

Teacher Evaluation

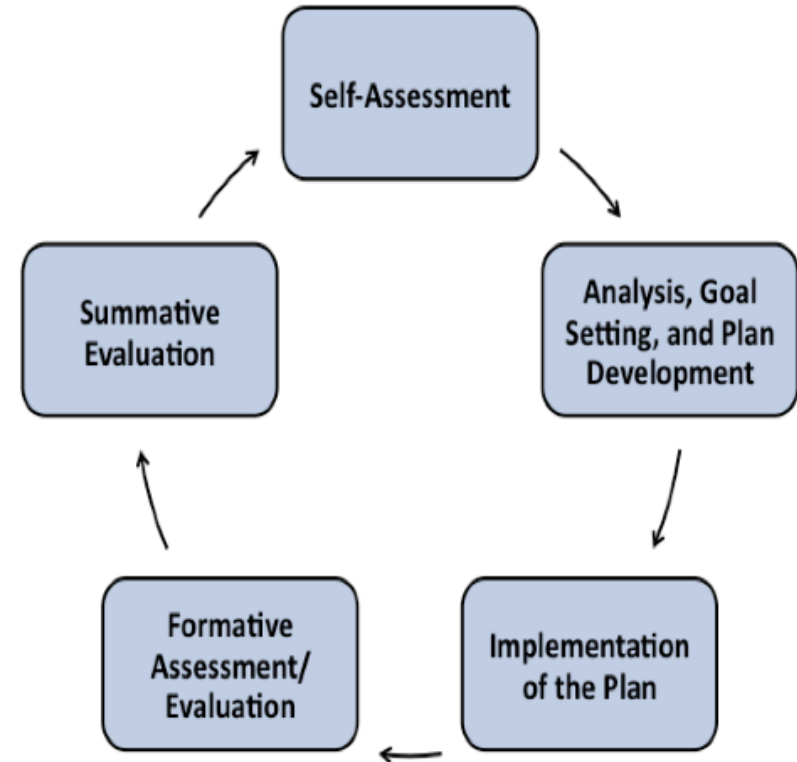
Cohasset Public Schools

2019-2020

Overview

The Massachusetts Educator Evaluation Framework is designed to:

- Promote growth and development of teachers and administrators,
- Place student learning at the center, using multiple measures of student learning, growth and achievement,
- Recognized excellence in teaching and leading,
- Set a high bar for professional teaching status, and
- Shorten timelines for improvement



The 5-Step Cycle is central to the evaluations process and includes the following steps:

- Self-assessment
- Goal setting and plan development
- Plan implementation
- Formative assessment/evaluation
- Summative evaluation

- Massachusetts Department of Elementary & Second (2017)

Regulatory Requirements

The regulations on educator evaluation require that educators conduct a self-assessment addressing the Performance Standards and Indicators defined in 603 CMR 35.03 or 35.04, and any additional local standards established through collective bargaining or included in individual employment contracts as per 603 CMR 35.06(2). During this phase of the evaluation cycle, each educator is responsible for gathering and providing to the evaluator information on his or her performance, which is to include:

- an analysis of evidence of student learning, growth, and achievement for students under the educator's responsibility;
- an assessment of practice against Performance Standards; and
- proposed goals to pursue to practice and student learning, growth, and achievement, which include
 - A minimum of one individual or team professional goal to improve the educator's professional practices tied to one or more statewide Standards and Indicators defined in 603 CMR 35.00 and any additional local performance standards, and
 - A minimum of one individual or team student learning goal to improve the learning, growth, and achievement of the students under the educator's responsibility

The educator provides this information to the evaluator in the form of a self-assessment at the point of goal setting and plan development.

Source: *ESE Model System Part II: School-Level Planning and Implementation Guide*, p. 15

The Massachusetts Model System for Educator Evaluation

- The Model System is a comprehensive educator evaluation system designed by the Department of Elementary and Secondary Education (DESE), pursuant to the educator evaluation regulation, 603 CMR 35.00. The six-part series support effective implementation of the regulations by districts and schools across the Commonwealth.
- Updated in 2019, the Model System for Educator Evaluation is aligned to the 2017 regulatory amendments that removed the Student Impact Rating and added the Student Learning Indicator to the Standards and Indicators of Effective Teaching and Administrative Leadership ([603 CMR 35.00](#)). Together with the [updated performance rubrics](#), the following guides for teacher, principal, and superintendent evaluation include:
 - **streamlined implementation strategies,**
 - **evaluator calibration resources,**
 - **Thoughtful approaches to evidence collection,** and
 - **the removal of redundant content,** resulting in a model system that is 30% shorter with fewer forms.

