Educator Evaluation

TRAINING FOR ALL EDUCATORS

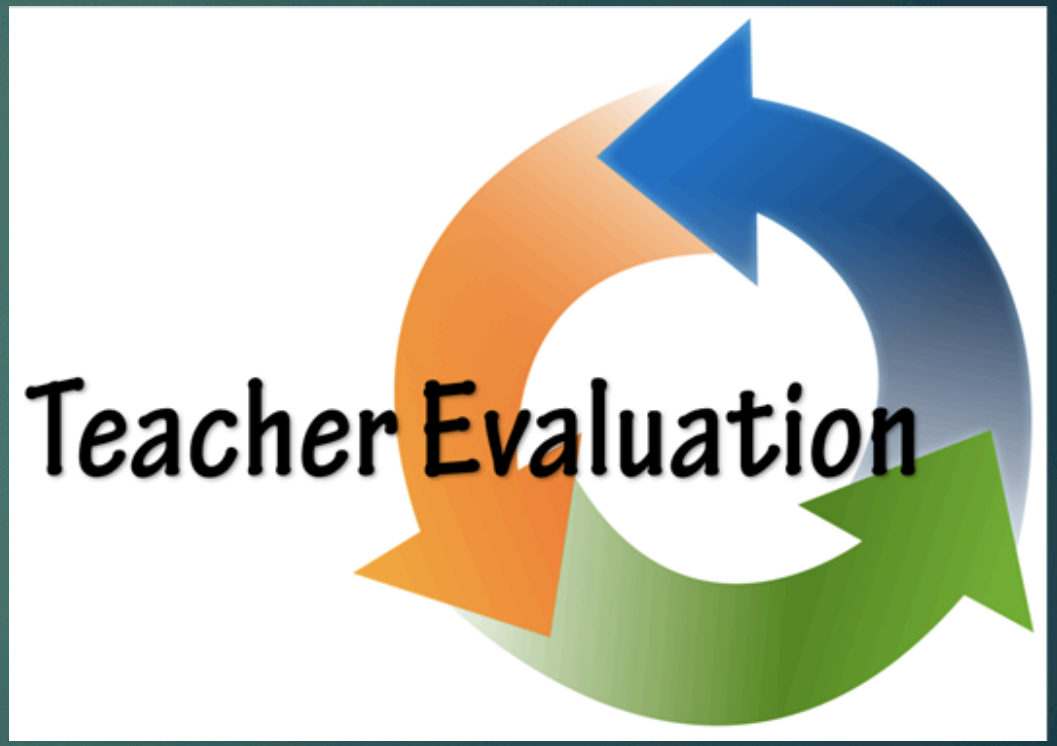
Purpose of Evaluation

- To promote student learning, growth, and achievement by providing Educators with feedback for improvement, enhanced opportunities for professional growth, and clear structures for accountability
- The ultimate purpose of the evaluation process is to improve and maintain a high level of professional service for the students of the Wachusett Regional School District



