



**Educator Evaluation**  
Regulations, Mandatory Elements & Next Steps

Prepared by the  
MTA Center for Education Policy and Practice  
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- One of the major education policy events of the past year was the establishment of a new educator evaluation framework for teachers and administrators in MA.
- This PowerPoint is designed to answer the following questions.
  - ✓ ***Why must we review and amend our current evaluation system?***
  - ✓ ***What must our local evaluation system look like?***
  - ✓ ***What must the district and association do and when?***
  - ✓ ***What must each educator do and when?***

## Race to the Top Requirements

- At least **three summative rating** categories
- **Multiple measures** of teacher/principal impact on student academic performance and growth
- **Supervisor evaluations** based on research-based observational tools and **rubrics** of professional practice
- **Evidence** of educator content knowledge, professional skills, cultural competency, and ongoing professional growth

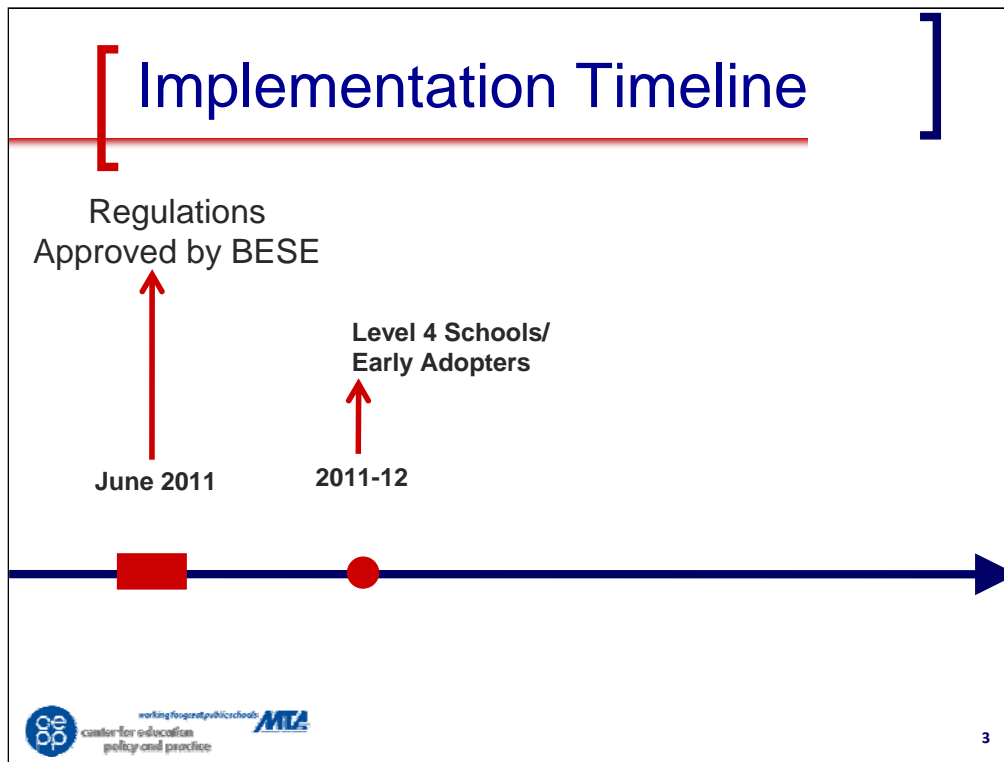


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2

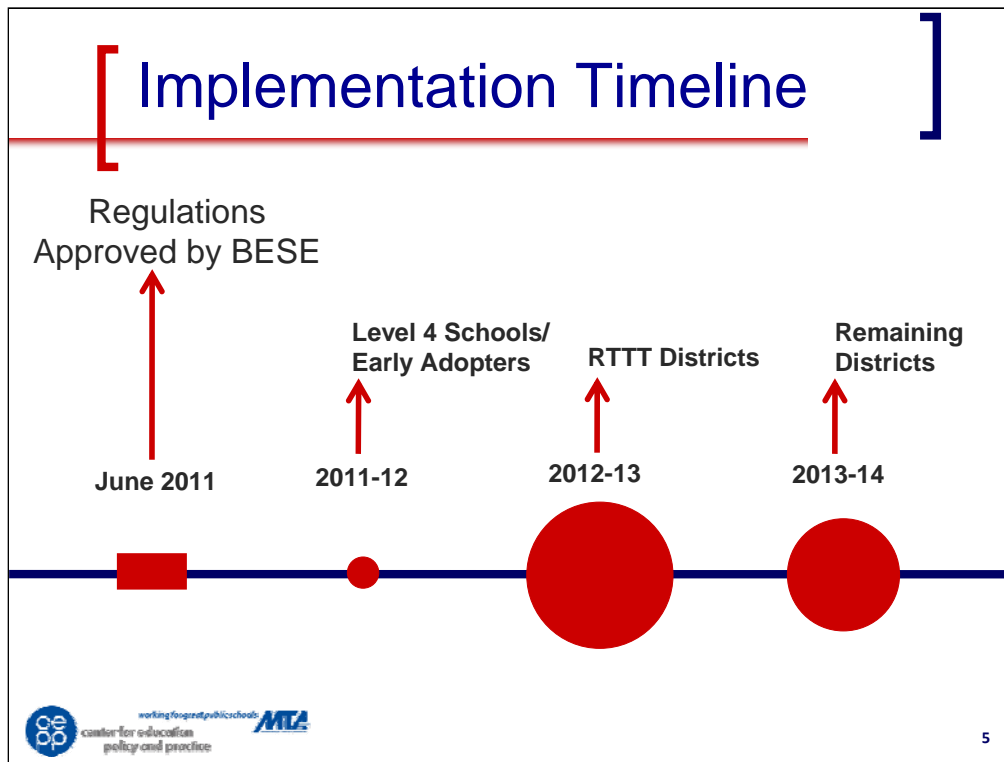
- The Race to the Top grant program was announced in January 2010. Applicants had to include specific provisions for an evaluation framework.
- MA was a successful RTTT applicant; as part of gaining support for the application, most stakeholders supported revising our existing evaluation framework using these parameters.
- The MA RTTT plan involved revising the evaluation regulations; consequently, all districts in MA will be eventually implementing the new regulations – not just the 275 RTTT districts.
- The revision of these regulations would be framed by these requirements,

## MA Educator Evaluation Framework



- The regulations were approved by the BESE at its meeting at the end of June.
- The implementation timeline for the regulations is different for districts in various circumstances.
- Level 4 schools – 34 schools – must implement the new framework starting this school year.
- A number of early adopter districts have agreed to implement this year.

## MA Educator Evaluation Framework





- All Race to the Top districts must implement in the 2012-13 school year – about 275 districts (minus those implementing in 2011-12).
- All remaining districts will implement the new evaluation requirements in 2013-14.

## MA Statute on Evaluation – BESE Authority


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- MGL, Chapter 69, Section 1B – Board of Elementary and Secondary Education
  - Establishes guidelines for evaluation systems
  - Encourages districts to develop evaluation programs and standards
  - Does not have approval authority





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6

- In developing the new evaluation regulations, there have been no changes to existing MA statutes regarding evaluation. There was no interest in changing the current MA statutes related to evaluation, including the statutory requirements for collective bargaining around evaluation.
- The statutes give the BESE a relatively small amount of authority around evaluation.
- Chapter 69, Section 1B, requires the Board of Elementary and Secondary Education (BESE) to:
  - ✓ Establish guidelines for systems of personnel evaluation, including teacher performance standards.
  - ✓ Encourage districts to develop programs and standards that provide for a rigorous and comprehensive evaluation process.
- The BESE has no approval authority; although they tried to include approval authority in their proposed regulations. Not surprisingly, School committees were strongly opposed to giving this authority to state government.