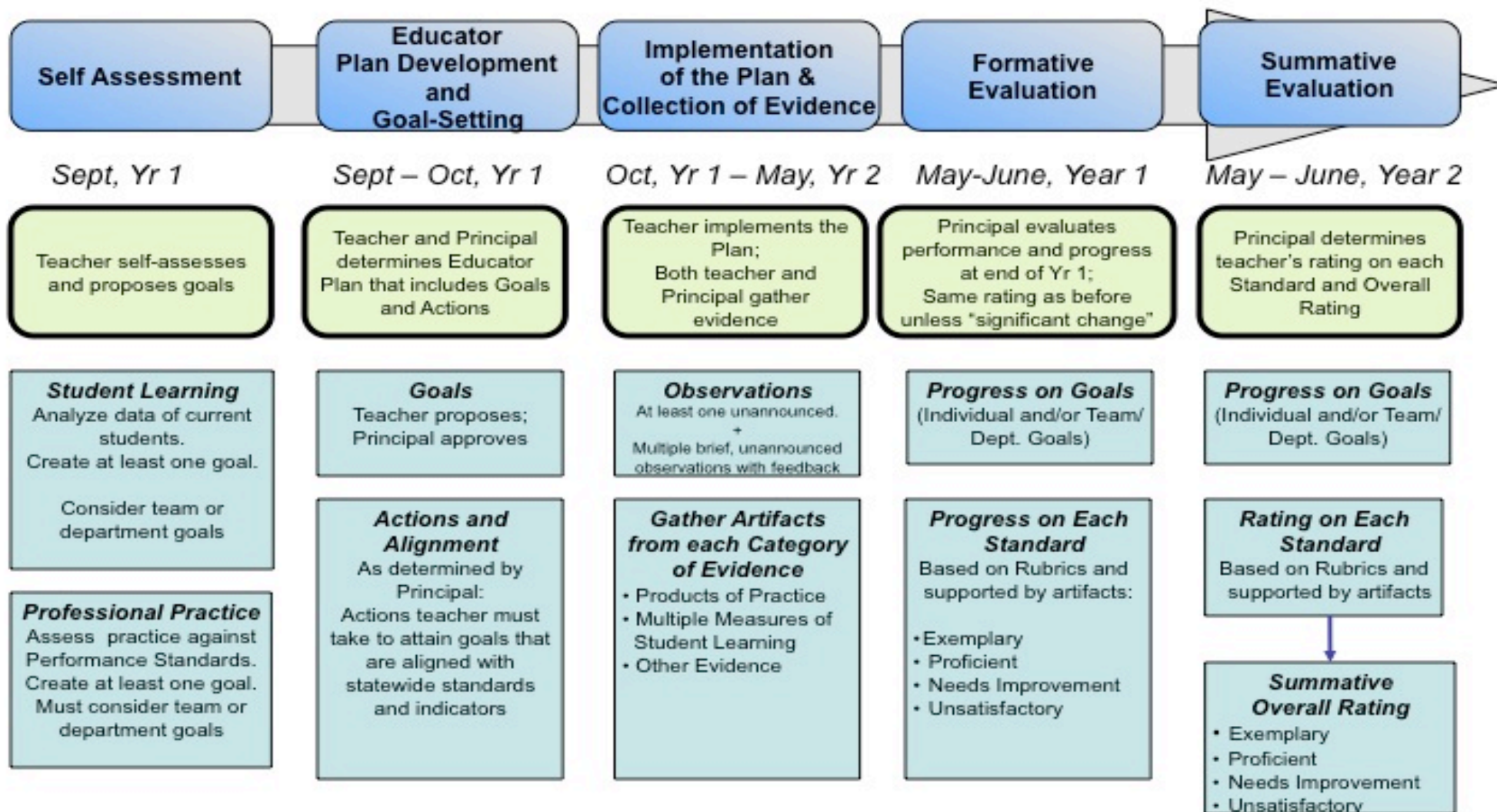
[- The Massachusetts Model System for Educator Evaluation](#)



