

Educator Evaluation Overview

- Introduction to Standard for Success

New Educator Orientation 2023 - 2024



Agenda

Orientation to the Evaluation Framework

- ▶ Context
- ▶ The 5 – Step Evaluation Cycle
- ▶ Plan Types and Timelines
- ▶ Educator Evaluation Platform - Standard for Success

★ Effective educators and leaders matter

- ▶ No other school-based factor has as great an influence on student achievement as an effective teacher.
 - ▶ Effective leaders create the conditions that enable powerful teaching and learning to occur.
- Therefore, ensuring that every child is taught by effective teachers and attends a school that is led by an effective leader is key to preparing all students for success after high school.

Context

The evaluation framework helps schools and districts support educators by:

- Encouraging them to reflect upon and take an active role in improving their teaching/leadership practices
- Providing them with timely, relevant feedback and guidance

Every educator in an ESE-licensed position will be evaluated

Why Educator Evaluation?

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
- Recognize excellence in teaching and leading
- Set a high bar for professional teaching status
- Shorten timelines for improvement

The 5-Step Cycle

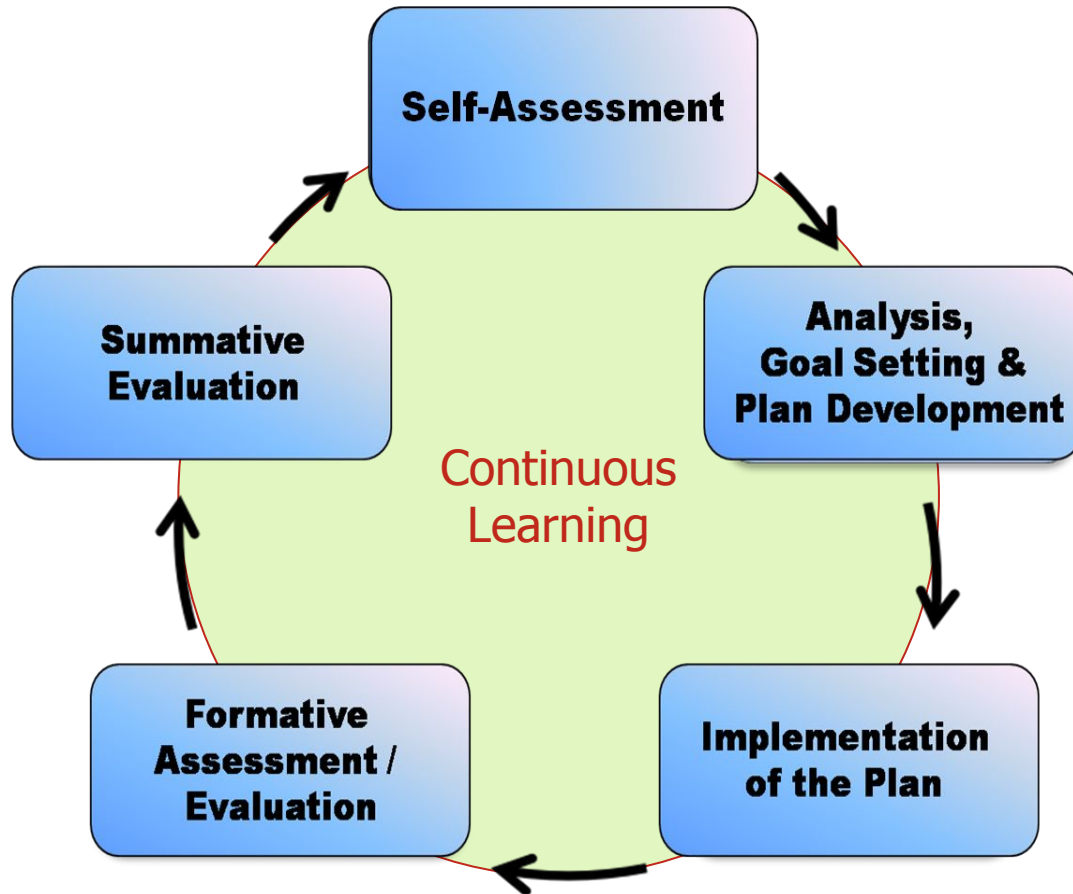
A Step-by-Step Review

5-Step Cycle - Introduction

The 5-Step Evaluation Cycle:

- Provides a structure for supporting an educator's growth and development and, ultimately, determining a Summative Performance Rating
- Provides educators with a continuous opportunity for professional learning through self-directed analysis and reflection, planning, action steps, and collaboration
- Promotes regular, constructive feedback from the evaluator, coupled with opportunities to reflect on and improve practice

5 Step Evaluation Cycle



- ★ Every educator is an active participant in their own evaluation
- ★ Process promotes collaboration and continuous learning

Step 1: Self-Assessment

Educators self-assess their performance using:

- ▶ Student data, *and*
- ▶ Performance rubric



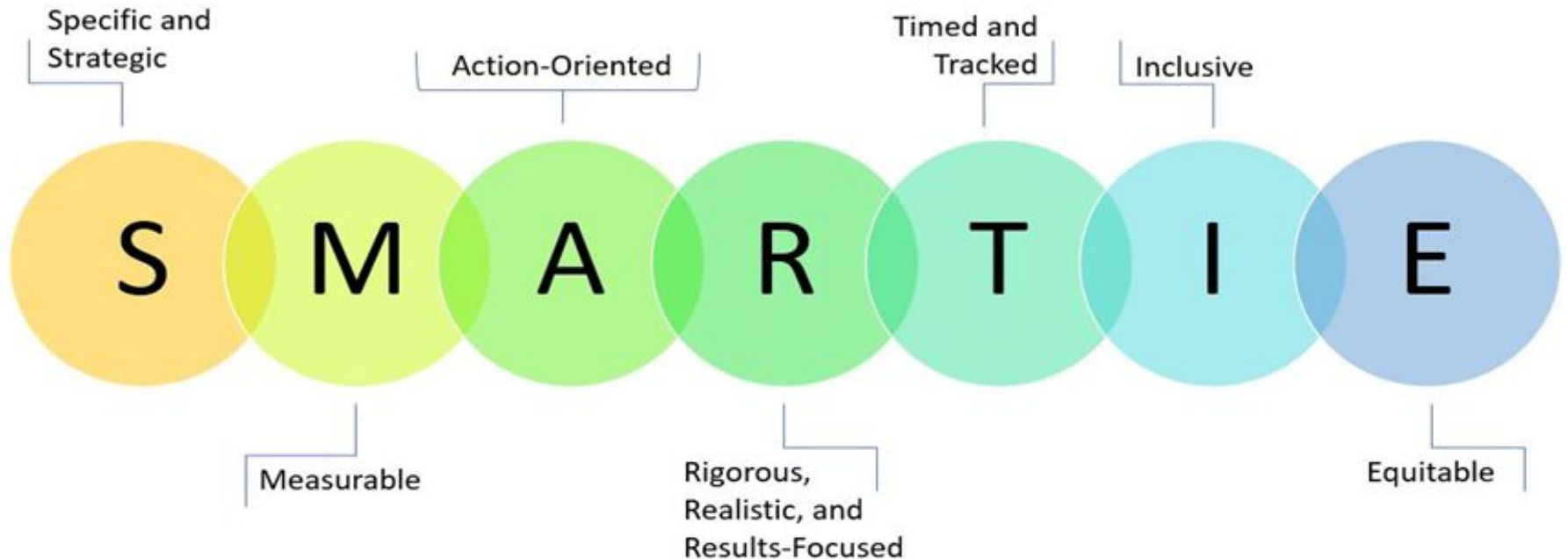
Self Assessment provide the opportunity to:

- Reflect on experience in remote and hybrid settings -
 - What skills or practices did you adopt that you want to reinforce?
 - Where do you want to continue to grow?
- Use student and family feedback, in addition to assessment data, to learn about your incoming students' strengths and areas for support

Step 2: Analysis, Goal Setting and Plan Development

Educators propose goals related to their professional practice and student learning needs (as identified through self assessment) and meet with their evaluator to review and refine as needed

Goals are developed using the SMARTIE framework.



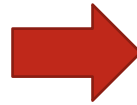
Step 2: Goal Setting and Plan Development (cont'd)

The educator plan serves as a roadmap (with checkpoints along the way) for the educator to attain their established goals.

SMARTIE Goals

Student Learning Goal

Professional Practice Goal



Educator Plans

Key Action Steps

Benchmarks

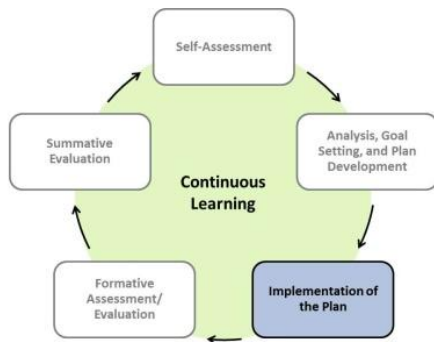
Step 3: Implementation of the Plan

Educator completes the planned action steps of his/her plan

Educator *and* evaluator collect evidence of practice and goal progress, including:

- ▶ Multiple measures of student learning
- ▶ Observations and artifacts
- ▶ Additional evidence related to performance standards (including student feedback)

Evaluator provides feedback

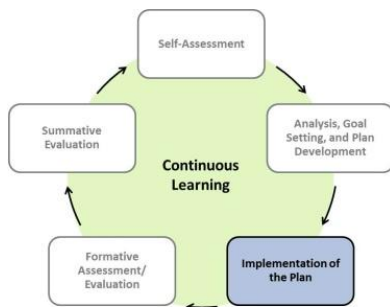


Observations

The regulations define Proficient practice with regard to evaluation as including “frequent unannounced visits to classrooms” followed by “targeted and constructive feedback to teachers”

(604 CMR 35.04, “Standards and Indicators of Effective Administrative Leadership Practice)