## MA Statute on Evaluation – District

- MGL, Chapter 71, Section 38 - District Requirements
  - Comprehensive system based on BESE principles
  - Performance standards - bargained
  - Annual evaluation – administrators & teachers without PTS
  - At least biannual evaluation – teachers with PTS
  - Permits inclusion of student learning outcomes




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7

- The statute is more specific about the obligations of a district regarding evaluation.
- Chapter 71, Section 38 requires:
  - ✓ A comprehensive evaluation system for teachers, principals and administrators using the principles established by the BESE.
  - ✓ Performance standards and procedures for those school employees represented by associations/unions are subject to the collective bargaining provisions of Chapter 150E.
  - ✓ Evaluation of all administrators must be conducted annually.
  - ✓ All teachers without PTS to be evaluated annually.
  - ✓ All teachers with PTS to be evaluated at least once every two years.
  - ✓ Evaluation results are used to dismiss, demote or remove a teacher or administrator.

# What do the new regulations require?





## Mandatory Elements – New Regulations

- Four Standards and 16 Indicators of Effective Teaching
- Four Standards and 20 Indicators of Effective Administrative Leadership
- Four Performance Ratings
- Three Categories of Evidence
- Self-Assessment
- Goal Setting
- Four Types of Educator Plans
- Summative and Formative Evaluations
- Unannounced observations
- Student surveys/staff surveys – DESE guidance in June 2013
- Impact on Student Learning – DESE guidance in July 2012

- The evaluation regulations specify several mandatory elements. Each will be explained more completely.
- Read through list.
- While each of these are required elements, there are many components of each that can be bargained.



Standards	
Teachers	Administrators
<ul style="list-style-type: none"> <li>• Curriculum, Planning, &amp; Assessment</li> <li>• Teaching All Students</li> <li>• Family &amp; Community Engagement</li> <li>• Professional Culture</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional Leadership</li> <li>• Management and Operations</li> <li>• Family &amp; Community Engagement</li> <li>• Professional Culture</li> </ul>


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10

- The new evaluation framework replaces the seven Principles of Effective Teaching and Administrative Leadership, 19 behavior statements and 72 indicators for teachers and 23 behavioral standards and 97 indicators for administrators with four new “standards.”
  - ✓ Standard 1 is Curriculum, Planning & Assessment for teachers; Curriculum, Instruction and Assessment for administrators
  - ✓ Standard 2 is Teaching All Students for teachers and Management & Operations for administrators
  - ✓ Standard 3 is Family and Community Engagement for teachers and administrators
  - ✓ Standard 4 is Professional Culture for teachers and administrators
- There are also about 10 indicators that need to be included.
- These standards will be the basis for the self-assessment, formative and summative evaluations.

## Performance Ratings

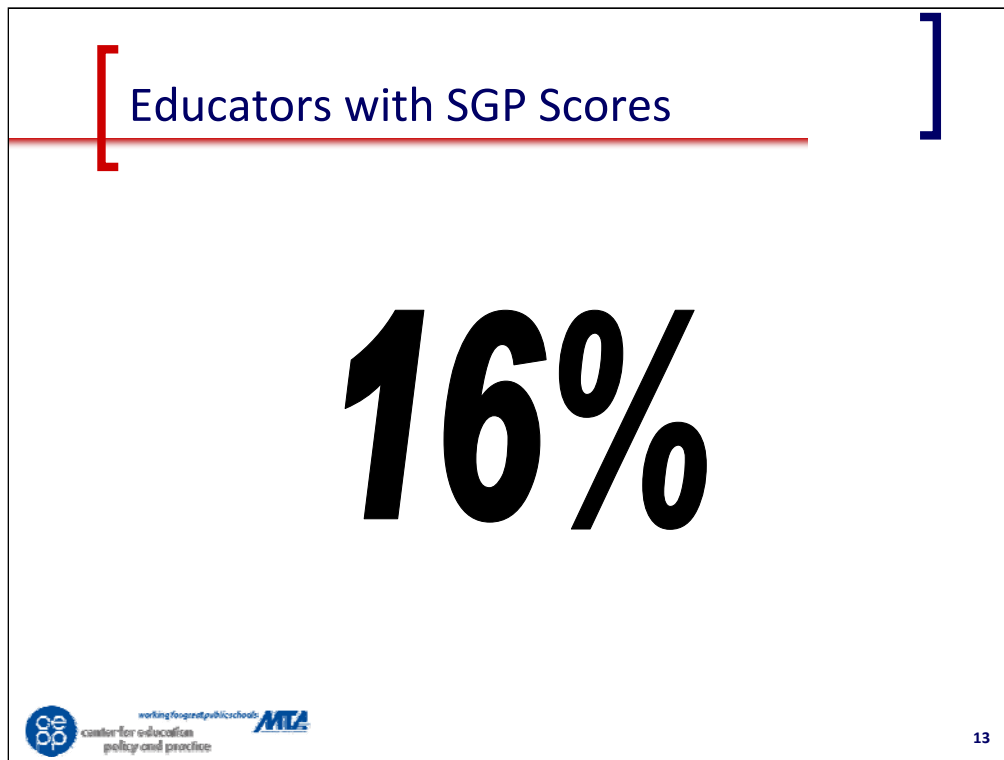
Exemplary	Proficient
Educator consistently and significantly exceeds the requirements.	Educator fully and consistently meets the requirements.
Needs Improvement	Unsatisfactory
Educator performance is below the requirements but not unsatisfactory. Improvement is necessary and expected.	Educator has not significantly improved following a rating of NI or is consistently below the requirements and is considered inadequate or both.

- While both three and five categories were discussed, the final regulations require four performance categories.
- Proficiency is the goal.

## Categories of Evidence

Practice	Learning	Engagement
<ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• Observations</li> <li>• Educator Work Products</li> <li>• Student Work</li> <li>• Practice Goal</li> </ul>	<ul style="list-style-type: none"> <li>• Year 1: Student learning objective determined by evaluator and educator (Learning Goal)</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Development</li> <li>• Family Engagement</li> <li>• Student Surveys</li> <li>• Staff Surveys</li> <li>• Parent Input</li> </ul>
	<p><b>DESE Guidance 2012</b></p> <ul style="list-style-type: none"> <li>• Multiple Measures</li> <li>• District-determined</li> <li>• State Assessments</li> </ul>	

- Multiple categories of evidence will inform evaluations – unlike what often happens now where the evaluation is based on an observation and the opinion of a single administrator.
- The regulations do not include any weights, percentages or formulas for these categories of evidence.
- Instead, the regulations make clear that human judgment about practice prevails, but judgments must be based on and informed by evidence.
- There are three equally important categories of evidence:
  - ✓ Observations and artifacts of **educator practice**.
  - ✓ Multiple measures of **student learning** outcomes. There must be multiple measures, they must include district-determined (collectively bargained) assessments comparable across schools or classrooms, state assessments – the MCAS Student Growth Percentile – where available and may include other measures as determined by collective bargaining. DESE will be providing guidance on this component by July 2012 for implementation in 2013-14.
  - ✓ Evidence of **engagement** – mention student, staff and parent input.