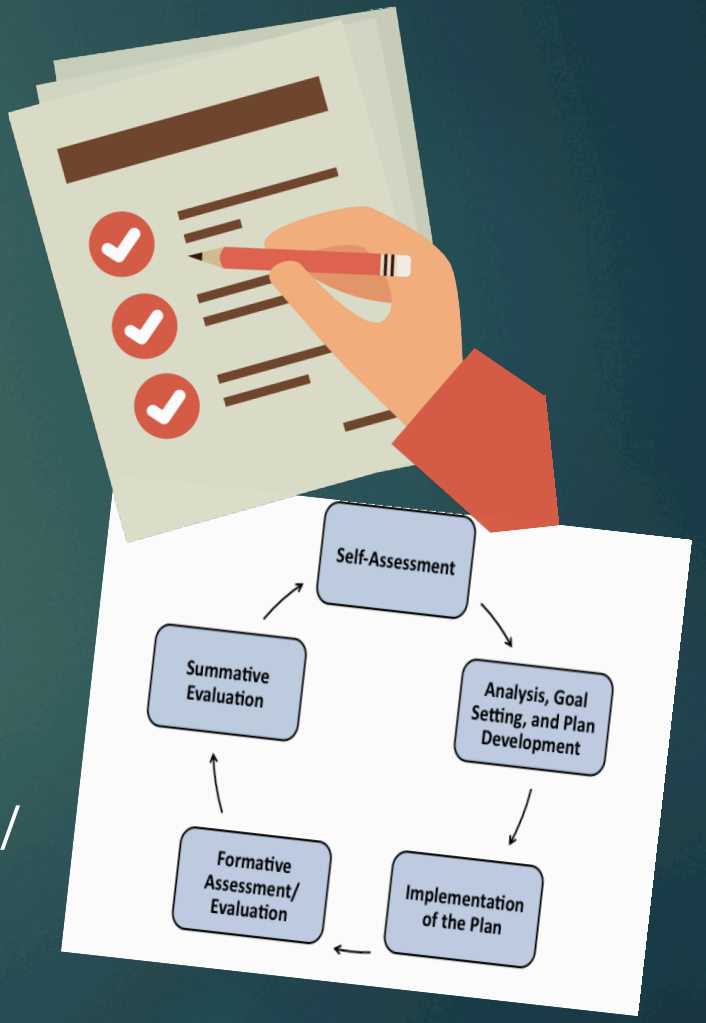
Evaluation Reminders

- The Educator Evaluation System is not to be used as a punitive or disciplinary measure
- The focus is on continuous growth where the educator, as an active participant, works with the supervisor in a non-threatening setting
- The process is intended to lead to professional growth and effective teaching



Some Definitions

- **Evaluation:** The ongoing process of defining goals and identifying, gathering, and using information as part of a process to improve professional performance (the "formative evaluation" and "formative assessment") and to assess total job effectiveness and make personnel decisions (the "summative evaluation").
- **Evaluation Cycle:** A five-component process that all Educators follow consisting of 1) Self-Assessment; 2) Goal-setting and Educator Plan development; 3) Implementation of the Plan; 4) Formative Assessment/ Evaluation; and 5) Summative Evaluation.