Educator Evaluation: Two-Year Cycle

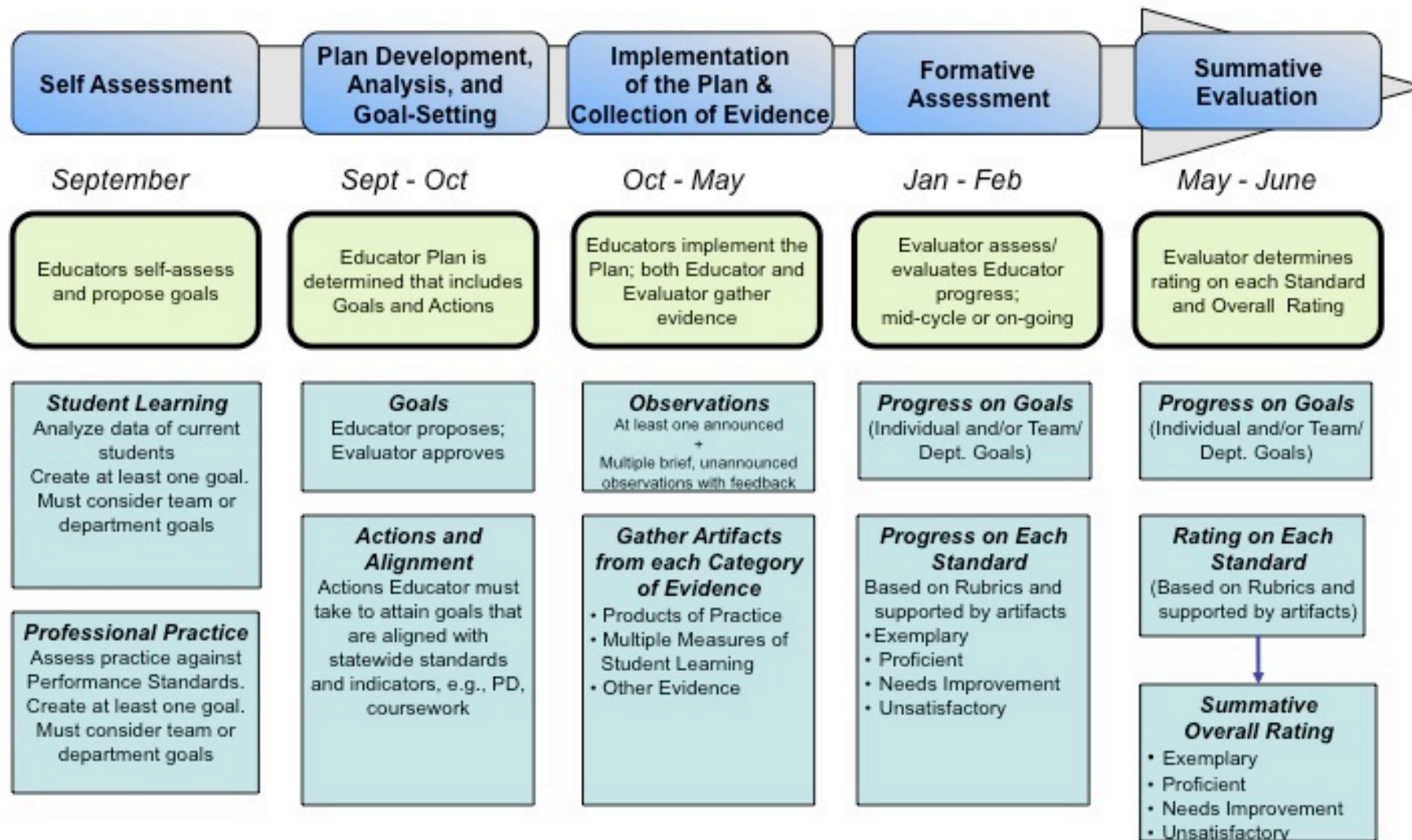
Proficient and Exemplary Educators with Professional Teacher Status