- The issue that has received the most attention is the use of MCAS scores in this framework.
- It is important to recognize that DESE estimates that no more than 16% of all educators will have a SGP that can arguably inform their evaluation rating. Educators below Grade 4 and above Grade 10 and those who teach something other than ELA and Math do not have SGP scores.
- That number could be reduced substantially depending on what is bargained – attendance, class size, etc.
- Of course, almost all principals will have SGP scores- those who are principals of early childhood centers will likely not have SGP scores.
- Even for educators who will have a SGP score, their evaluation must include multiple measures.
- At least two measures are mandatory.

## Measures of Student Learning

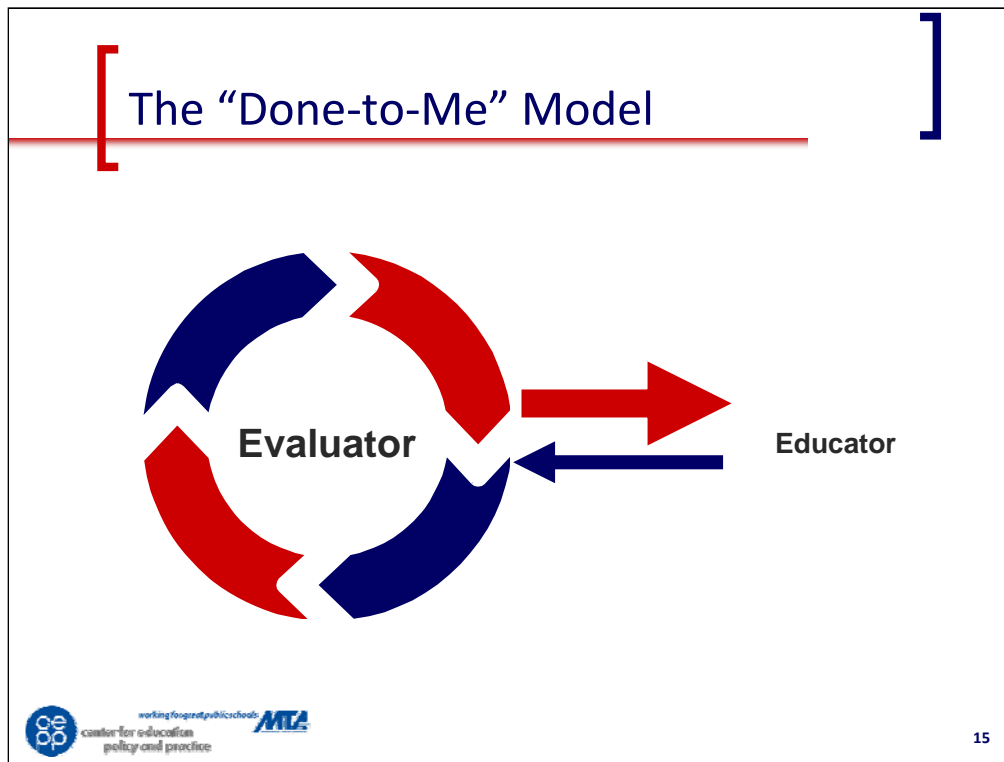
### For the 16% -

- District-determined pre- and post-assessments comparable across grades and subjects
- MCAS Student Growth Percentile, if available and applicable.

### For the 84% -

- Two district-determined pre- and post-assessments comparable across grades and subjects

- The required measures of student learning will be included in the following way – each educator must have a minimum of two measures of student learning.
- For the 16% -
  - ✓ District-determined pre- and post-assessments comparable across grades and subjects
  - ✓ MCAS Student Growth Percentile, if available and applicable.
- For the 84% -
  - ✓ Two district-determined pre- and post-assessments comparable across grades and subjects
- The district-determined assessments must be agreed upon through collective bargaining.
- Additional measures could be specified. These could include:
  - ✓ Usual continuum of assessments typically used by classroom teachers – quizzes, tests, reports, projects – generally using a common scoring guide or rubric.
  - ✓ Project or performance-based assessments.
  - ✓ Assessments defined in IEPs or that measure student progress on the IEP learning targets.



- While the inclusion of student learning has received most of the headlines, the important story is that the new framework and the system will represent a significant change in the typical culture around evaluation – which could be described as a “done-to-me” model.
  - ✓ For many, evaluation has consisted of an observation, a report of the observation placed in the mailbox, with the educator told “if you disagree, see me .”
  - ✓ In general, the evaluator has been at the center of the process. The educator has been a passive participant, reacting to what the evaluator did.
  - ✓ Little or no meaningful feedback was provided.
  - ✓ Little or no connection to future professional development was made.
- Essentially, the evaluation process was done to the educator... not with the educator.
- This new process will be different...

## Self-Assessment



- The new evaluation system is a different model. It begins with the educator reflecting on his/her own practice.
- The educator must “look in the mirror” and describe what he/sees – wicked witch or Snow White? The truth is probably in the middle.
- Educators will judge their own practice on the four standards and accompanying indicators and will use artifacts of their practice, multiple measures of student learning, and other relevant evidence to validate their own judgments.
- Given the data from our members, they support self-assessment.
- This provision is a sea change – putting the educator in the driver’s seat.
- The result of this self-assessment is the identification of goals for the Educator Plan.

## Goals for Educator Plan

- **Professional practice goal** related to standards and indicators
- **Student learning goal** related to current student cohort
- Additional goals for educators whose practice is below Proficient or whose impact on student learning is Low.

- The plan must include two goals – one professional practice goal and one student learning goal.
- An educator rated unsatisfactory or needs improvement may have additional goals.
- There is no requirement to have more than two goals.







- Educators are encouraged to develop TEAM goals – one way to embed collaboration into the evaluation process.
- In addition, team goals will reduce the workload for evaluators, particularly for those educators who are less in need of assistance.

## Professional Practice Goal

Practice Standard	Focus	Planned Activities	Targeted Outcome
Teaching All Students	The team will learn and apply strategies for working with English Language Learners	<ul style="list-style-type: none"> <li>○ Study group using common text and web sites</li> <li>○ Adaptation of lessons and assessments for ELLs</li> <li>○ Observing each others practice with protocol</li> </ul>	Better academic, social and behavioral performance from all students, but especially ELLs