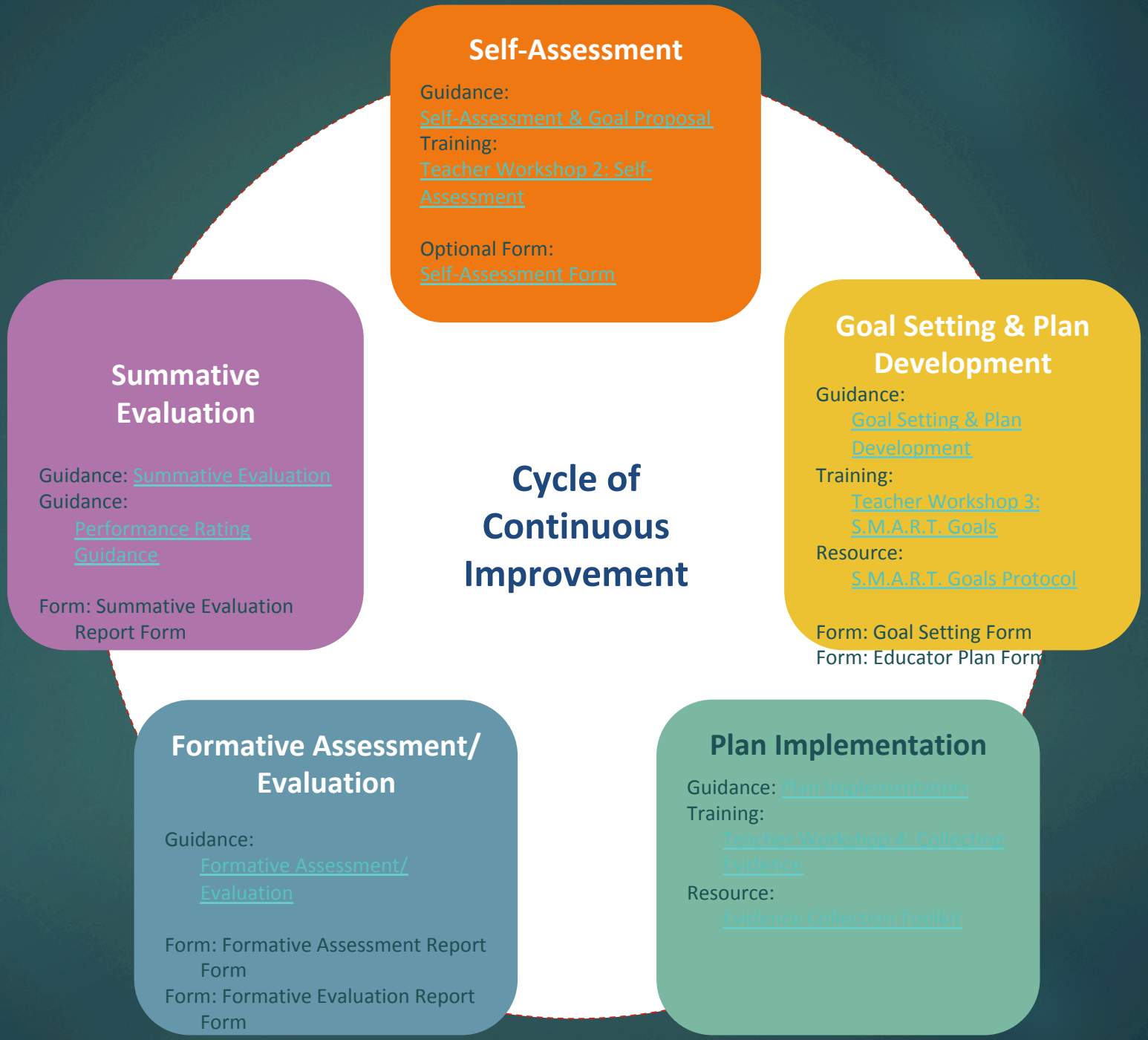
Who are we talking about?

- **Teacher = Educator**
- **Classroom Teacher:** WREA educators who teach preK-12 whole classes, and teachers of special subjects such as art, music, library, and physical education. May also include special education teachers and reading specialists who teach whole classes.
  - Use the Teacher Rubric to set goals, provide feedback and evaluate.
- **Caseload Educator:** WREA educators who teach or counsel individual or small groups of students through consultation with the regular classroom teacher, for example, school nurses, guidance counselors, speech and language pathologists, and some reading specialists and special education teachers.
  - Use the SISP Rubric to set goals, provide feedback and evaluate.

Evidence Used in Evaluation

- Common assessments measuring progress towards Mass Curriculum Frameworks or other student learning goals set between the educator and the evaluator
  - 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 based on the Educator's role and responsibility
- Judgments based on observations and artifacts of practice including announced and unannounced observations of practice, that result in written feedback
- Evidence relevant to performance on the teacher rubric, progress towards professional practice and student learning goals, student and staff feedback, and other relevant evidence from any source that the Evaluator shares with the Educator

5-Step Cycle


Self-Assessment
Guidance:
Self-Assessment & Goal Proposal
Training:
Teacher Workshop 2: Self-Assessment
Optional Form:
Self-Assessment Form
Goal Setting & Plan Development
Guidance:
Goal Setting & Plan Development
Training:
Teacher Workshop 3: S.M.A.R.T. Goals
Resource:
S.M.A.R.T. Goals Protocol
Form: Goal Setting Form
Form: Educator Plan Form
Plan Implementation
Guidance: Plan Implementation
Training:
Teacher Workshop 4: Collecting Evidence
Resource:
Evidence Collection Toolkit
Formative Assessment/ Evaluation
Guidance:
Formative Assessment/ Evaluation
Form: Formative Assessment Report Form
Form: Formative Evaluation Report Form
Summative Evaluation
Guidance: Summative Evaluation
Guidance:
Performance Rating Guidance
Form: Summative Evaluation Report Form
Cycle of Continuous Improvement