January 2012



Educator Evaluation: Annual Cycle

Struggling Educators and Educators without Professional Teacher Status



CPS Timelines

Activity	Completed By:
Superintendent, principal or designee meets with evaluators and educators to explain evaluation process	<i>September 15</i>
Evaluator meets with first-year educators to assist in self-assessment and goal setting process Educator submits self-assessment and proposed goals	October 1
Evaluator meets with Educators in teams or individually to establish Educator Plans (Educator Plan may be established at Summative Evaluation Report meeting in prior school year)	October 15
Evaluator completes Educator Plans	November 1
Evaluator should complete first observation of each Educator	November 15
Educator submits evidence on parent outreach, professional growth, progress on goals (and other standards, if desired) * or four weeks before Formative Assessment Report date established by Evaluator	<i>January 5*</i>
Evaluator should complete mid-cycle Formative Assessment Reports for Educators on one-year Educator Plans	<i>February 1</i>
Evaluator holds Formative Assessment Meetings if requested by either Evaluator or Educator	<i>February 15</i>
Educator submits evidence on parent outreach, professional growth, progress on goals (and other standards, if desired) *or 4 weeks prior to Summative Evaluation Report date established by evaluator	<i>April 20*</i>
Evaluator completes Summative Evaluation Report	May 15
Evaluator meets with Educators whose overall Summative Evaluation ratings are Needs Improvement or Unsatisfactory	June 1
Evaluator meets with Educators whose ratings are proficient or exemplary at request of Evaluator or Educator	10th school day of subs. school yr.
Educator signs Summative Evaluation Report and adds response, if any within 5 school days of receipt	June 15

ESE Model Rubrics

4 Standards

Standard I Curriculum, Planning, & Instruction

Standard II Teaching All Students

Standard III Family & Community Engagement

Standard IV Professional Culture

Plus:

17 Indicators

29 Elements

Performance Levels

Exemplary

Proficient

Needs Improvement

Unsatisfactory

- [Classroom Teacher Rubric](#)
 - Updated in August 2018
- [Specialized Instructional Support Personnel Rubric](#)

Performance Levels

- **Exemplary** - *The educator's performance consistently and significantly exceeds the requirements of a Standard and could serve as a model of practice districtwide.*
 - The Exemplary level represents the highest level of performance. It exceeds the already high Standard of Proficient. A rating of Exemplary is reserved for performance on an Indicator or Standard that is of such a high level that it could serve as a model for educators in the school, district, or state. Few educators—superintendents included—are expected to earn Exemplary ratings on more than a handful of Indicators.
- **Proficient** - *The educator's performance fully and consistently meets the requirements of a Standard.*
 - Proficient is the expected, rigorous level of performance for educators. It is a demanding but attainable level of performance for most educators. At the Proficient level, educators integrate the knowledge, skills, and abilities needed for effective content-area instruction or leadership.
- **Needs Improvement** - *The educator's performance on a Standard is below the requirements of a Standard but is not considered to be Unsatisfactory at this time. Improvement is necessary and expected.*
 - Educators whose performance on a Standard is rated as Needs Improvement may demonstrate inconsistencies in practice or weaknesses in a few key areas. They may not yet fully integrate and/or apply their knowledge and skills in an effective way. They may be new to the field or to this assignment and are developing their craft.
- **Unsatisfactory** - *The educator's performance on a Standard ... has not significantly improved following a rating of Needs Improvement, or the educator's performance is consistently below the requirements of a Standard ... and is considered inadequate or both.*
 - Educators whose performance on a Standard is rated as Unsatisfactory are significantly underperforming as compared to the expectations. Unsatisfactory performance requires urgent attention.

CPS Evaluation Process

- All Forms are from the DESE website and given via hand, not via email
- All Walkthrough Observations will be given to the educator via hard copy
- Evidence will be contained in Google Doc or mode determined by educator and evaluator
- Formative and Summative reports and evaluations will be given to the educator via hardcopy

CPS Evaluation Process, con't

- Complete Self-Assessment form
- Review [District Strategic Plan](#), School Improvement Plan, Principal's goals
- Develop Student Learning, and Professional Practice Goals (S.M.A.R.T Goals)
- Meet with evaluator or designee, make any adjustments based on evaluator feedback
- Complete Educator Plan and submit to evaluator or designee for approval

S.M.A.R.T GOALS

Specific and strategic

Measurable

Action oriented, attainable

Rigorous, realistic, results focused

Timed and tracked

S.M.A.R.T. Goal examples

- [Examples of Aligned S.M.A.R.T Goals](#)

TEACHERS

EARLY EDUCATORS	
Student Learning S.M.A.R.T. Goal Check whether goal is individual or team; write team name if applicable.	Professional Practice S.M.A.R.T. Goal Check whether goal is individual or team; write team name if applicable.
<p>Individual Team: Kindergarten teachers</p> <p>Because early childhood literacy skills are critical to future success, we will increase the average percent of at risk Kindergarten students who achieve letter-naming fluency on the spring assessment administration of DIBELS from 65% to 80%.</p> <p><u>Goal Duration:</u> 1 year</p>	<p>Individual Team: K-2 teachers</p> <p>In order to adequately prepare students to succeed in the next grade level, the early childhood teachers will each identify and employ 2-3 strategies to improve student engagement within large group, literacy-based activities. Teachers will assess their effectiveness by May 1 through increased participation, as evidenced by visual attention, appropriate verbal or nonverbal responses, and physical presence.</p> <p><u>Goal Duration:</u> 1 year</p>