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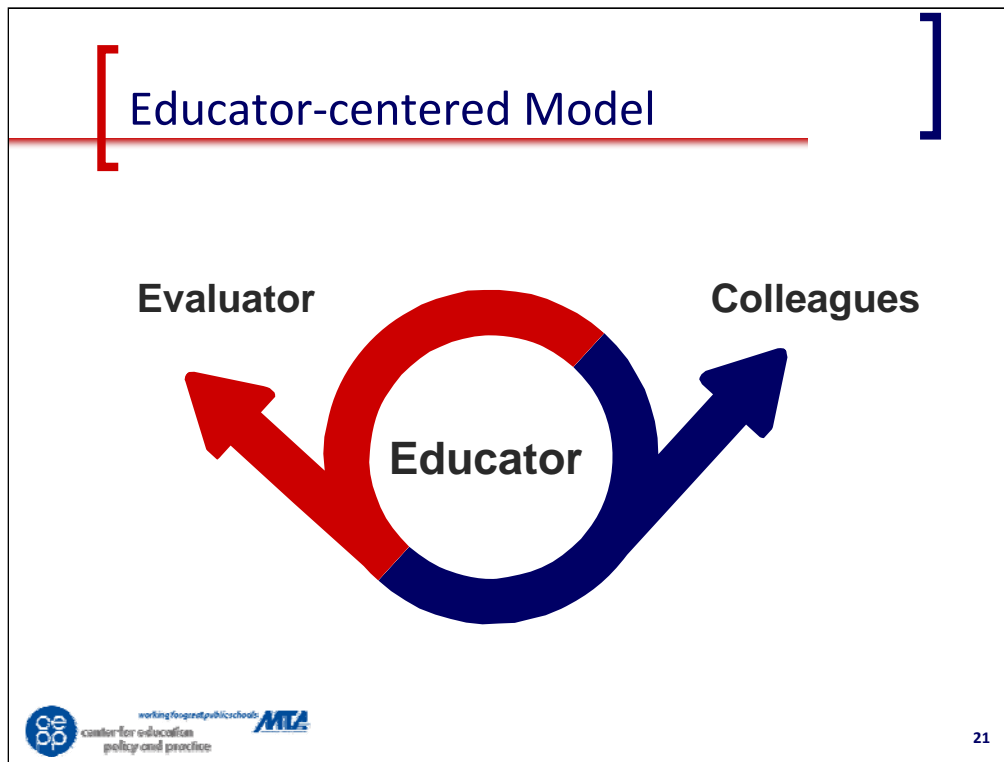

19

- An example of a Team Professional Practice Goal

## Student Learning Goal

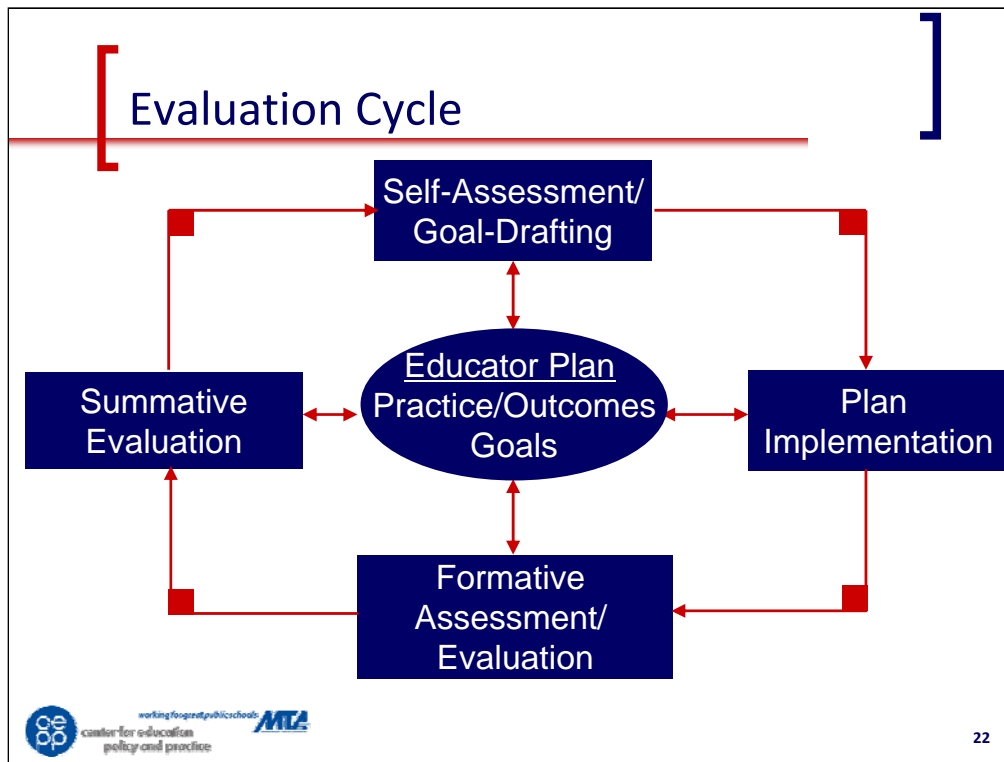
Learning Outcome	Focus	Planned Activities	Targeted Outcome
Using appropriate academic language	Application of academic language strategies to improve writing outcomes for all students, but especially ELLs	Student expository writing related to social studies, mathematics, and science will be assessed using school rubric with four indicators: <ul style="list-style-type: none"> <li>• Understanding of the topic;</li> <li>• Use of appropriate academic language related to the writing topic;</li> <li>• Logical sequence of ideas; and</li> <li>• Appropriate paragraph structure.</li> </ul>	75% of students score at least proficient on 3 of 4 indicators

- An example of a Team Student Learning Goal



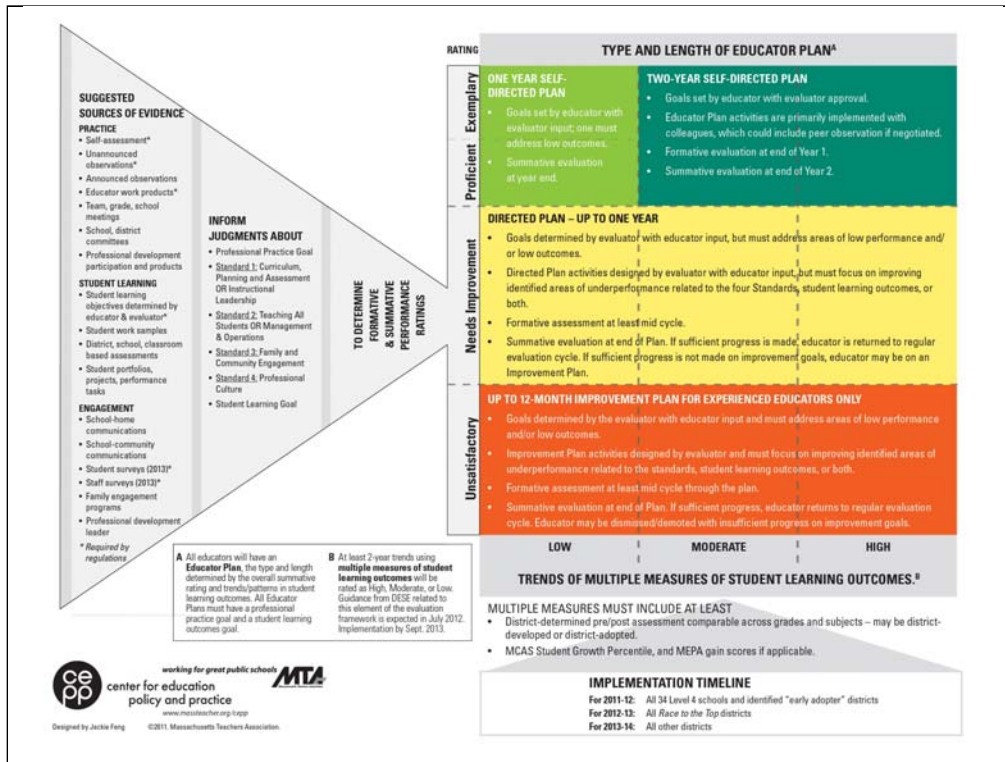
- All of these elements should result in a new evaluation model –
  - ✓ This new model places the educator at the center of the process, requires the educator to work in a collaborative and collegial way as an active participant.
  - ✓ The educator self-assesses and shares this with the evaluator.
  - ✓ The educator develops a professional practice goal and a student learning outcome goal with colleagues on grade level or subject area teams.
- All educators – teachers and administrators – will need training and support to make this new system work.