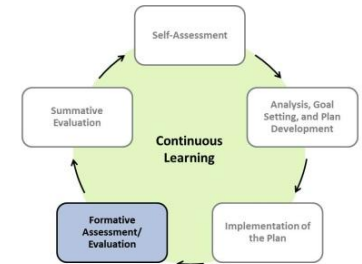
The Model System recommends short, frequent unannounced observations for all educators, as well as at least one announced observation for new educators



Step 4: Formative Assessment/ Evaluation

Occurs mid-way through the 5-Step Cycle

- ▶ Typically Jan/Feb for educators on a 1-year , (formative assessment)
- ▶ Typically May/June for educators on a 2-year plan (formative evaluation)



Educator and Evaluator review evidence and assess progress on educator's goals

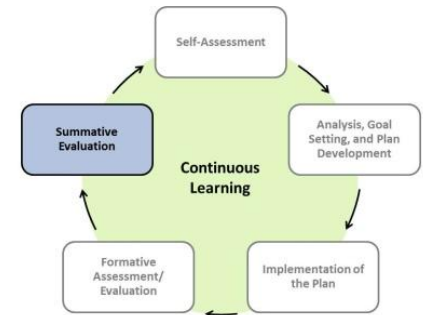
Step 5: Summative Evaluation

Evaluator determines an overall summative rating of performance based on:

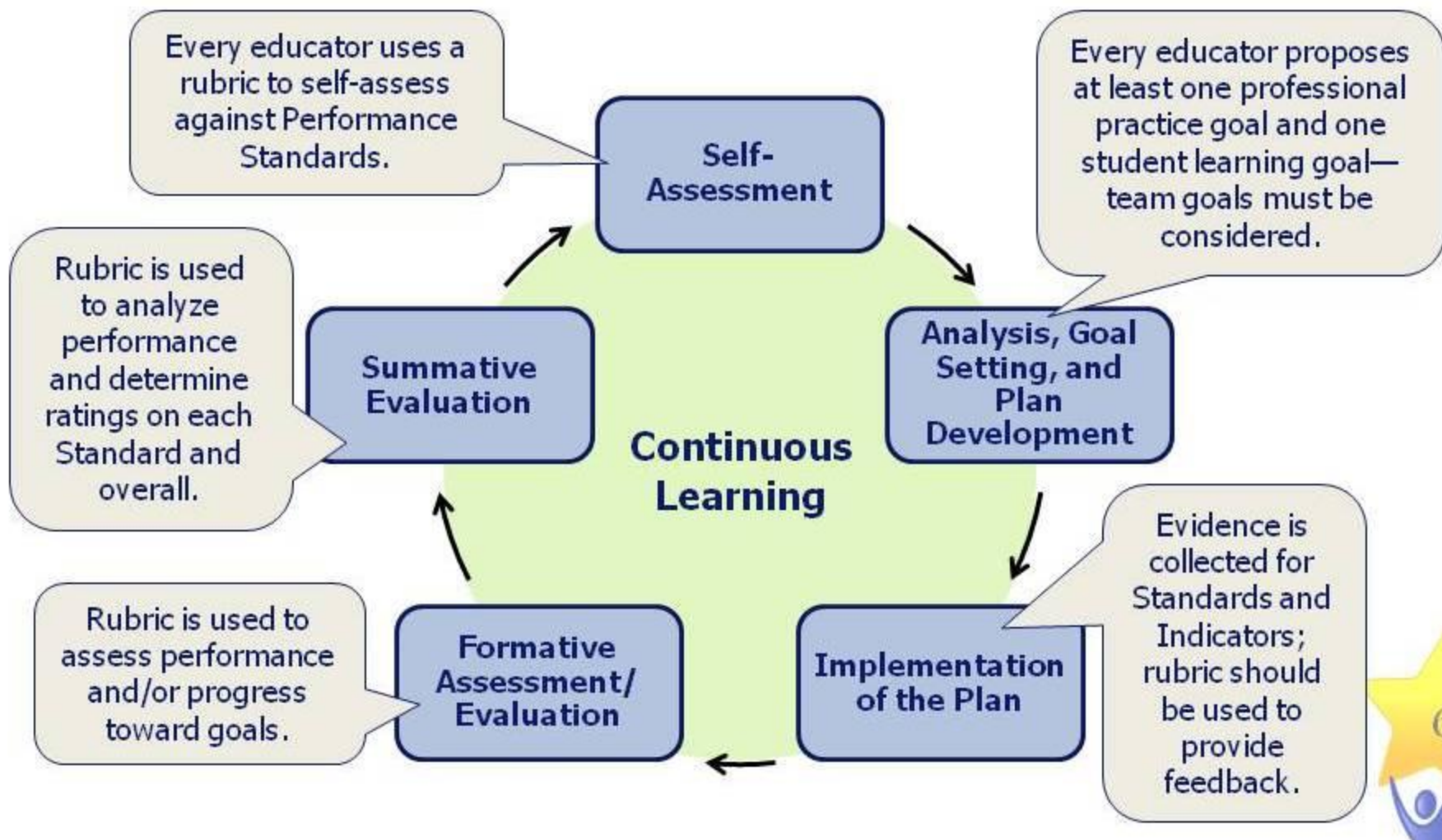
- ▶ Comprehensive picture of practice captured through multiple sources of evidence