Evaluation Cycle: Self-Assessment

- The evaluation cycle begins with the Educator completing and submitting to the Primary Evaluator a self-assessment by **October 1st** or within four weeks of the start of their employment at the school.
- The self-assessment includes:
  - An analysis of student learning, growth and achievement
  - An assessment of practice against the teacher rubric for each of the four Performance Standards of effective practice
  - At least one goal directly related to improving the Educator's own professional practice and at least one goal directed related to improving student learning.

Educator Goal Development

- Educators must consider school, grade-level, or subject-area goals when drafting their goals.
  - Educators may meet with teams to consider establishing team goals. Evaluators may participate in such meetings.
  - To do this, the Educator fills in the Goal Setting Form.
- The goals for the Self-Directed Growth Plan are developed by the Educator with input from the Evaluator
- The goals for the Directed Growth or Improvement Plans are determined by the Evaluator.
- For Educators on a Developing Educator Plan in their first year of practice, the Evaluator or his/her designee will meet with each Educator by **October 1** (or within four weeks of the Educator's first day of employment if the Educator begins employment after September 15) to assist the Educator in completing the self-assessment and drafting their goals.

Goal Development (Cont.)

- For Educators on a Developing Educator Plan in their first year of practice, the Evaluator or his/her designee will meet with each Educator by **October 1**
  - Or within four weeks of the Educator's first day of employment if the Educator begins employment after September 15
- Purpose of meeting is to assist the Educator in completing the self-assessment and drafting their goals



Evaluation Cycle: Development of the Educator Plan

- Every Educator develops an Educator Plan that includes at least one goal related to the improvement of practice and one goal for the improvement of student learning
  - The Plan outlines actions the Educator must take to attain the goals and benchmarks to assess progress
  - Use the Educator Plan Form
- Educators in the same school may meet with the Evaluator in teams and/or individually at the end of the previous evaluation cycle or by **October 15th** of the next academic year to draft their Educator Plan
- The Evaluator shall meet individually with Educators with ratings of needs improvement or unsatisfactory to develop professional practice goal(s) that must address specific standards and indicators identified for improvement in the previous summative evaluation.
- The Evaluator completes the Educator Plan by **November 1st**.

Observations-NonPTS

Educators without Professional Teacher Status (Non-PTS)

- Educators in the **first year** of practice or first year assigned to a school shall have at least **one announced observation** and at least **four unannounced observations** during the school year.
- Educators in their **second and third years** of practice or second and third years as a non-PTS Educator in the school shall have at least **three unannounced observations** during the school year.



Observations-PTS

Educators with Professional Teacher Status (PTS)

- The Educator whose overall rating is **proficient or exemplary** must have at least **three** unannounced observations during the evaluation cycle.
- The Educator whose overall rating is **needs improvement** must be observed according to the Directed Growth Plan during the period of Plan which must include at least **five** unannounced observations.
- The Educator whose overall rating is **unsatisfactory** must be observed according to the Improvement Plan which must include both unannounced and announced observations. The number and frequency of the observations shall be determined by the Evaluator, but **in no case shall there be fewer than one announced and four unannounced observations**.

Observations

- The Evaluator's first observation of the Educator should take place by **November 15**.
- The minimum number of observations required by the Educator Plan should be completed by **May 15th**.
  - The Evaluator may conduct additional observations after this date.
- The Evaluator is not required nor expected to review all the indicators in a rubric during an observation.



