Unpacking the New Massachusetts Teacher Evaluation System

Professional Status Teachers entering the “Partial System”
Goals for Today:

• Broad overview of the New Teacher Evaluation System

• Understand requirements and action items for Educators on the “Partial System” Plan
The 5-Step Cycle in Action

- Every educator is an active participant in an evaluation
- Process promotes collaboration and continuous learning
- Foundation for the Model

On-going unannounced teacher observations - Data will be collected and shared with teachers via Teachpoint

Massachusetts Department of Elementary and Secondary Education
## Rubric at a Glance

The 4 Standards, 16 Indicators and 33 elements in the Model

<table>
<thead>
<tr>
<th>Standard I: Curriculum, Planning, &amp; Assessment</th>
<th>Standard II: Teaching All Students</th>
<th>Standard III: Family and Community Engagement</th>
<th>Standard IV: Professional Culture</th>
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Tuesday, August 28, 12
Unofficial goal:

- Make sure no one leaves feeling like this.
Partial Implementation Year
This is what you NEED to know

- Educators will complete a Self-Assessment on Teachpoint. This will be used to help define a Professional Practice goal.

- Educators will create a Professional Practice goal based on the results of the Self-Assessment (Standard I & II). This goal will be submitted to their primary evaluator via Teachpoint. (October 1, 2012 confirm date)

- Educators will participate in their PLC Student Learning Goal. However, they will not need to document this goal through Teachpoint.

- Teacher observations will occur and data collected and shared with Educators via Teachpoint.

- There are NO Formative or Summative Reports for Educators in the Partial
What’s the same...

- Student Performance Data will be collected based on the PLC Student Learning Goals and aggregated at the building and district level.

- Writing Across the Curriculum will continue to be a focus area of instruction K-12 and will be one of the two required measures that will be used to assess Student Learning based on PLC goals.

*All Educators will be active participants in their PLC’s and work collaboratively on their team’s Student Learning Goal.*
What’s the same...

<table>
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<tr>
<th>SMART GOAL</th>
<th>Strategies and Action Steps</th>
<th>Relevance to Learning</th>
<th>Timeline</th>
<th>Evidence</th>
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<td>Professional Practice Goal</td>
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Here’s what’s new...

1. Self Assessment

2. SMART Goal tied to Teacher Rubric/Standards of Performance

3. Professional Practice Goal only

4. September: Self Assessment via *Teachpoint*

5. October: Submit Proposed Goal by October 1

   Educator and Evaluator meet to review goal and plan by October 15

6. Evaluator completes Educator plans by November 1

7. On-going teacher walk throughs with feedback via *Teachpoint*
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 via Teachpoint.

The self-assessment includes:

- An assessment of practice against each of the four Performance Standards of effective practice using the district’s rubric

- At least one goal directly related to improving the Educator’s own professional practice.

- At least one goal directed related to improving student learning (PLC goal setting - teachers in the partial implementation plan do not report on this goal to their primary evaluator).
Evaluation: Professional Practice

The goal directly related to improving the Educator’s own professional practice is based on:

* The self assessment completed by the Educator and/or

* The previous evaluation by the evaluator
Here is what it looks like...

Meet Sally Smith
Profile for Sally Smith

Sally Smith - 4th grade teacher with 11 years of teaching experience

Her school:

- Elementary level with 400 students
- 16% disabilities
- 10% limited English proficiency
- Student growth on MCAS in recent years has contributed to positive school climate
**Sally Smith’s Brainstorm**

**PROMPT: Where do I feel most comfortable in my profession? Where have I seen positive results?**

**Strengths**
- Improving student performance in both Math and ELA for students who enter my class performing below grade level
- Teaching classrooms with diverse needs (especially meeting the needs of student with an IEP)
- Family outreach and communication

**Needs**
- Additional support for implementing the revised MA Curriculum Framework
- Improving communication with families for whom English is a second language
- Strengthen leadership skills