Summative Performance Rating reflects:

- ▶ Ratings on each of the four Standards
- ▶ Progress toward goals



Five-Step Evaluation Cycle



Plan Types and Timelines

4 Types of Educator Plans

Developing Educator Plan

For educators without Professional Teaching Status, administrators in the first three years in a district, or at the discretion of an evaluator for an educator in a new assignment; one school year or less in length

Self-Directed Growth Plan

For experienced educators rated Proficient or Exemplary on their last evaluation; these plans can be one or two school years in length

Directed Growth Plan

For educators rated Needs Improvement on their last evaluation; up to one school year in length

Improvement Plan

For educators rated Unsatisfactory on their last evaluation; min. of 30 calendar days, up to one school year in length

Timelines and Requirements

Completion Date**	Plan Name		
	Developing Educator	Self-Directed (2 year plan)	
		(year 1 of 2)	(year 2 of 2)
Oct. 10	Self-Assessment – meet with first year educators to assist with self-assessment and goal setting	Self-Assessment	Self-Assessment
Oct. 10	Goal Setting	Goal Setting	Review/revise goals (as needed)
Oct 24	Meet with educators to establish educator plan	Meet with educators to establish educator plan	Meet with educators to establish educator plan
Nov. 7	Completion of Educator Plan	Completion of Educator Plan	Review/revise educator plan (as needed)
Ongoing **Developing Educators must have first observation write-up completed by November 15 th **	Classroom Observations 1st year educator - Minimum of 5 observations – one of which is announced 2nd year educator - Minimum of 3 observations 3rd year educator - Minimum of 3 observations **First observation for developing educators must be completed by November 15** **Observations not limited to classroom (ie. PLC, data meeting)	Classroom Observations Minimum of 1 observation over duration of plan **Observations not limited to classroom (ie. PLC, data meeting)	Classroom Observations Minimum of 1 observation over duration of plan **Observations not limited to classroom (ie. PLC, data meeting)
Ongoing	Collection of artifacts supporting goals and standards of effective teaching practice	Collection of artifacts supporting goals and standards of effective teaching practice	Collection of artifacts supporting goals and standards of effective teaching practice
Jan 2 – Jan 26	Formative Assessment Meeting*		
January 30	Formative Assessment Completed		
April 8 – May 10	Summative Evaluation Meeting*		
May 13	Summative Evaluation Completed		
April 29 – May 31		Formative Evaluation Meeting*	Summative Evaluation Meeting*
June 3		Formative Evaluation Completed	Summative Evaluation Complete

**All documents must be completed/submitted in Educator Evaluation platform by the end of the educator's contractual day on the due date

Completed by Educator	Completed by Evaluator	Completed by both Educator and Evaluator
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Navigating Standard for Success

***Educator Evaluation
Platform***

Login: Standard for Success (SFS)

<https://edu.standardforsuccess.com/access/login> or **Google: Standard for Success**



Click on "Login using your Google Account"



Standard for Success Account Login

[Create New Password](#)

Login

Login using your **Google** Account

Need help? Contact us: help@standardforsuccess.com

NSTABLE
C SCHOOLS
ing Excellence Together



Standard for Success Account Login

email@example.com

password

[I Don't Know My Password](#)

Login

Login using your  Account

Need help? Contact us: help@standardforsuccess.com

Login using
District email

If you don't know
your password,
Click "I Don't Know
My Password"

Use assigned
password and
then change it
under the Support
button

You may also
login with your
Google Account
- Recommended

Click Login



Educator 'Checklist'

Sandbox, Developing

Evaluation Ending Jun 2023 ▼

Location & Position

Centerville Elementary
Test Teacher

Evaluators

MAUREEN LOVETT (Primary)
KIMBERLY WHITE

Evaluation Group

Certified - 100.0% Employee Effectiveness Rubric

[Login as Developing Sandbox](#) - [Edit Staff Member](#) - [PDF Options](#)

Checklist: D. Teacher: Developing Year 2

[Switch to Condensed View](#) - [Set as Default](#)

☒ Self-Assessment and Goal Setting Form	Required Complete by Oct 7, 2022 (SOFT)	Staff Initiates	
☒ Educator Plan Development	Required Complete by Nov 7, 2022 (SOFT)	Staff Initiates	
☒ Unannounced Observation #1	Required	Start or Schedule Observation	
☒ Formative Assessment	Required Complete by Jan 31, 2023 (SOFT)	Start Formative Assessment - Educator	
☒ Unannounced Observation #2	Required	Start or Schedule Observation	
☒ Unannounced Observation #3	Required	Start or Schedule Observation	
☒ Summative Evaluation	Required Complete by May 15, 2023 (SOFT)	Start Summative Evaluation Report Form	
☐ Educator Response	Optional	Staff Initiates	

Top part of the page.

Plans are called "Checklist." This educator is on a Developing Plan or Checklist, Year 2.

Click on "Start Self-Assessment and Goal-Setting Form" to begin.