Observations-Unannounced

- Unannounced observations may be in the form of partial or full-period classroom visitations, Instructional Rounds, Walkthroughs, Learning Walks, or any other means deemed useful by the Evaluator, principal, superintendent or other administrator.
- The Educator will be provided with at least brief written feedback from the Evaluator within 3-5 school days of the observation.
  - The written feedback needs to be delivered via TeachPoint.
- Any observation or series of observations resulting in one or more standards judged to be unsatisfactory or needs improvement for the first time must be followed by at least one observation of at least 30 minutes in duration within 30 school days.

Observations-Announced

- The Evaluator shall select the date and time of the lesson or activity to be observed and discuss with the Educator any specific goal(s) for the observation.
- Within 5 school days of the scheduled observation, upon request of either the Evaluator or Educator, the Evaluator and Educator shall meet for a pre-observation conference.
  - In lieu of a meeting, the Educator may inform the Evaluator in writing of the nature of the lesson, the student population served, and any other information that will assist the Evaluator to assess performance
- Within 5 school days of the observation, the Evaluator and Educator shall meet for a post-observation conference.

Observations-Announced (Cont.)

- The Evaluator shall provide the Educator with written feedback within 5 school days of the post-observation conference.
- For any standard where the Educator's practice was found to be unsatisfactory or needs improvement, the feedback must:
  - Describe the basis for the Evaluator's judgment.
  - Describe actions the Educator should take to improve his/her performance.
  - Identify support and/or resources the Educator may use in his/her improvement.
  - State that the Educator is responsible for addressing the need for improvement.

Evaluation Cycle: Formative Assessment/Evaluation

- The purpose for evaluation is to promote student learning, growth and achievement by providing Educators with feedback for improvement.
  - Evaluators are expected to make frequent unannounced visits to classrooms.
  - Evaluators are expected to give targeted constructive feedback to Educators based on their observations of practice, examination of artifacts, and analysis in relation to the Standards and Indicators of Effective Teaching Practice.
- **Formative Assessment** - typically used at the mid-point of 1 year plans, but may be used at any time. Use the Formative Assessment Report form.
- **Formative Evaluation** - An evaluation conducted at the end of Year 1 of a 2-year Self-Directed Growth plan. Use the Formative Evaluation Report form.
- For either of these, the Evaluator rates goal progress, performance on Standards and Indicators of Effective Teaching Practice, or both.

Formative Assessment

- Two weeks before the **February 1st** due date, the Educator provides the Evaluator evidence of family outreach and engagement, fulfillment of professional responsibility and growth, and progress on attaining professional practice and student learning goals.
- Upon the request of either the Evaluator or the Educator, the Evaluator and the Educator will meet either before or after completion of the Formative Assessment Report.
- As a result of the Formative Assessment Report, the Evaluator may change the activities in the Educator Plan.
- If the rating in the Formative Assessment report differs from the last summative rating the Educator received, the Evaluator may place the Educator on a different Educator Plan, appropriate to the new rating.

Formative Evaluation

- No less than two weeks before the **June 1st** due date for the Formative Evaluation report, the Educator shall provide to the Evaluator evidence of family outreach and engagement, fulfillment of professional responsibility and growth, and progress on attaining professional practice and student learning goals.
- Upon the request of either the Evaluator or the Educator, the Evaluator and the Educator will meet either before or after completion of the Formative Evaluation Report.
- As a result of the Formative Evaluation report, the Evaluator may change the activities in the Educator Plan.
- If the rating in the Formative Evaluation report differs from the last summative rating the Educator received, the Evaluator may place the Educator on a different Educator Plan, appropriate to the new rating.