GENERAL ELEMENTARY	
Student Learning S.M.A.R.T. Goal Check whether goal is individual or team; write team name if applicable.	Professional Practice S.M.A.R.T. Goal Check whether goal is individual or team; write team name if applicable.
<p>Individual Team: Grade 4 teachers</p> <p>In recognizing the importance of effectively communicating mathematical thinking, the grade 4 team will create open-ended performance tasks (at least one task in each of the five domains outlined in the Massachusetts Curriculum Framework for Mathematics) to assist students with developing higher order thinking skills in mathematics. By June, all grade 4 students will demonstrate mastery of 80 percent of the processes that effectively communicate thinking on open-ended higher order thinking tasks, as measured by a teacher-created common rubric.</p> <p><u>Goal Duration:</u> 1 year</p>	<p>Individual Team: Grade 4 teachers</p> <p>To establish consistent learning expectations and more informative measures of student learning in Grade 4, grade level teachers will create, implement, and refine at least one common mathematics assessment and/or rubric that promotes shared objectives and learning expectations in each of the five domains outlined in the Massachusetts Curriculum Framework for Mathematics. This work will begin in year one and refined in year two.</p> <p><u>Goal Duration:</u> 2 years</p>

ELA/History/ESL Team

Student Learning S.M.A.R.T. Goal

Check whether goal is individual or team;
write team name if applicable.

Professional Practice S.M.A.R.T. Goal

Check whether goal is individual or team;
write team name if applicable.

Individual

Team: 10th grade English teacher, 10th Grade U.S. History teacher, ESL educator

In order address historically low scores on open response items and help to raise the school's overall AYP on the state mandated ELA test, 100 percent of our students will increase their average ELA open response scores by at least ½ point from the prior year.

Individual

Team: 10th grade English teacher, 10th Grade U.S. History teacher, ESL educator

In order to help all educators build understanding and take ownership of the WIDA standards, particularly as we address the move in the Common Core toward understanding informational texts, we will work collaboratively to identify 2-3 instructional strategies to better enable all students to work with informational texts. Each team member will pilot the same 3 research-based strategies and analyze their effectiveness across all students. Together, we will determine the most effective strategies and share our findings with all school staff by the end of the school year.

Goal Duration: 1 year

Goal Duration: 1 year

SCIENCE

Student Learning S.M.A.R.T. Goal

Check whether goal is individual or team;
write team name if applicable.

Individual

Team:

In order to increase performance of ELL students on multipart open response test items, I will improve support of ELL students in vocabulary acquisition (content and assessment words), reading comprehension, and persistence through the development of two strategies to increase fluency in science vocabulary and reading comprehension, and a strategy to develop students' ability to persevere through complex, multistep problems. By the end of the year, all ELL students will demonstrate increased attendance and engagement in class, and performance on multipart open response test items on the end-of-year assessment by the ELL subgroup will improve by 25 percent over prior year.

Goal Duration: 1 year

MATH

Student Learning S.M.A.R.T. Goal

Check whether goal is individual or team;
write team name if applicable.

Professional Practice S.M.A.R.T. Goal

Check whether goal is individual or team;
write team name if applicable.

**Individual
Team:**

In order to increase the level of independent practice by at risk students in Grade 8, such that they are able to achieve full mastery of the content, I will develop a system for students to monitor their practice that includes a student self assessment, a teacher assessment of student progress, and monthly check-ins. I will assess achievement of this goal through progress checks that would compare changes in independent practice to changes in performance on interim assessments. The student and teacher assessments of independent practice should reach common levels by the end of the school year with corresponding changes in student performance on end-of-unit assessments.

Goal Duration: 1 year

**Individual
Team:**

In order to improve my ability to monitor student understanding within a unit, I will develop, administer, and analyze results from a system of assessments for one unit that is comprised of three informal and one formal assessment, to be administered in Term 2, and share findings in a curriculum meeting by the end of the Term 2.