Self-Assessment and Goal Setting Form

Sandbox, Developing - Self-Assessment and Goal-Setting Form

- ☒ CHECKLIST ITEM: Self-Assessment and Goal Setting Form (D. Teacher: Developing Year 2)
☐ None

Self-Assessment and Goal Setting

Primary Evaluator - Name and Title:

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

Part 1: Analysis of Student Learning, Growth, and Achievement

Using evidence such as results from available assessments, briefly summarize areas of strength and high-priority concerns for students under your responsibility for the upcoming school year. This analysis will inform the development of your student learning goal(s).

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. This assessment will inform the development of your professional practice goal(s).

Part 3: Goal-Setting

Based on strengths and areas for growth identified in your self-assessment, identify a minimum of one student learning goal and one professional practice goal. Team goals must be considered per 603 CMR 35.06(3)(b). Attach pages as needed for additional goals or revisions made to proposed goals during the development of the Educator Plan.

Self Assessment and Goal Setting Form

Part 3: Goal-Setting

Based on strengths and areas for growth identified in your self-assessment, identify a minimum of one student learning goal and one professional practice goal. Team goals must be considered per 603 CMR 35.06(3)(b). Attach pages as needed for additional goals or revisions made to proposed goals during the development of the Educator Plan.

S.M.A.R.T.: S=Specific and Strategic; M=Measurable; A=Action Oriented; R=Rigorous, Realistic, and Results-Focused; T=Timed and Tracked

if proposed goals change during Plan Development, edits may be recorded directly on original sheet or revised goal may be recorded on a new sheet. If proposed goals are approved as written, a separate sheet is not required.

Check all that apply:

☐ Proposed Goals

☐ Final Goals

STUDENT LEARNING SMART GOAL

Student Learning S.M.A.R.T. Goal Check whether goal is individual or team; write team name if applicable.

☐ Individual

☐ Team

PROFESSIONAL PRACTICE SMART GOAL

Professional Practice S.M.A.R.T. Goal Check whether goal is individual or team; write team name if applicable.

☐ Individual

☐ Team

Update Self-Assessment and Goal Setting

Best Practice

- Save periodically using the Update box. SFS generally saves every 2 minutes.
- Check the box when you are finished

☐ STAFF SIGNOFF CONFIRMING THIS SECTION IS COMPLETE

I declare that my portion of this section (Self-Assessment and Goal Setting) to be FULLY COMPLETE and I understand that this section may be locked from further changes. My primary and secondary evaluators will be notified by email that this section is available for viewing and is awaiting approval (if applicable).

Admin Signoff: *Is Required*

Update Self-Assessment and Goal Setting

<-- Make sure to click here to save changes

Rubrics

Rubrics appear at the bottom of your login page and can be hidden...

Rubric SummaryHide

Barnstable Teacher Rubric (v.2022)

Observations
None listed at this time

Standard 1: Curriculum, Planning and AssessmentHide | Hide Text | Hide Titles

1a1: Curriculum & Planning - Subject Matter Knowledge

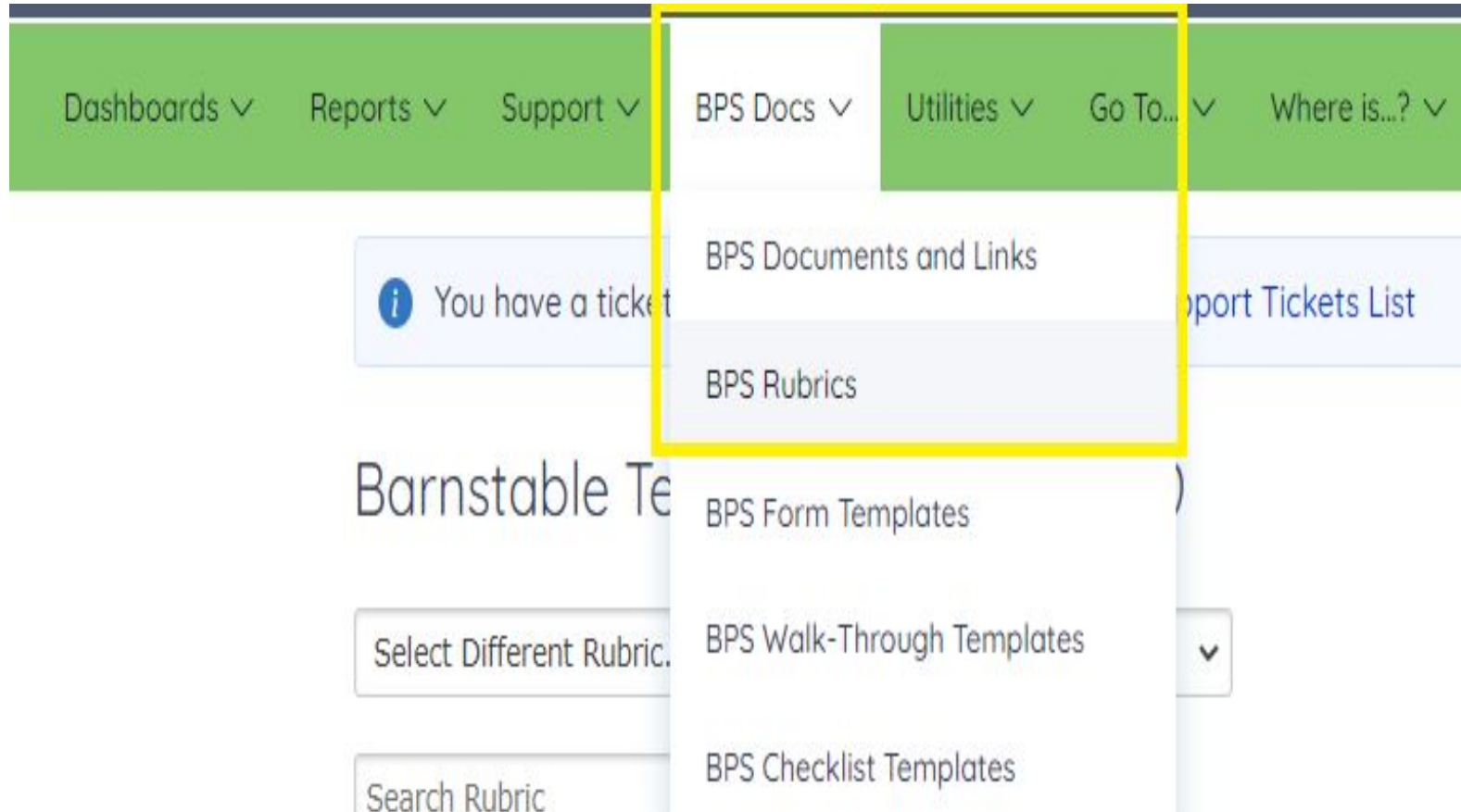
Unsatisfactory	Needs Improvement	Proficient	Exemplary
Demonstrates limited knowledge of the subject matter and/or its pedagogy; relies heavily on textbooks or resources for development of the factual content. Rarely engages students in learning experiences focused on complex knowledge or subject-specific skills and vocabulary	Demonstrates factual knowledge of subject matter and the pedagogy it requires by sometimes engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary.	Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments.	Demonstrates expertise in subject matter and the pedagogy it requires by consistently engaging all students in learning experiences that enable them to acquire, synthesize, and apply complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments. Models this practice for others.