Evaluation Cycle: Summative Evaluation

- For all Educators, the summative report must be written and provided to the educator by **May 15th** each year.
- The Evaluator determines a rating on each standard and an overall rating based on the Evaluator's professional judgment based on an examination of evidence against the Performance Standards and evidence of the attainment of the Educator Plan goals.
- No less than **four weeks before the May 15th due date** for the Summative Evaluation report, the Educator will provide to the Evaluator evidence of family outreach and engagement, fulfillment of professional responsibility and growth, and progress on attaining professional practice and student learning goals.
- The Summative Evaluation report should recognize areas of strength as well as identify recommendations for professional growth

Evaluation Cycle: Summative Evaluation (Cont.)

- The Evaluator shall meet with the Educator rated needs improvement or unsatisfactory to discuss the summative evaluation. The meeting shall occur by **June 1st**.
- The Evaluator may meet with the Educator rated proficient or exemplary to discuss the summative evaluation, if either the Educator or the Evaluator requests such a meeting. The meeting shall occur by **June 10th** .
- Upon mutual agreement, the Educator and the Evaluator may develop the Self-Directed Growth Plan for the following two years during the meeting on the Summative Evaluation report.
- The Educator shall sign the final Summative Evaluation report by **June 15th**.

Summative Ratings

- To be rated **Exemplary** overall, an educator must earn a cumulative rating of Exemplary on the Curriculum, Planning, and Assessment and on the Teaching All Students standards, and earn a cumulative rating of Proficient or Exemplary on the Family and Community Engagement and on the Professional Culture standards.
- To be rated **Proficient** overall, an educator must earn a cumulative rating of Proficient or Exemplary on the Curriculum, Planning and on the Assessment and Teaching All Students standards.
- To be rated **Needs Improvement** overall, an educator must earn either a cumulative rating of Needs Improvement on the Curriculum, Planning, and Assessment standard or on the Teaching All Students standard.
- To be rated **Unsatisfactory** overall, an educator must earn either a cumulative rating of Unsatisfactory on the Curriculum, Planning, and Assessment standard or on the Teaching All Students standard.

Rating Chart

	Exemplary	Proficient	Needs Improvement	Unsatisfactory
Standard I: Curriculum, Planning and Instruction **(8 elements)**	• 3 or more Exemplary ratings • No Needs Improvement or Unsatisfactory ratings	• 4 or more Proficient or Exemplary ratings • No Unsatisfactory ratings	• 4 or more Needs Improvement ratings • No more than 1 Unsatisfactory rating	• 2 or more Unsatisfactory ratings
Standard II: Teaching All Students **(8 elements)**	• 3 or more Exemplary ratings • No Needs Improvement or Unsatisfactory ratings	• 4 or more Proficient or Exemplary ratings • No Unsatisfactory ratings	• 4 or more Needs Improvement ratings • No more than 1 Unsatisfactory rating	• 2 or more Unsatisfactory ratings
Standard III: Family and Community Engagement **(3 elements)**	• 1 or more Exemplary rating • No Needs Improvement or Unsatisfactory ratings	• 4 or more Proficient or Exemplary rating • No Unsatisfactory ratings	• 2 or more Needs Improvement ratings • No more than 1 Unsatisfactory rating	• 2 or more Unsatisfactory ratings
Standard IV: Professional Culture **(5 elements)**	• 2 or more Exemplary ratings • No Needs Improvement or Unsatisfactory ratings	• 2 or more Proficient or Exemplary ratings • No Unsatisfactory ratings	• 2 or more Needs Improvement ratings • No more than 1 Unsatisfactory rating	• 2 or more Unsatisfactory ratings

Evaluation Cycle Appeal

- Professional status educators who are rated as Needs Improvement or Unsatisfactory overall for the school year may appeal their rating to the Wachusett Regional School District Educator Appeals Board.
- This anonymous seven-member board will be comprised of three teachers (one elementary, one middle, and one high school), three administrators (one elementary, one middle, and one high school) and the Superintendent/designee.
  - A school psychologist, guidance counselor, or therapeutic specialist may also be substituted for one of the teacher members should the appealing educator fall into one of those categories.
  - The Superintendent shall be responsible for appointing administrators, and the President of the WREA shall appoint the educators.
  - No administrator who is an evaluator of an educator seeking an appeal shall be on the board nor shall any educator who is seeking an appeal be appointed to the board.

