

# **Boston Public Schools**

## **Educator Performance Evaluation Tools and Guidance**

**April 2012**

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# Educator Evaluation Implementation Guide



# The Boston Public Schools Implementation Guide for the Educator Evaluation System

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April 2012

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## Overview

### The Opportunity

On June 28, 2011 the Massachusetts Board of Elementary and Secondary Education adopted new regulations to guide the evaluation of all educators serving in positions requiring a license – teachers, principals, superintendents, and other administrators<sup>1</sup>. The regulations outline an evaluation process designed first and foremost to promote leaders' and teachers' growth and development. They place student learning at the center of the process, using multiple measures to assess this learning. In 2012-2013, every school in the Boston Public Schools will be phasing in evaluation processes and procedures that are consistent with the new regulations.

To do so will require changes in culture and practice in many schools. The Task Force that crafted recommendations for the regulations found that in many schools in the Commonwealth, the educator evaluation process is ineffective. Too often, they found, the process is divorced from student learning and is superficial, ritualistic and passive, experienced by many as something “done to them.” Fewer than half of teachers and administrators polled described their own experience of evaluation as a process that contributed to their professional growth and development.

The new regulations are designed to change all this when well-implemented. Each educator will take a leading role in shaping his/her professional growth and development.

- Every educator will assess his/her own performance and propose one or more challenging goals for improving his/her own practice. A formal process for reflection and self-assessment creates the foundation of a new opportunity for educators to chart their own course for professional growth and development.
- Every educator will be using a rubric that offers a detailed picture of practice at four levels of performance. The BPS rubrics set the stage for both deep reflection and the rich dialogue about practice that our profession seeks.
- Every educator will also consider their students' needs using a wide range of ways to assess student growth and propose one or more challenging goals for improving student learning. They will be able to monitor progress carefully and analyze the impact of their hard work.
- Every educator will be expected to consider team goals, a clear indication of the value the new process places on both collaboration and accountability.
- Every educator will compile and present evidence and conclusions about their performance and progress on their goals, ensuring that the educator voice is critical to the process.

These and other features of the new educator evaluation system hold great promise for improving educator practice, school climate and student learning. To turn promise into reality, every educator—and team of educators—will need to be supported to do this new work effectively and efficiently. This Implementation Guide aims to provide support for school leadership, evaluators of school staff, and educators as they plan for and implement the new regulations.

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<sup>1</sup> For the full text of the regulations, see <http://www.doe.mass.edu/lawsregs/603cmr35.html>

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## The Purpose of this Guide

While most of the development of the BPS evaluation system is the responsibility of BPS leadership teams in collaboration with the union and school committee, the majority of *implementation* efforts are undertaken by teachers, principals, and other school staff.

This guide is intended to support school-level leadership teams, evaluators, and educators<sup>2</sup> as they determine their level of readiness, plan for implementation, and implement the new educator evaluation framework. In addition, the guide will prepare school leadership teams of educators and administrators to assume a key role in design and implementation, empowering the teams to offer informed expertise and critical insight as to considerations vital to success at the school-level.

This guide will:

- introduce the requirements of the regulations as well as the principles and the priorities that underlie the new BPS educator evaluation framework;
- outline the steps and resources that are necessary for all schools;
- recommend specific action steps; and
- highlight considerations for preparing, planning, and implementation.

Each section of the guide contains information that is relevant to all school staff. Within each section, some parts may focus more heavily on the responsibilities of evaluators; some will focus on the responsibilities of educator teams and individuals; and some will focus on the responsibilities of school leadership teams of teacher and administrators that collaborate to plan, implement, and monitor evaluation efforts. For example, reading this guide will help the school leadership team identify strategies for rigorous yet practical implementation, create and/or tailor professional development for school staff, and develop systems and processes that will support and streamline evaluation efforts within the school.

The primary—although not exclusive—focus of this guide is on evaluation of classroom teachers and caseload educators. This is not because evaluating department heads, assistant principals, and other school-level administrators is not important and will not require major changes in the current practice of many schools and districts, but because there are many more classroom teachers and caseload educators than there are administrators. That said, much of what is written in this guide will apply to evaluating school-level administrators as well.