1a2: Curriculum & Planning - Child and Adolescent Development

Unsatisfactory	Needs Improvement	Proficient	Exemplary
Demonstrates little or no knowledge of developmental levels of students in this grade or subject, or	Demonstrates knowledge of developmental levels of students in this grade or subject, but does not	Demonstrates knowledge of the developmental levels of students in this grade or subject and the	Demonstrates expert knowledge of the developmental levels of students in this grade or subject and

Rubrics (cont'd)

Rubrics can also be viewed by clicking on the “BPS Docs” link on the green toolbar and choosing BPS Rubrics:



Additional Rubrics

Additional rubrics for Specialized Instructional Support Personnel are located under Docs/Links

The screenshot shows a navigation bar with the following items: Dashboards ▾, Reports ▾, Support ▾, BPS Docs ▾, Utilities ▾, Go To... ▾, and Where is...? ▾. The 'BPS Docs ▾' menu is open, showing a list of options: BPS Documents and Links, BPS Rubrics, BPS Form Templates, BPS Walk-Through Templates, and BPS Checklist Templates. The 'BPS Documents and Links' option is highlighted with a yellow box. On the left side of the page, there is a notification 'You have a ticket' and a sidebar with the text 'Sandbox, Dev', 'Location & Position', 'Centerville Elementary', and 'Test Teacher'.

Local Documents and Links

[Upload and Manage Docs / Links](#)

Specialized Instructional Support Personnel

[School Counselor \(.pdf\)](#) - Uploaded November 15, 2021

[School Nurse \(.pdf\)](#) - Uploaded August 11, 2021

[Speech-Language Pathologist \(.pdf\)](#) - Uploaded August 11, 2021

[School Psychologist \(.pdf\)](#) - Uploaded August 11, 2021

[Occupational & Physical Therapist \(.pdf\)](#) - Uploaded August 11, 2021

[School Librarian \(.pdf\)](#) - Uploaded August 11, 2021

Navigation Tips

You can return to your 'checklist' by Clicking on your name at the top of the form or by using your browser back button.

Sandbox, Lovett - Self-Assessment and Goal-Setting Form

[Minimized PDF](#) | [PDF](#) | [Email PDF](#)

Initiated by Lovett Sandbox on Sep 14, 2022 at 3:20pm

Checklist Item

[Remove from Checklist](#) - "Self-Assessment and Goal Setting Form" on L. BAO Administrator: Self Directed 2 Year Plan - Due 2024

Self-Assessment and Goal Setting

Primary Evaluator - Name and Title:

Lovett

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

Part 1: Analysis of Student Learning, Growth, and Achievement

Nothing

Using evidence such as results from available assessments, briefly summarize areas of strength and high-priority concerns

2022 - revised to

[Login as Developing Sandbox](#) - [Edit Staff Member](#) - [PDF Options](#)

Checklist: D. Teacher: Developing Year 2

[Switch to Condensed View](#) - [Set as Default](#)