Goal Duration: 1 year

PHYSICAL EDUCATION	
Student Learning S.M.A.R.T. Goal Check whether goal is individual or team; write team name if applicable.	Professional Practice S.M.A.R.T. Goal Check whether goal is individual or team; write team name if applicable.
<p>Individual Team:</p> <p>In order to meet the learning needs of all students, I will utilize data from formative unit assessments to identify students below performance standards for that unit, and design practice opportunities and activities such that at least 50% of those students reach proficient performance levels by the end of the unit.</p> <p>ALIGNED GOALS Goal Duration: 1 year</p>	<p>Individual Team:</p> <p>In order to more effectively differentiate instruction to meet the needs of individual students, I will formatively assess student performance in at least one topic covered in MA CF Standard 2: Physical Activity and Fitness (topics include: Motor Skill Development, Fitness and Personal and Social Competency). I will then analyze the data and use the results to make adjustments to at least two subsequent lesson plans within a given unit. My goal is to implement this assessment process in at least three units during the school year.</p> <p><u>Goal Duration:</u> 1 year</p>

Formative Assessment & Evaluation

Evaluators assess:

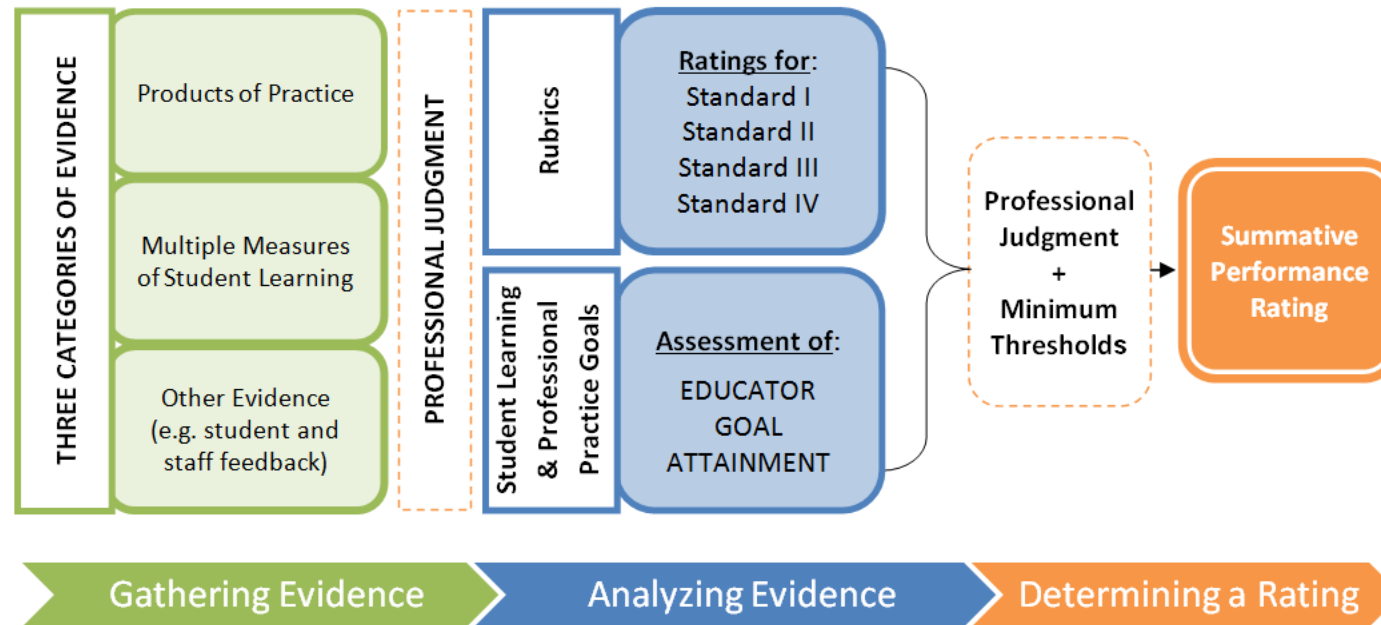
- educator progress towards attaining goals set forth in Educator Plans;
- performance on performance Standards; or
- Both

When:

- Mid-cycle review (Non-PTS January-February, PTS June)
- Can be used anytime of throughout the Evaluation Cycle
- Educator may make changes to goals at this time

Summative Performance Rating

Final step of the
5-Step Cycle



Collect evidence related to the Standards and goals.

Important Links:

- [The Massachusetts Model System for Education Evaluation, Part II: School-Level Planning and Implementation Guide](#)
- [The Massachusetts Educator Evaluation Framework](#)
- [The MA Model System for Educator Evaluation](#)
- [DESE Evaluation Forms](#)