## MA Educator Evaluation Framework



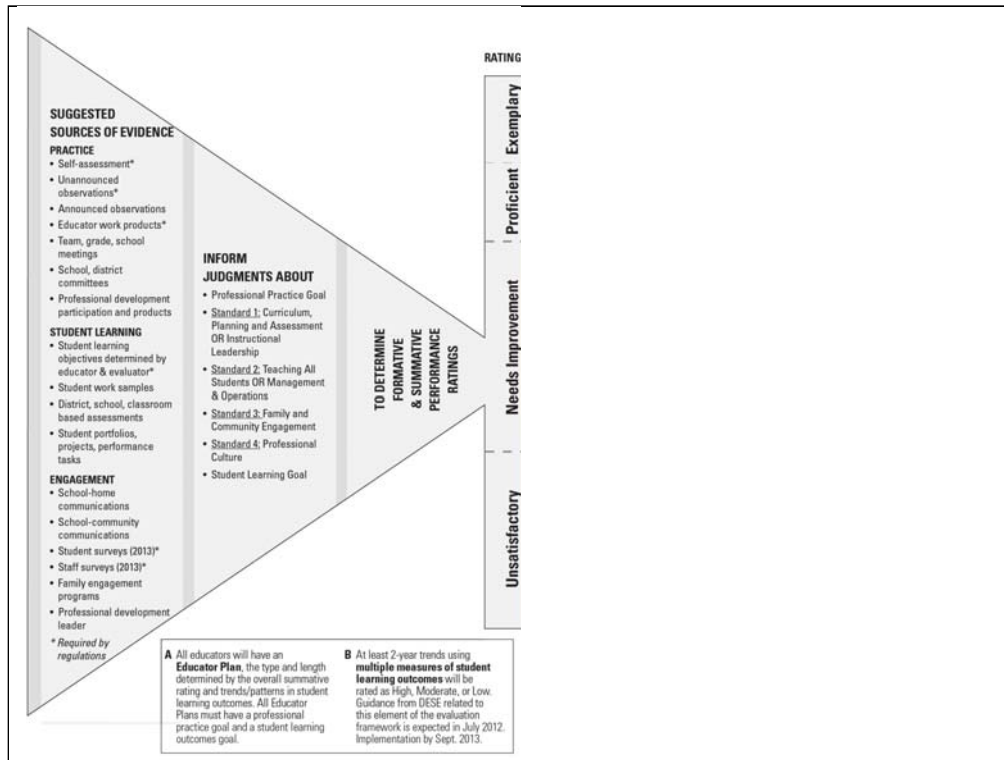
- This diagram shows how the elements of the evaluation system will work in practice.
- The goals are incorporated into an Educator Plan that is the center of the evaluation cycle.
  - ✓ Self assessment which leads to
  - ✓ Goal setting and educator plan development
  - ✓ Plan implementation
  - ✓ Formative assessment periodically during the length of the plan. Formative evaluation at the end of year 1 for all educators on a two-year plan.
  - ✓ Summative evaluation at the end of the plan.

MA Educator Evaluation Framework



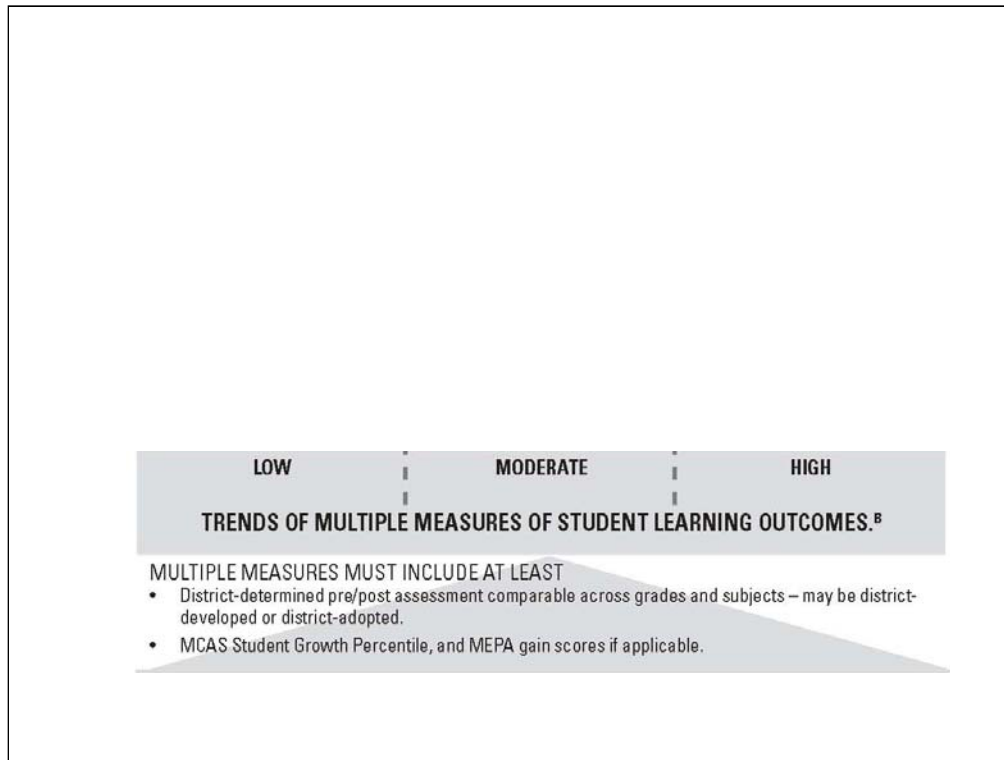
- This chart, developed by MTA and approved by DESE, shows how all of these pieces fit together.

## MA Educator Evaluation Framework



- As the chart illustrates, Evidence Used for Evaluation Ratings is defined in the left hand column.
- Educators receive a performance rating on each of the four standards and a rating on their progress toward attaining the two goals of their Educator Plan. The overall formative or summative rating is informed by six individual ratings:
  - ✓ 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
  - ✓ Student Learning Outcomes Goal
- The performance rating will be based on rubrics for each standard and the progress made on the two goals of the educator's plan. The three categories of evidence will be the basis of the rating.
- There will be a rating for each standard and an overall.
- The ratings will be one of four categories – exemplary, proficient, needs improvement or unsatisfactory. Six pieces of information inform the overall rating.