## Educator Evaluation Framework

In June 2011, BESE adopted new educator evaluation regulations, and the new BPS system is based on and fully compliant with these regulations. Five key design features define the new system:

1. **Statewide Standards and Indicators for Effective Administrative Leadership and Teaching Practice.** The new set of Standards and Indicators are intended to promote a statewide

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<sup>2</sup> “Educator” is used in this guide to refer to classroom teachers and caseload educators (educators who teach or counsel individual or small groups of students through consultation with the regular classroom teacher, such as school nurses, guidance or adjustment counselors, speech and language pathologists, and some special education teachers). “Educator” also refers to administrators when they are engaged in “being evaluated” as distinct from a role of “Evaluator.”

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understanding about what effective teaching and administrative practice looks like. The Standards and Indicators are aligned with the district's Dimensions of Effective Teaching; the four state-wide standards are *Curriculum and Planning*, *Teaching All Students*, *Family & Community Engagement*, and *Professional Culture*.

2. **Three Categories of Evidence.** To assess educator performance on the Standards and Indicators, the regulations call for three categories of evidence to be used in every district's educator evaluation system. The three categories are: multiple measures of student learning, growth, and achievement<sup>3</sup>; judgments based on observation and artifacts of professional practice, including unannounced observations of practice of any duration; and additional evidence relevant to one or more Performance Standards (603 CMR 35.07(1)).
3. **Statewide Performance Rating Scale.** The performance of every educator is rated against the Performance Standards described above. All educators earn one of four ratings: *Exemplary*, *Proficient*, *Needs Improvement*, or *Unsatisfactory*. Each rating has a specific meaning:
  - *Exemplary* performance represents a level of performance that 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. Few educators are expected to earn Exemplary ratings on more than a handful of Indicators.
  - *Proficient* performance is understood to be fully satisfactory. This is the expected high level of performance - demanding, but attainable.
  - *Needs Improvement* indicates performance that is below the requirements of a Standard but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.
  - *Unsatisfactory* performance is merited when performance has not significantly improved following a rating of Needs Improvement, or performance is consistently below the requirements of a standard and is considered inadequate, or both.
4. **Five-Step Evaluation Cycle.** This Implementation Guide is organized around the five-step cycle required for all educators, a centerpiece of the new regulations designed to have all educators play a more active, engaged role in their professional growth and development.

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<sup>3</sup> The final regulations approved by BESE include a more explicit focus on student learning, adding a statewide scale for rating educator impact on student learning as low, moderate, or high. Beginning in 2013-14, district will use "district-determined measures of student learning which must be comparable across grade or subject district-wide" to determine impact. This is distinct from the use of multiple measures as a category of evidence to rate educator performance. Also starting in 2013-14, additional evidence relevant to one or more performance standards will include student feedback, and will include staff feedback with respect to administrators.

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Under the regulations, evaluation begins with self-assessment and concludes with summative evaluation and rating of the educator’s impact on student learning<sup>4</sup>. It also is a continuous improvement process in which evidence from the summative evaluation and rating of impact on learning become important sources of information for the educator’s self-assessment and subsequent goal setting.

5. **Four Educator Plans.** The system differentiates evaluation by both career stage and performance. The regulations define four different Educator Plans. The following three plans apply only to “experienced educators” defined as a teacher with Professional Teacher Status (PTS) or an administrator with more than three years in an administrative position in the school district:



- The *Self-Directed Growth Plan* applies to educators rated Proficient or Exemplary and is developed by the educator; this may be a plan of one to two school years. When the Rating of Impact on Student Learning is implemented (beginning in 2013-14), educators with a Moderate or High Rating of Impact will be on a two-year plan; educators with a Low Rating will be on a one-year plan.
- The *Directed Growth Plan* applies to educators rated Needs Improvement and is a plan of one school year or less, developed by the educator and the evaluator.
- The *Improvement Plan* applies to educators rated Unsatisfactory and is a plan of no less than 30 calendar days and no longer than one school year, developed by the evaluator.

Few new educators are expected to be Proficient on every Indicator or even every Standard in their first years of practice. Therefore, the fourth plan applies to teachers without Professional Teacher Status, an administrator in their first three years in a district, or an educator in a new assignment (at the discretion of an evaluator):

- The *Developing Educator Plan* is developed by the educator and the evaluator and is for one school year or less.