 Self-Assessment and Goal Setting Form	Required Complete by Oct 7, 2022 (SOFT)	Staff Initiates	
 Educator Plan Development	Required Complete by Nov 7, 2022 (SOFT)	Staff Initiates	

Student Learning S.M.A.R.T Goal(s)

Student Learning S.M.A.R.T. Goal(s):

☐ Individual

☐ Team

Focus Indicators or Elements:

Indicators or element(s) aligned to the S.M.A.R.T goal(s)

Describe actions the educator will take to attain the student learning goal(s). Activities may apply to individual and/or team.
Attach additional pages as needed

Action/Benchmark	Supports/Resources from School/District	Time Line or Frequency	Evidence to be Collected

☐ STAFF SIGNOFF CONFIRMING THIS SECTION IS COMPLETE

This Educator Plan is "designed to provide educators with feedback for improvement, professional growth, and leadership," is "aligned to statewide Standards and Indicators in 603 CMR 35.00 and local Performance Standards," and "is consistent with district and school goals." (see 603 CMR 35.06 (3)(d) and 603 CMR 35.06(3)(f).)

Admin Signoff: *Is Required*

Observations

When you receive an observation, you will have a 'To Do' item at the top of your plan. When you click on the observation, you will receive a pop-up confirmation box acknowledging receipt of the observation.

To Do List:

-  REVIEW Observation - created on Sep 29, 2022 by MAUREEN LOVETT
-  REVIEW Observation - created on Oct 3, 2022 by MAUREEN LOVETT
-  REVIEW Observation - created on Oct 3, 2022 by KRISTEN HARMON
-  SIGN Formative Evaluation on Formative Evaluation - Educator - created on Aug 13, 2022 - awaiting you to sign off

edu.standardforsuccess.com says

By clicking OK you are confirming that you have received and are viewing a copy of this observation.

Cancel

OK

Observations (cont'd)

If you wish to comment on your observation, you can go to the Comments tab at the top of the observation and add comments.

Sandbox, Lovett - Unannounced Observation #1

Process Started: September 14, 2022 Evaluator: MAUREEN LOVETT Observation: September 14, 2022 at 11:35am S



Other Tips and Tricks

If you wish to edit your Self-Assessment form or Educator Plan form, open the particular form and scroll down to the bottom. As long as the administrator has signed off on the form, you will see a “Reopen...” option to the right of the signoff.

Professional Practice S.M.A.R.T. Goal Check whether goal is individual or team; write team name if applicable.

☐ Individual

Staff Signoff: 09/14/2022

Admin Signoff: 09/30/2022 by MAUREEN LOVETT - Reopen Self-Assessment and Goal Setting

Admin Comments:

Other Tips and Tricks

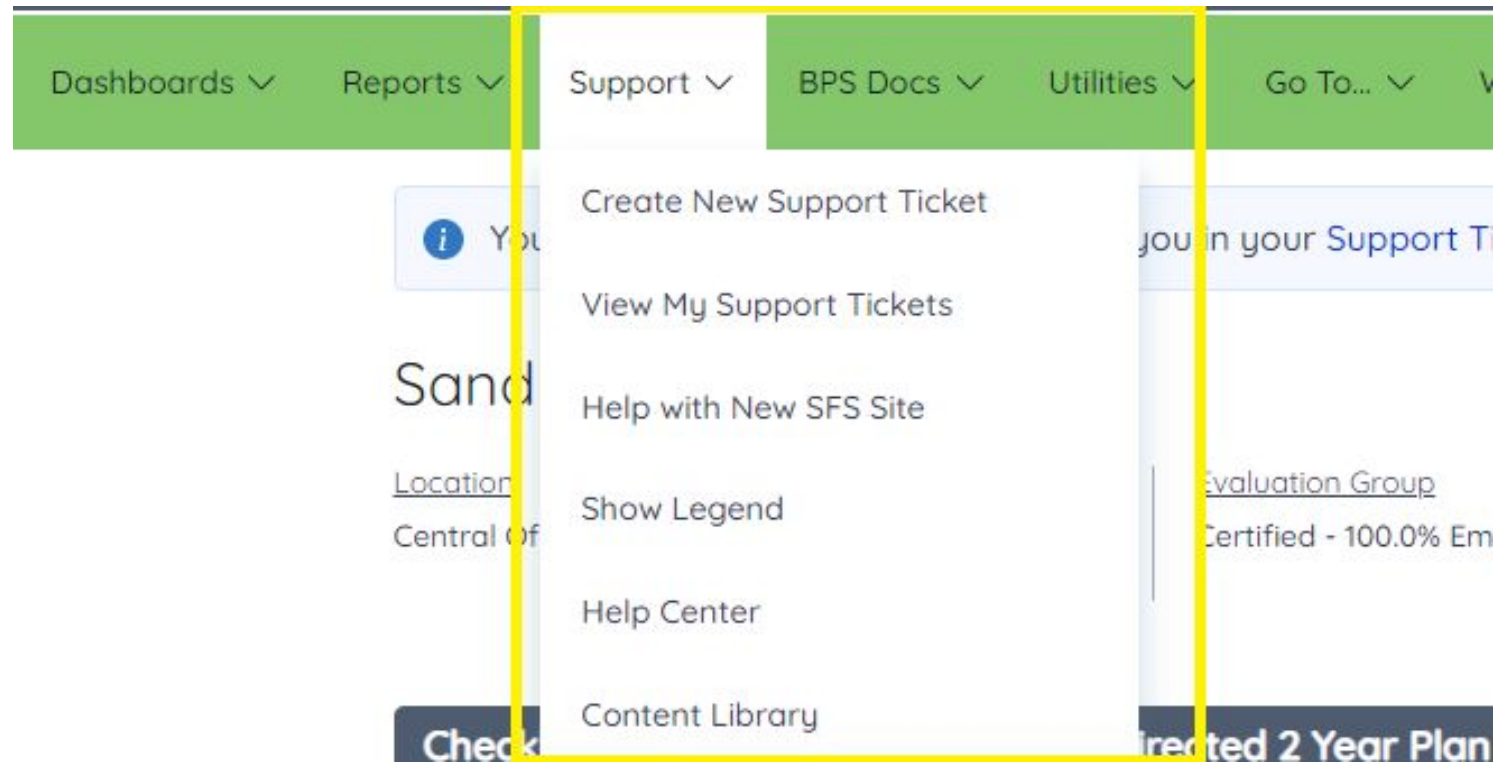
The text boxes will spell-check and can be expanded to be proof-read.