**PROMPT: What do I find most difficult? Where would I like more help from others?**

Massachusetts Department of Elementary and Secondary Education
## Sally’s Assessment of Practice Against the Rubric

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<th>Needs</th>
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<td>• Improving student performance in both Math and ELA for students who enter my class performing below grade level <em>(I-A: Curriculum &amp; Planning; II-A: Instruction)</em></td>
<td>• Additional support for implementing the revised MA Curriculum framework <em>(I-A: Curriculum &amp; Planning)</em></td>
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<td>• Teaching classrooms with diverse needs (especially meeting the needs of student with an IEP) <em>(II-A: Instruction; II-B: Learning Environment; II-D: Expectations)</em></td>
<td>• Improving communication with families for whom English is a second language <em>(III-C: Communications)</em></td>
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<tr>
<td>• Family outreach and communication <em>(Standard III)</em></td>
<td>• Strengthen leadership skills <em>(IV-C: Collaboration; IV-D: Decision-Making)</em></td>
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ACTION STEPS:
Sally Smith’s Professional Practice Goal: An example about Family and Community Engagement (ELL)

Step #1:
Use Student Learning and other Data to Identify Goal Areas

Improve communication with families for whom English is a second language (an individual professional practice goal)

Step #2:
Identify Elements on the Rubric Critical for your Goal Area

Regularly communicates with families on curriculum throughout the year and suggests strategies for supporting learning at school and home, including students with disabilities or limited English proficiency (III-B-2: Curriculum Support/Proficient level descriptor)
Step #3: Focus the Elements from the Rubric

Regularly communicates with families on curriculum throughout the year and suggests strategies for supporting learning at school and home, including students with disabilities or limited English proficiency. (III-B-2: Curriculum Support - III: Family and Community Engagement; B: Learning Expectations; 2: Curriculum Support)

Step #4: Draft the Goal Statement

Goal Statement: During this school year, I will communicate in writing monthly with LEP families about strategies to support learning.

Specific  Measurable  Attainable  Relevant to Learning  Timebound
Step #5: Add Key Actions and Benchmarks (Revise Goal Statement as Needed)

Goal Statement: what do I want to accomplish by when?
Key Actions: what will I/we do to achieve to accomplish it?

1. By September 30 I will contact in writing each LEP family to share my contact information in both English and their native language.

2. By October 15, I will know the WIDA Can-Do Descriptors for ELL Proficiency with regard to learning.

3. Beginning October, I will send home monthly newsletters with strategies for parents to practice.

4. I will attend a WIDA (World-Class Instructional Design and Assessment) Consortium to better understand the relationship between academic language and content knowledge.
Benchmarks: how will I/we know if I am on track to accomplish it/have accomplished it?

1. Mid-year I will survey families to solicit feedback about their student’s learning experience. (process outcome)

** Partial Implementation does not require evidence collection and sharing. This will change in 2013-2014.
**SMART Goal**

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<td>Professional Practice Goal</td>
<td>1. I will contact in writing each LEP family to share my contact information in both English and their native language.</td>
<td>Standard III.B.2</td>
<td>By September ’30</td>
<td>Newsletter</td>
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<td>2. I will know the WIDA Can-Do Descriptors for ELL Proficiency with regard to learning</td>
<td>Standard I.A.2</td>
<td>By October 15</td>
<td>Revised lesson plans targeting strategies based on descriptors</td>
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<td>3. I will send home monthly newsletters with strategies for parents to practice.</td>
<td>Standard III.B.2</td>
<td>Beginning October/ongoing</td>
<td>Newsletters</td>
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<td>4. I will attend a WIDA (World-Class Instructional Design and Assessment) Consortium to better understand the relationship between academic language and content knowledge</td>
<td>Standard I.A.2</td>
<td>Summer, 2013</td>
<td>Handouts, Registration</td>
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During this school year, I will communicate in writing monthly with LEP families about strategies to support learning.
Questions?
Teachpoint