## Priorities for Implementing the Framework

The purpose of evaluation is to promote teacher and student learning by providing educators with feedback for improvement and enhanced opportunities for professional growth. To achieve this, all educators—school and district alike—must maintain a focus on creating the conditions that can realize this vision. This requires an approach that is both thoughtful and strategic so that evaluation can be seized as an opportunity.

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<sup>4</sup> The Rating of Impact on Student Learning will be implemented beginning in 2013-14.

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Approaching educator evaluation thoughtfully and strategically requires attention to **coherence, connection, collaboration** and **conversation**. Attending to each will help create the synergy needed to ensure that the new educator evaluation system will achieve its twin goals of supporting educator growth and student achievement.

### **Coherence**

**Create coherence and leverage opportunities to reinforce it.** Without explicit linkage to other priorities and on-going work, the new educator evaluation regulations will be both perceived and undertaken as an “add on” that is disconnected from daily practice and big picture goals for the school and district, limiting opportunities for feedback and growth. Linking the data analysis, self-assessment, goal setting, and evidence collection activities required for educator evaluation to key activities already underway in the school is one way to build this coherence.

For example, all schools are transitioning to the new MA Frameworks in Mathematics and English Language Arts. Team goal setting in the evaluation cycle can be used to advance this work: teacher teams can share the common professional practice goal of learning “backwards design” principles and applying them to design together a unit that aligns with the new Frameworks. Department, grade level and/or faculty meetings can provide opportunities to share and critique models.

Similarly, a school may be revamping parent-teacher conferences. In this case, the evidence collection component of the evaluation cycle—for both evaluators and educators—could focus on collecting and analyzing data about the implementation and impact of this change in practice. At one faculty meeting, indicators for Standard III (Parent Engagement) can be “unpacked” and new expectations for the conferences developed; at a later one, faculty can share their experiences and the feedback they solicited in order to refine the practice for the future.

### **Connection**

**Connect individual educator goals to school and district priorities.** Connecting individual educator goals to larger school and district priorities is critical to effective implementation. Strong vertical alignment between individual, team, school and district goals will accelerate progress on the goals. For example, when a district is determined to build a strong tiered system of support in mathematics, it makes sense to ask individuals and their teams to focus self-assessment and goal setting on areas most closely associated with that work. When the benchmarks of progress detailed in Educator Plans are connected to the benchmarks in school and district improvement plans, their achievement will reinforce and accelerate progress. As important, when individual educators and teams are having trouble meeting their benchmarks, stakeholders will have a signal that school and district plans may need review.

### **Collaboration**

**Support teacher and administrator teams to collaborate throughout the cycle.** Grade-level, department and other teams can use the steps in the evaluation cycle to help focus their work and learn from one another more systematically, thus enhancing opportunities for professional growth and feedback for improvement. “Unpacking” several specific indicators and elements together as part of the self-assessment process can lead to identifying models and agreeing on team goals. Analyzing formative assessments or other student learning data together will sharpen each member’s insights and can lead to decisions to refine the action steps for the student learning goals. Similarly, team members can share individual professional practice goals and make plans to develop model lessons or units and observe each other’s classes.

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## Conversation

**Engage everyone in on-going conversation about improving practice.** Creating a shared understanding of effective practice is not limited to teams, however. Encouraging reflection and dialogue among teams, individuals, colleagues, and school leaders around the rubrics, student data, and teaching strategies is at the heart of the new educator evaluation process. Create time and space for those conversations throughout the evaluation cycle—during common planning time, faculty meetings, and professional development sessions—and in classrooms, hallways and faculty rooms. On-going, focused conversations about practice following frequent, short classroom visits are essential. So, too, are conversations in well-structured faculty and team meetings and through review and analysis of products and practices. All of these conversations will help create a shared vision of effective practice, a critical ingredient for nearly every strong and improving schools.