You'll notice them once you put your cursor in the text box.



Help is Available!

Users are encouraged to enter a support ticket for any topic. The Support section of the menu bar also contains the Content Library which is a help section of videos and pdfs on all things related to SFS.



Content Library

Title/Tag Search

Category

- ☒ Support
- ☒ Training
- ☒ Professional Development

Content Type

- ☒ Video
- ☒ Course
- ☒ Blog Article
- ☒ Link
- ☒ Audio File
- ☒ Document
(PDF, Word, Excel, etc.)

Support  District Internal Surveys How To	Support  Evaluation - Reports	Support  Evaluator User Guide - Artifacts	Support  Evaluator User Guide - Classified Staff Evaluation	Support  Evaluator User Guide - Finalization	Support  Evaluator User Guide - Observation	Support  Evaluator User Guide - Preliminary and Final Marks	Support  Evaluator: New Observation Module v7.22	Support  How To Create an Anonymous Survey	Support  How to Access District Forms to Complete
Support  How to Add Items to My Evaluation - Staff Member	Support  How to Add Items to My Personal Evaluation as an Evaluator	Support  How to Add Non-Checklist Items to the Checklist	Support  How to Change a Final Mark to a Preliminary Mark	Support  How to Delete an Observation	Support  How to Edit a Locked Self-Assessment - Staff	Support  How to Remove an Item from the Checklist	Support  How to Reopen a Closed Observation	Support  How to Reopen a Self-Assessment for Staff - Evaluator	Support  How to Restore a Deleted Item - Staff Member
Support  How to Restore a Deleted Item - Evaluator	Support  New Evaluation User Interface - Teacher	Support  SFS Evaluation - Evaluator - Artifacts [5min 38sec]	Support  SFS Evaluation All Users - Access and Login to SFS [3min 14sec]	Support  SFS Evaluation Staff - Artifacts	Support  SFS Evaluation Staff - Finalization / Summative	Support  SFS Evaluation Staff - Navigation Dashboard Overview	Support  SFS Evaluation Staff - Navigation: Docs [2min 59sec]	Support  SFS Evaluation Staff - Navigation: Personal Settings Overview [2min 45sec]	Support  SFS Evaluation Staff - Navigation: Support Overview [6min 46sec]
Support  SFS Evaluation Staff - Navigation: Utilities Overview	Support  SFS Evaluation Staff - Pre & Post Observation Forms	Support  SFS Evaluation Staff - Self-Assessment	Support  SFS Evaluation Staff - Tracking Professional Development	Support  SFS SuperUser Guide Account Manager	Support  SFS SuperUser Guide Create - Edit - Remove - Restore	Support  SFS SuperUser Guide District Settings	Support  SFS SuperUser Guide Multiple Change Engine	Support  SFS User Guide - Login to SFS	Support  SFS-Evaluation - Evaluator - Dashboards Part 2

Who to contact for help:

- Maureen (Mo) Lovett if:
 - You are not in the correct school
 - Your Checklist/plan is inaccurate
 - Your login via Google did not work
 - mailto:lovett_maureen@mybps.us
 - x1736
 - Work cell: 774-487-1131
- Enter a Support ticket for all other items
 - How do I....?
 - Where do I...?
 - Response time for support tickets Monday - Friday is generally within the hour
 - Response time for support tickets on weekends - generally within 2 hours

Educator Evaluation Training

All new licensed educators must complete the educator evaluation training:

- The educator evaluation training can be found in the New Educator google classroom. Classroom code = **7ypeg3u**
- There are five modules to complete - there is a quiz at the end of each module to demonstrate completion.
- All modules should be completed by January 30, 2023, but there are recommended completion dates included on each module overview that are aligned with the educator evaluation cycle.

Questions?