## MA Educator Evaluation Framework



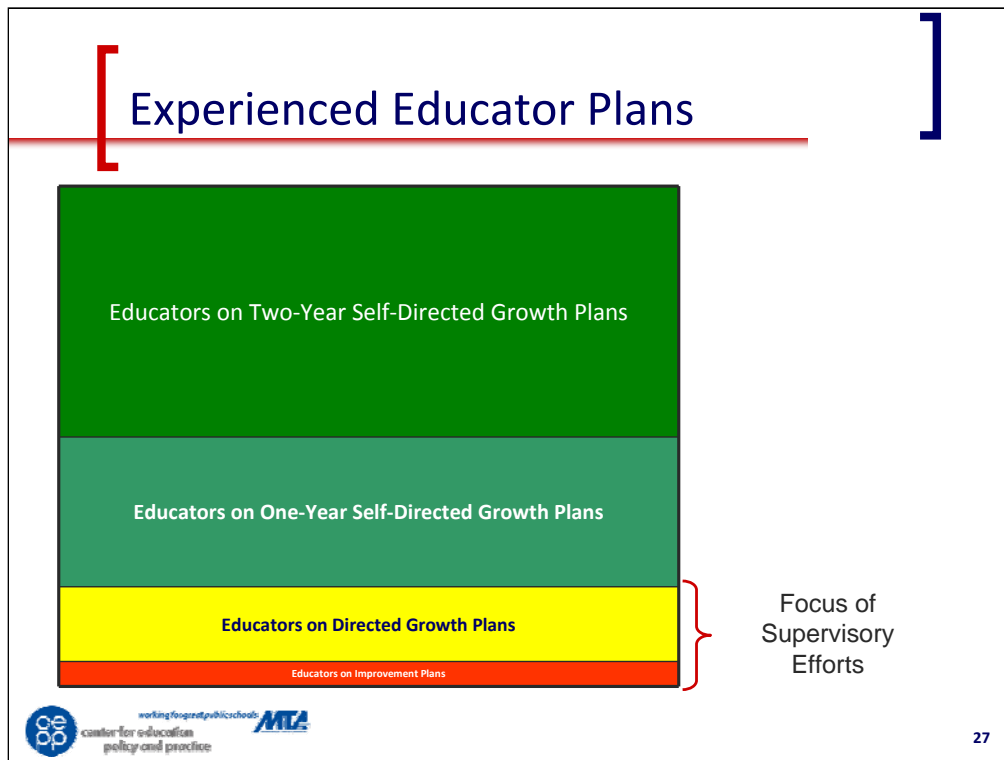
- After the rating is determined, the educator’s impact of student learning will be determined based on trends (at least two years) of multiple measures of student learning outcomes. Impact will be low, moderate and high.
- The determination must be based on at least two multiple measures – district-determined measures comparable across grades and subjects, and where, available, MCAS growth percentile scores.
- The specifics of the district-determined measures must be bargained.
- Additional measures may be bargained.
- The DESE will provide guidance on this determination by July 2012 for implementation by 2013 (in all districts). We will be trying to impact this guidance.



MA Educator Evaluation Framework

RATING		TYPE AND LENGTH OF EDUCATOR PLAN <sup>A</sup>		
PERFORMANCE RATING	Exemplary	<b>ONE YEAR SELF-DIRECTED PLAN</b> <ul style="list-style-type: none"> <li>Goals set by educator with evaluator input; one must address low outcomes.</li> <li>Summative evaluation at year end.</li> </ul>	<b>TWO-YEAR SELF-DIRECTED PLAN</b> <ul style="list-style-type: none"> <li>Goals set by educator with evaluator approval.</li> <li>Educator Plan activities are primarily implemented with colleagues, which could include peer observation if negotiated.</li> <li>Formative evaluation at end of Year 1.</li> <li>Summative evaluation at end of Year 2.</li> </ul>	
	Proficient			
	Needs Improvement	<b>DIRECTED PLAN – UP TO ONE YEAR</b> <ul style="list-style-type: none"> <li>Goals determined by evaluator with educator input, but must address areas of low performance and/or low outcomes.</li> <li>Directed 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.</li> <li>Formative assessment at least quarterly.</li> <li>Summative evaluation at end of Plan. If sufficient progress is made, educator is returned to regular evaluation cycle. If insufficient progress is made, educator may be on an Improvement Plan.</li> </ul>		
	Unsatisfactory	<b>12-MONTH IMPROVEMENT PLAN FOR EXPERIENCED EDUCATORS ONLY</b> <ul style="list-style-type: none"> <li>Goals determined by the evaluator with educator input and must address areas of low performance and/or low outcomes.</li> <li>Improvement Plan activities designed by evaluator and must focus on improving identified areas of underperformance related to the standards, student learning outcomes, or both.</li> <li>Formative assessment at least quarterly through the plan.</li> <li>Summative evaluation at end of Plan. If sufficient progress, educator returns to regular evaluation cycle. Educator may be dismissed/demoted with insufficient progress toward goals.</li> </ul>		
		LOW	MODERATE	HIGH
		TRENDS OF MULTIPLE MEASURES OF STUDENT LEARNING OUTCOMES. <sup>B</sup>		

- There are four types of educator plans based on the overall rating and on trends of the educator’s impact on student learning.
- If an educator’s practice is unsatisfactory, the plan is a improvement plan of up to 12 months, regardless of the impact on student learning.
- For a person whose practice needs improvement, the plan is an up to one-year directed plan – again regardless of student learning impact.
- For educators who are rated proficient and exemplary, they are on self-directed plans; for those whose impact on student learning is low, this plan is a one-year, as compared to a two-year plan for whose impact is moderate or high.



- One of the issues that the framework tries to address is the capacity of principals to do the required evaluations.
- In most worlds, the span of control for managers is about 1-8; no so for principals
- Surveys by the two principals' association indicate that the typical ratio of evaluators to educators is 1-35 – an impossible ratio. In most cases, a large number of those educators do not need the principal's time – many are successful veteran teachers. (MA is first in the country in student performance; not likely to be the result of ineffective teachers!)
- Therefore, need to spend time where it is needed most – differentiating evaluation based on the educator's summative rating and impact on student learning:
  - ✓ Those with exemplary practice – less time from administrators
  - ✓ Those with unsatisfactory practice – more time from administrators
  - ✓ New teachers – most rigorous and comprehensive evaluation
- The Educator Plans for those rated Exemplary and Proficient do not require a great deal of involvement of the principal; these people will be working with each other. We expect those two categories will account for 80% of educators.
- The plans for those rated Needs Improvement or Unsatisfactory will require more involvement by the administrator – unsatisfactory could represent 5% of all educators.
- Will never be enough administrators to get a reasonable ratio – therefore, differentiate time and involve more people – peer assistance



## Developing Educator Plans

- One-year plan
  - All Non-PTS teachers
  - PTS teachers in first year of new assignment (optional)
  - Administrators with less than 3 years in position

- This is an annual educator plan – regardless of rating or student learning outcomes.
- New teacher and/or administrators must have an induction/mentoring component to the plan.
- May have team goals.
- May have individual goals.
- All else is the same.

# Implementation Issues

- Transitioning from current system
- Collective bargaining
- Professional development

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29

- What do you need to know for implementation – at least three categories of issues

## Transitions

- Establishing Labor-Management Workgroup – RTTT Districts
- Identifying disconnects between new regulations and current system
- Staggering implementation for PTS educators

- Need to know where you are on the implementation timeline
- RTTT districts as part of the RTTT plan, need to establish a labor-management workgroup to begin talking about implementation.
- One topic should be looking at the current system and determining what has to be changed – number of categories, etc.
- DESE has identified a staggered implementation process.
- Wait for guidance!!!!

## Collective Bargaining

MGL, Chapter 150E identifies standards of productivity (evaluation) as a mandatory subject of bargaining.