## Using This Guide

The guide is divided into five major sections that correspond to the five steps of the cycle (self-assessment and goal proposal; goal setting and plan development; implementation of the plan; formative assessment/evaluation; and summative evaluation). Each of the five sections is organized as follows:

- **Overview** – describes the step of the cycle
- **Timeframe** – describes window in which step occurs during a typical school year/evaluation cycle
- **Getting Started** – this section includes:
  - **Conditions for Readiness** – describe school-wide knowledge, capacity, and information that will increase the readiness of educators and evaluators to effectively implement the step;
  - **Considerations for Planning** – highlights key logistics and practical considerations for implementation that will help school leadership teams, educators, and evaluators plan;
  - **Suggested Resources** – lists concrete documents or pieces of information needed for successful implementation of the step; and
- **Recommended Actions** – table of specific steps educators, teams, evaluators, and/or school leadership teams should take. These tables are organized by who carries out each step, and notes issues to consider based on both research and lessons learned from early implementers of the regulations
- One or more **Step-Specific Topics** to provide in-depth guidance on particular considerations or recommendations that warrant further detail or clarification, such as Conducting Observations

At the end of the Guide, you will find resources in the **Appendices** including forms and other resources that are referenced throughout the Guide.

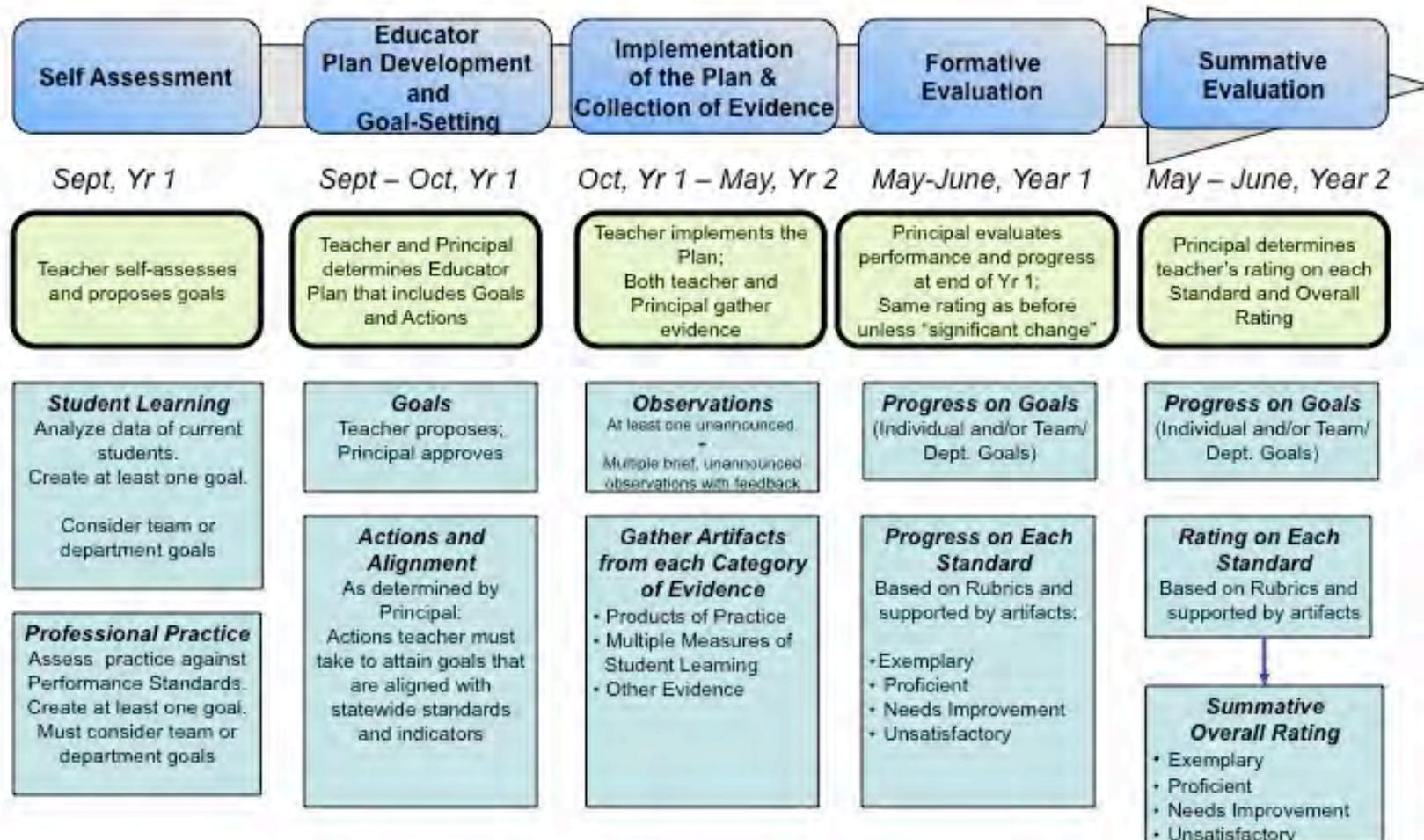
Please note that this is the first draft of this Guide; it will continue to be refined and added to as we complete guidance on: 1) rating educator impact on student learning based on state and district measures of student learning and 2) collecting and using student and staff feedback and as we gather feedback from schools.



