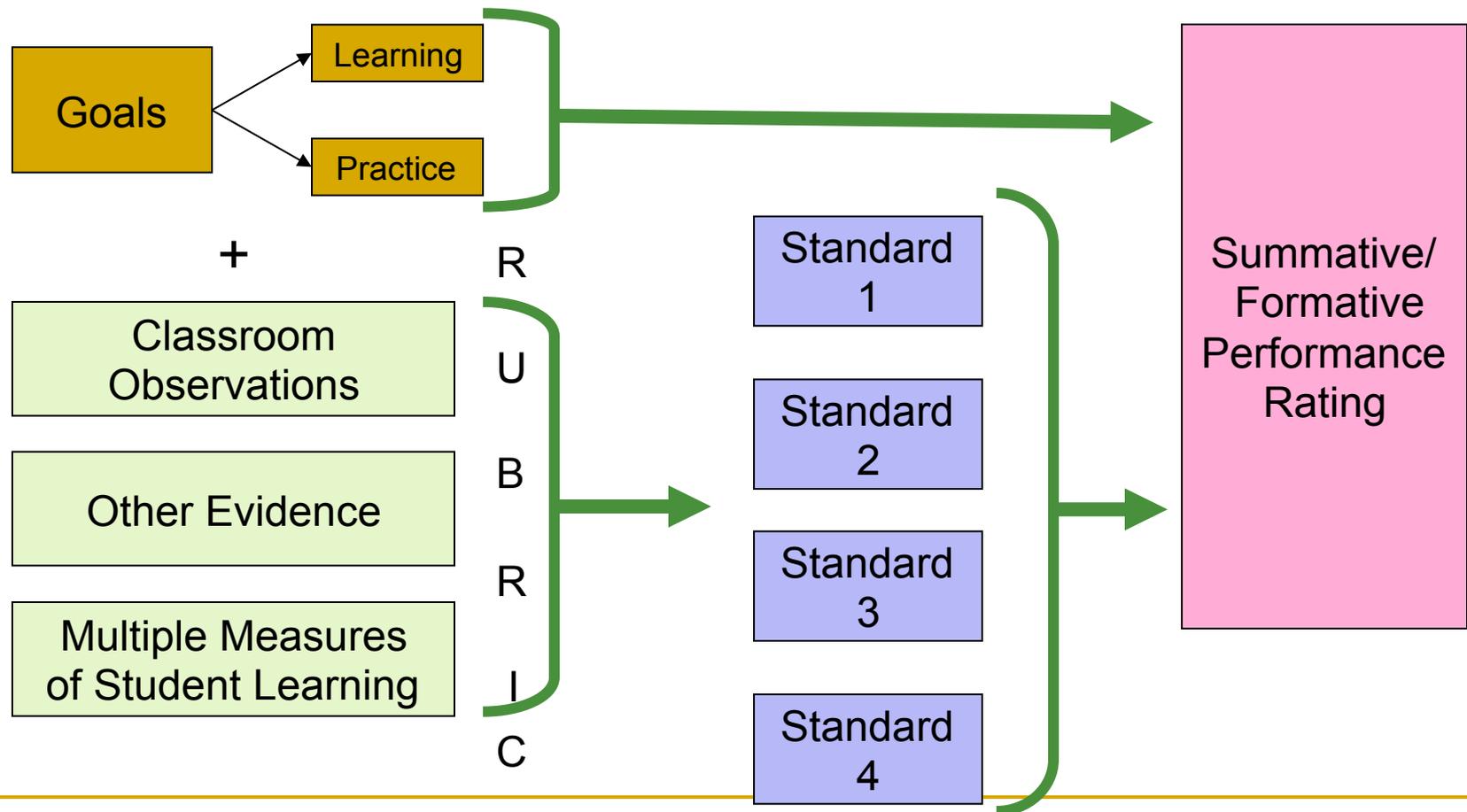
Step 5. Summative Evaluation

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

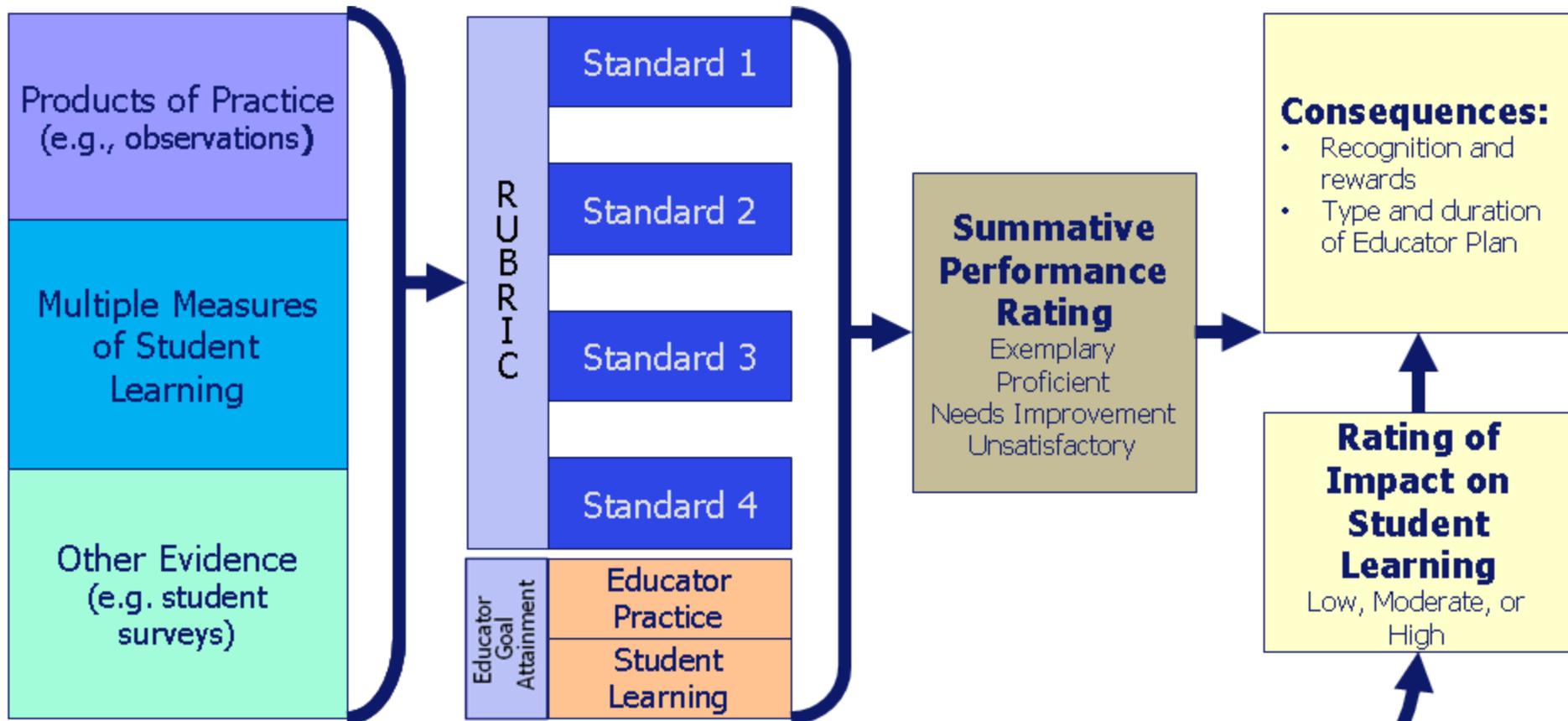
- A separate “impact on student learning” rating is required starting in 2013-14 or 2014-15
- Every educator will receive a rating of high, moderate, or low
- Rating will be based on “trends and patterns” in at least two state or district-wide measures:
 - MCAS growth scores and MEPA gains, where available
 - “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

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



Trends and Patterns in at Least Two Measures of Student Learning Gains

MCAS growth and MEPA gains where available; measures must be comparable across schools, grades and subject matter district-wide

Things We' ll Need to Think About Collaboratively

1. Contract language (process/dates), rubrics, forms
2. Who evaluates (beyond the principal)? Peer assistance and review?
3. Training for evaluators and educators
4. Transition from current ratings to new ratings/plans
5. What goal setting and plan development will look like
6. What evidence collection will look like: observations and feedback, two-way sharing of evidence, ongoing communication, etc.

Recordkeeping: Electronic or Paper?

YIKES!!!!



Things Teachers/Educators Can Do Now To Prepare For Next Year

1. Familiarize yourself with DESE rubrics and forms
 2. Review the self assessment form; think about how to complete
 3. Review the goal setting form; think about school, grade-level, team, and/or individual goals
 4. Review the plan development form; think about how it can be linked to your IPDP plan (if applicable)
 5. Think about what kind of evidence you'll need/want to collect during the school year and how to present that information to your evaluator(s)
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QUESTIONS?