- Rubrics
- Data Sources
- Templates
- Procedures
- Processes
- Timeline

- No statutory changes to collective bargaining requirements resulted from this work
- MA statute specifies that public employees can bargain collectively around wages, hours, conditions of employment and standards of productivity.
- In the context of the evaluation policy debate, this means that evaluation a mandatory subject of bargaining; the inclusion of student learning as a standard of productivity is permissible but not required, and that educators receive professional teacher status after three full years of employment – a status that provides just cause job protection. Training required by evaluators could also be bargained.
- The regulations define a state framework.
- Districts and associations must now bargain about the elements of the local evaluation system that must address each of the elements here.

## Professional Development

- Self-Assessment for all
- Goal-setting for all
- Educator plan development for all
- Observing practice for at least 10%
- Judging practice for at least 10%
- Having difficult conversations for at least 10%

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32

- Suggested list of what needs to be included
- Anticipate 80,000 educators will need to think differently about evaluation and do different things
- About 8,000 evaluators will need training if the ratio will get to 1-10
- Observing practice includes more than observations

## Elements of Model System

- Contract language – complete evaluation article
- Guidance on self-assessment, rubrics, educator plans
- Rubrics for self-assessment, formative & summative evaluation for classroom teachers, caseload educators, administrators
- Education plan template, evidence logs, etc.

- Since every district in MA has to incorporate the new requirements into its evaluation system, MTA is working closely with DESE to develop a model system that will assist districts in this process. The system will include
  - ✓ Contract language
  - ✓ Rubrics
  - ✓ Templates
  - ✓ Guidance about how to implement this.



## Timeline for DESE Guidance


- January 2012 - Model system
- July 2012 - Guidance from DESE about student learning
- July 2013 - Guidance from DESE about student and staff surveys
- September 2013 - Student learning mandatory -

- DOE Guidance will be available on the following timeline:


## Student Growth Percentile

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- Attempts to answer the questions:
  - How much have individual students learned over time?
  - Compared with whom?



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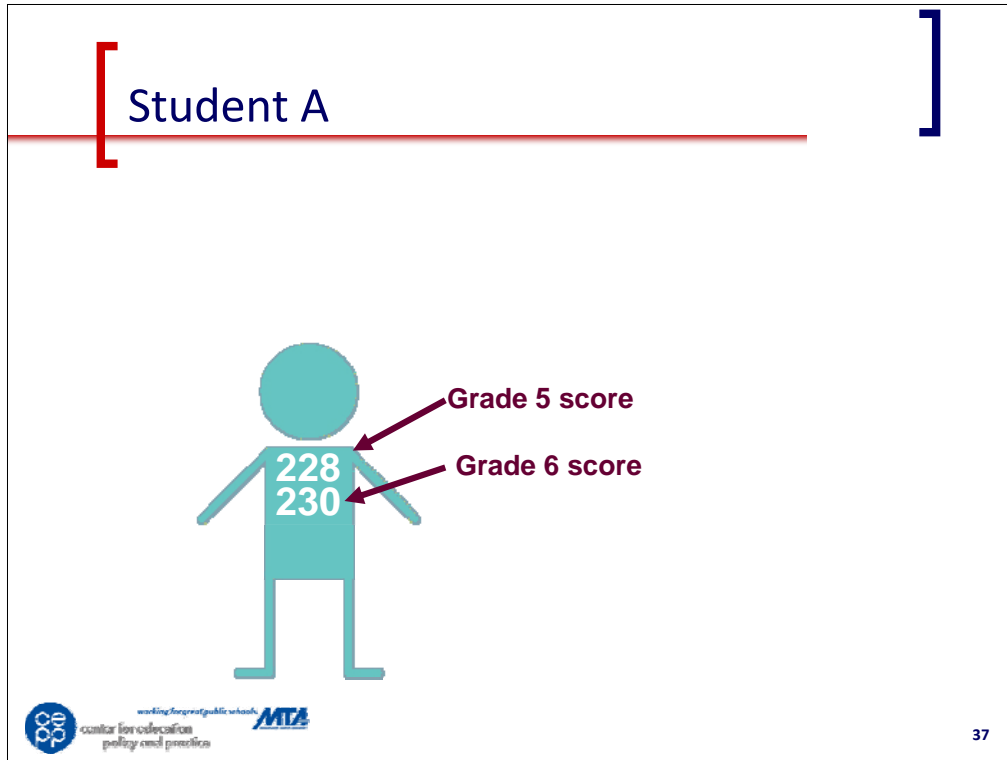

35

- The use of trends in student growth on state assessments as one of the multiple measures of student learning relies on the Student Growth Percentile score recently developed by the MA DESE.
- The DESE “growth model” is one of several methods being developed to try to measure the change in student learning over time and to make adjustments for different types of students.
- There are many different models of measuring “growth.”
- The basic questions each tries to answer are:
  - ✓ How much did your students learn between two points in time?
  - ✓ Is this amount of learning enough – compared to whom?
- The DESE growth statistic calculates growth in the following way:

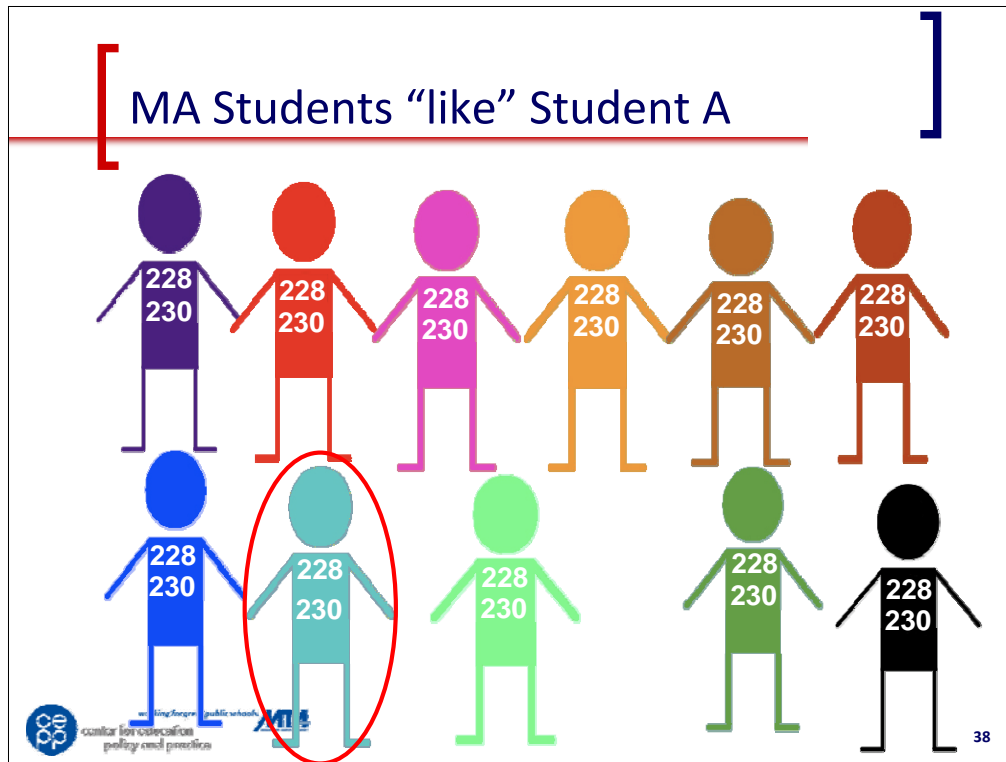
Class A – Grade 7

The diagram shows 11 teal stick figures representing students. They are arranged in two rows: the top row has 6 figures and the bottom row has 5 figures. A red horizontal line is positioned above the top row of figures. The text 'Class A – Grade 7' is centered above the line, with a red bracket on the left and a blue bracket on the right. At the bottom left of the diagram area are logos for 'cepp' (center for education policy and practice), 'working for great public schools', and 'MTA'. At the bottom right is the number '36'.