# Educator Evaluation: Two-Year Cycle

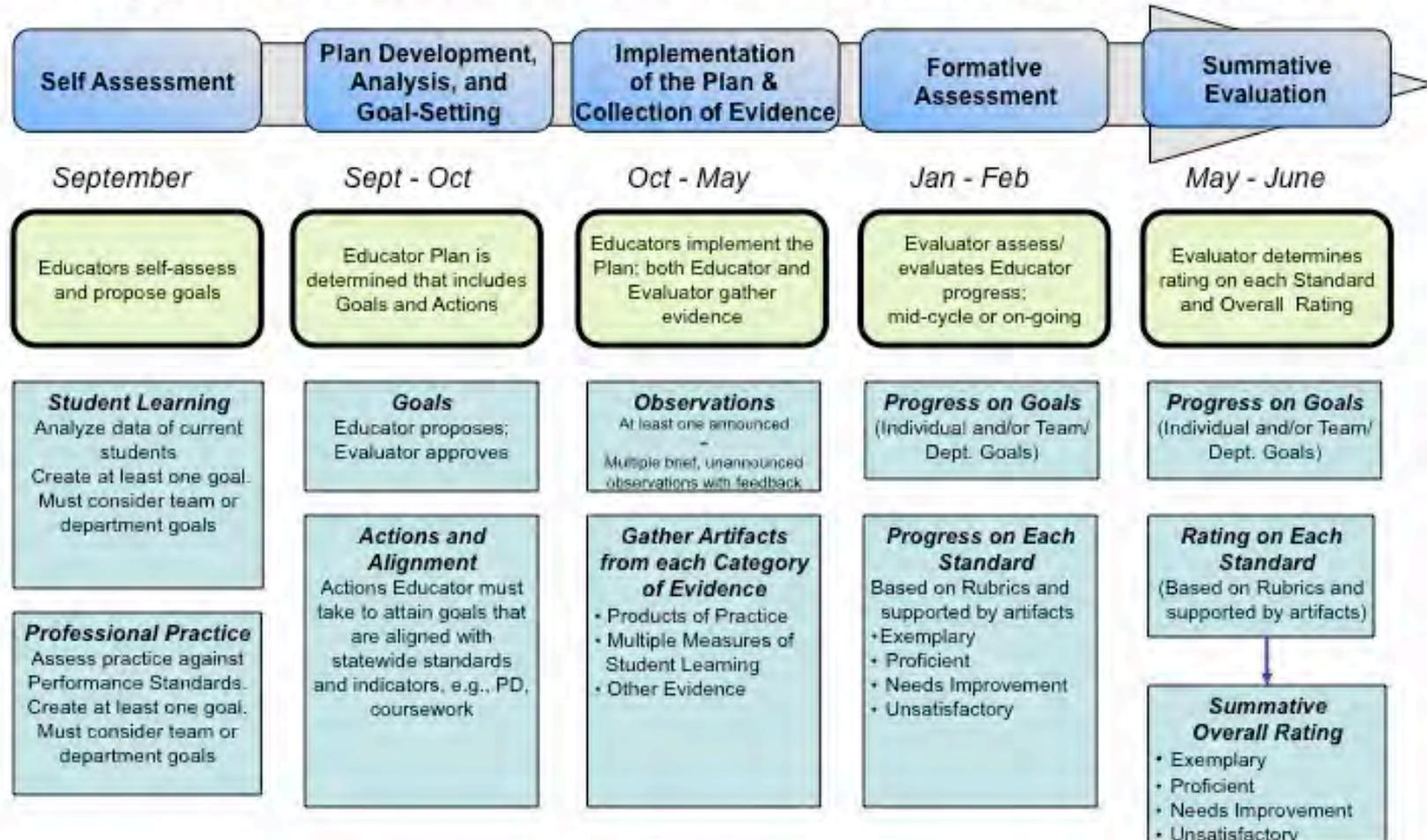
January 2012

## Proficient and Exemplary Educators with Professional Teacher Status

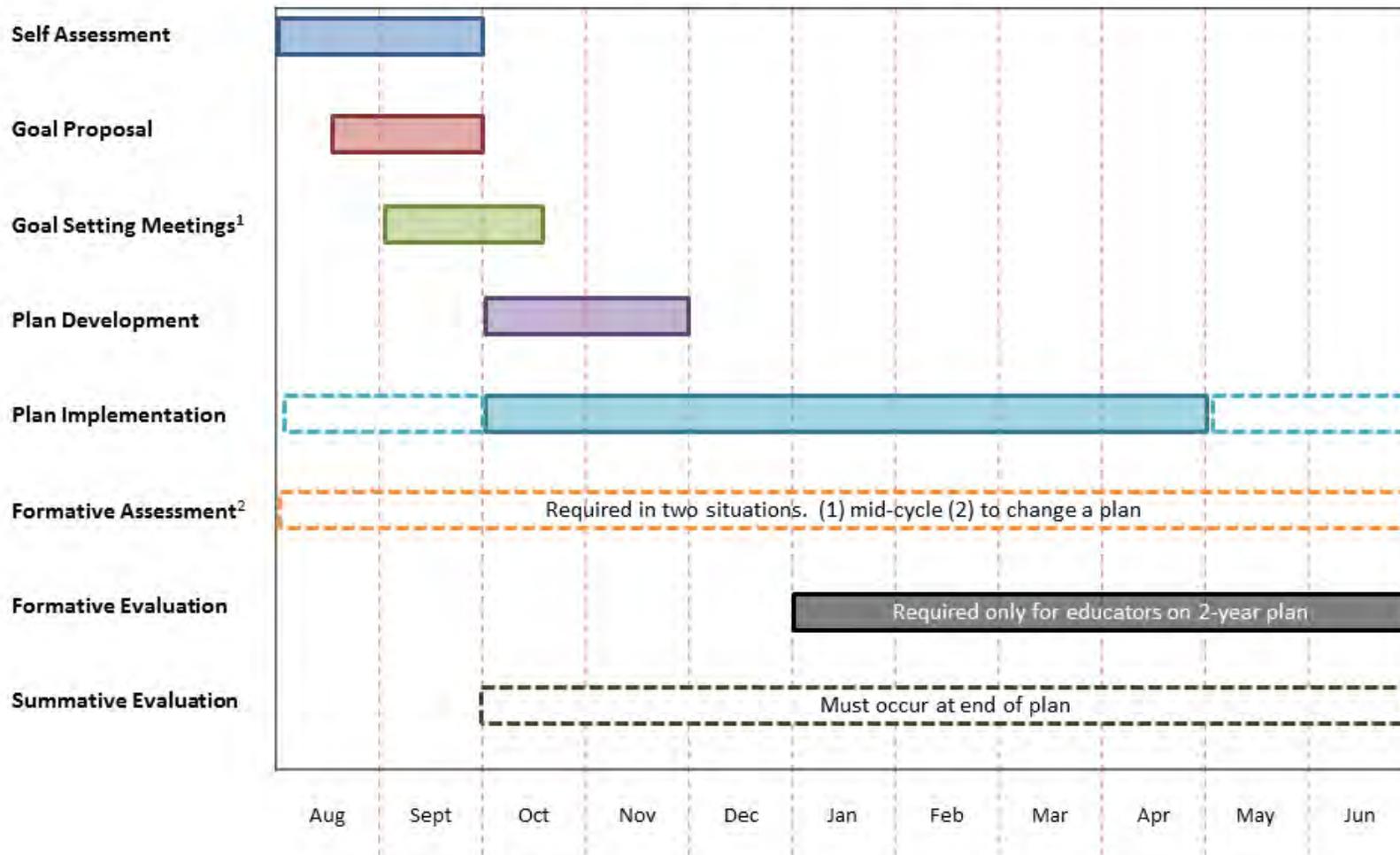


## Educator Evaluation: Annual Cycle

### Struggling Educators and Educators without Professional Teacher Status



## Suggested Timeline for Evaluation Cycle



1 Goals should be set by October 15

2 Formative assessment should be completed by November 1 for:

- All educators new to the building
- Educators with ratings of Unsatisfactory or Needs Improvement
- Educators with Provisional Teacher status

## Step 1: Self-Assessment & Goal Proposal

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### Step 1: Self-Assessment & Goal Proposal

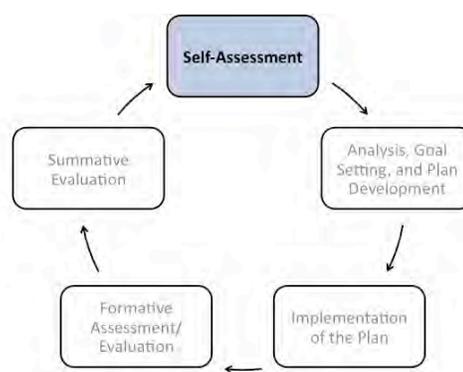
#### Overview

The first step of the Educator Evaluation cycle is self-assessment and goal proposal. The key actions are for educators to analyze student data, reflect on their performance, and to propose a minimum of one student learning goal and one professional practice goal individually and/or in teams.

This is a critical moment for educators to take ownership of the process. A guiding principle for this system is that evaluation should be done *with* educators, not *to* them. In the words of a Kindergarten teacher in the Boston Public Schools, “Teachers need to take ownership of this process in order for it to be most meaningful.” Embracing the self-assessment process empowers educators to shape the conversation by stating