Educator Plans: Developing Educator Plan

- For all Educators without professional teacher status (PTS) or, at the discretion of the Evaluator, Educators with PTS in a new assignment that appreciably changes the grade level or the content area taught.
- The Educator shall be evaluated at least annually.



Educator Plans: Self-Directed Growth Plan

- A Two-year Self-Directed Growth Plan is for those Educators with PTS who have an overall rating of proficient or exemplary
  - A formative evaluation report is completed at the end of year 1
  - A summative evaluation report at the end of year 2
- A One-year Self-Directed Growth Plan is for those Educators with PTS who have an discrepancies in practice and student performance as based on common assessments
  - In this case, the Evaluator and Educator shall analyze the discrepancy between the summative evaluation rating and the student performance on common assessments to seek to determine the cause(s) of the discrepancy

Educator Plans: Directed Growth Plan

- A Directed Growth Plan has a duration of one school year and is for those Educators with PTS whose overall rating is needs improvement
- The goals in the Plan must address areas identified as needing improvement as determined by the Evaluator
- The Evaluator shall complete a summative evaluation for the Educator at the end of the period determined by the Plan, but at least annually, and in no case later than **June 10th**
- At the end of this plan, if the overall performance rating is at least proficient, the Evaluator will place the Educator on a Self-Directed Growth Plan for the next Evaluation Cycle
- At the end of this plan, if the overall performance rating is not at least proficient, the Evaluator will rate the Educator as unsatisfactory and place the Educator on an Improvement Plan for the next Evaluation Cycle

Educator Plans: Improvement Plan

- An Improvement Plan is for those Educators with PTS whose overall rating is unsatisfactory
- An Improvement Plan is of **no fewer than 90 school days and no more than one school year** and may include activities that occur during the summer before the next school year begins
- Within ten school days of notification to the Educator that the Educator is being placed on an Improvement Plan, the Evaluator shall schedule a meeting with the Educator to discuss the Improvement Plan
- The Evaluator will develop the Improvement Plan, which will include:
  - Improvement goals directly related to the performance standard(s) and/or student learning outcomes that must be improved
  - A timeline for completion of each component of the Plan, including at a minimum a mid-cycle formative assessment report of the relevant standard(s) and indicator(s)
  - Refer to Section 13(G) of the WREA Evaluation Agreement for more details

Educator Plans: Improvement Plan (Cont.)

Decision on the Educator's status at the conclusion of the Improvement Plan.

- Determinations must be made **no later than June 1**.
- If the Evaluator determines that the Educator has improved his/her practice to the level of proficiency, the Educator will be placed on a Self-Directed Growth Plan.
- In those cases where the Educator was placed on an Improvement Plan as a result of his/her summative rating at the end of his/her Directed Growth Plan, if the Evaluator determines that the Educator is making substantial progress toward proficiency, the Evaluator shall place the Educator on a Directed Growth Plan.
- In those cases where the Educator was placed on an Improvement Plan as a result of his/her Summative rating at the end of his/her Directed Growth Plan, if the Evaluator determines that the Educator is not making substantial progress toward proficiency, the Evaluator shall recommend to the superintendent that the Educator be dismissed.
- If the Evaluator determines that the Educator's practice remains at the level of unsatisfactory, the Evaluator shall recommend to the superintendent that the Educator be dismissed.

Resources

- An electronic copy of the full Educator Evaluation agreement that contains the Teacher and SISP rubric and all forms can be found at:
  - http://www.wrsd.net/evaluation.cfm
- Building Principals have been trained and can answer most of your questions.
  - Additional questions can be answered by Robert Berlo (robert_berlo@wrsd.net)