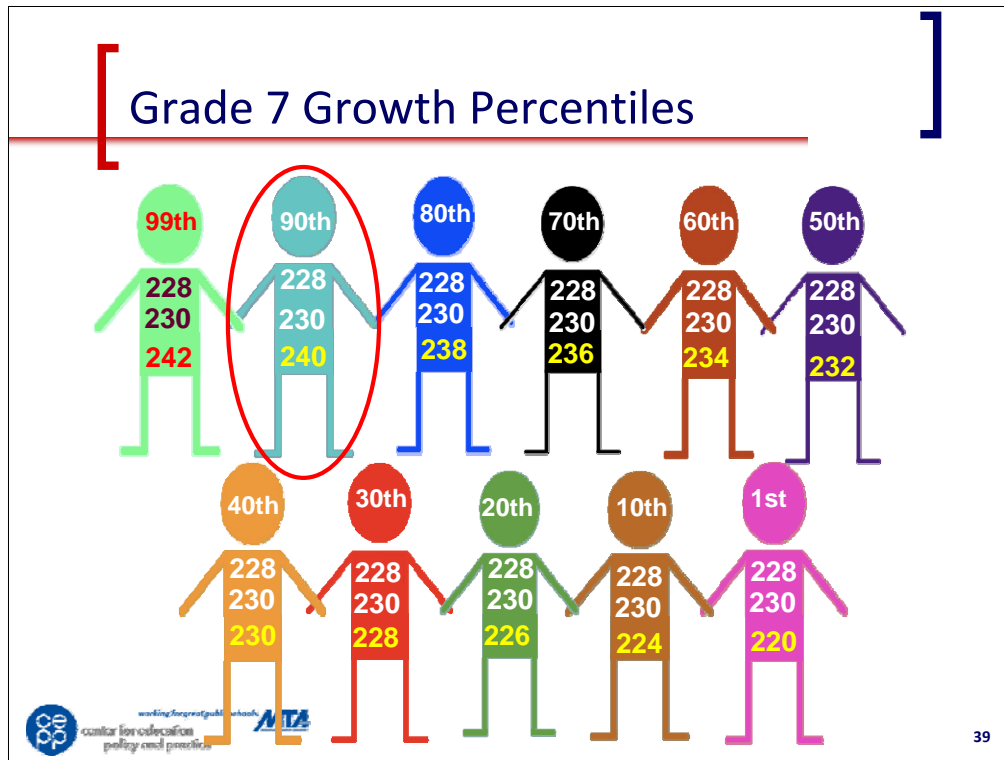
- The calculation of the SGP begins with a class – this is Class A.



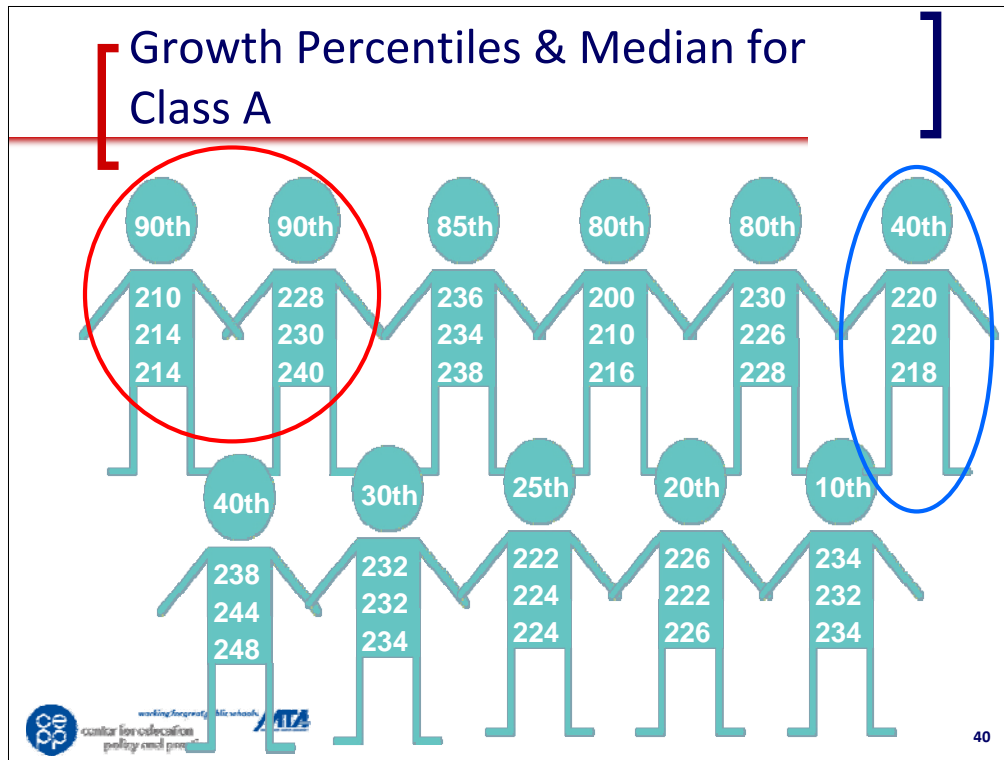
- Look at one student, Student A, in this class – this student had MCAS scores of 228 in Grade 5 and 230 in Grade 6.



- Next, identify all the other students across the state who have similar MCAS score history.
- Student A is highlighted.
- These are Student A’s academic peers – actually test score peers.
- Note: these are not peers based on any demographic characteristics.
- Academic peers are students whose previous MCAS scores are the same as Student A, but they may be very different demographically – gender, race, disability, socio-economic status.



- The students then receive their Grade 7 scores.
- Each receives a “growth score” which is a percentile representing the percentage of academic peers whose score was **lower**.
- Student A is in the 90<sup>th</sup> percentile – that is, Student A’s Grade 7 score improved more than 90% of his/her academic peers.
- Student A’s Student Growth Percentile Score is 90.
- Note: students whose scores went down also have a “growth score.” The student whose score went down by 4 points (230 to 226) declined less than 20% of the academic peers – a SGP of 20.
- Even if all of the students’ scores declined, there would be SGP’s from 99 to 1 for that group of academic peers. (a theoretical possibility, but not a likely situation.)



- ✓ Going back to Class A – each student in the class has an SGP – calculated in the same way.
- ✓ The students’ SGP scores are rank ordered.
- ✓ Two students have an SGP score of 90 – one is Student A (228,230, 240) and the other is Student B (210, 214, 214). Note: these two students received the same SGP even though their MCAS score histories are very different. Remember, the SGP score is related to each student’s improvement compared to his/her own “academic peers.”
- ✓ The classroom SGP score is the median SGP score of all the students in the class – 50% of the students will have a score above the classroom SGP and 50% will be below it.
- ✓ For Class A, the SGP is 40.

Any Questions??