what *they* think their strengths are, the areas on which they want to focus, and what support they need. An educator’s position is made more powerful when backed by specific evidence, clear alignment with school and district priorities and initiatives, and strong use of team goals.

#### Time Frame

In the first year of implementation, self-assessment should take place as early as possible in the school year, leaving most of the year for educators to work toward their goals. The time it takes to complete this step might range from two to six weeks, depending on the extent to which team or department goals are included and how quickly those groups of educators can meet to analyze student data and propose collective goals.



In subsequent years of implementation, the self-assessment step should be informed by the summative evaluation. Given a typical one or two year cycle, most summative evaluations will occur at the end of a school year—therefore, self-assessment may start at the end of one year as educators reflect on their performance and continue through the beginning of the next year as educators analyze data for their new students.

#### Getting Started

The purpose of the section below is to help educators, evaluators, and school leadership teams get started with Step 1: Self-Assessment and Goal Proposal. The educator being evaluated is responsible for much of the action in this step. Educators’ ability to effectively engage in this step should be supported by evaluators and school leadership teams through increasing school-wide “readiness,” careful planning, and the provision of key resources and tools.

#### Conditions for Readiness

*This section describes school-wide knowledge, capacity, and information that will increase the readiness of educators and evaluators to effectively implement this step. If schools find that these conditions do not exist, that should not delay implementation. However, strengthening these underlying conditions will increase the likelihood of success. Leadership may need to adjust their communication and professional development strategies and/or add tasks to their implementation plan.*

## Step 1: Self-Assessment & Goal Proposal

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- **Clear understanding of the Acceleration Agenda, and school and district priorities and goals.** When sitting down to self-assess, the amount of information to consider may feel overwhelming. It is critical that educators prioritize within their analysis of data and self-assessment on performance rubrics. The school leadership team and evaluators can support educators by establishing and communicating a tightly focused vision of priorities and goals. When sharing school and district priorities and goals, school leaders and evaluators may want to explicitly link them to the rubric of the *Standards and Indicators of Effective Teaching Practice* and to specific data sources that are priorities for analysis. For example, knowledge of a school priority to increase parent engagement prompts educators to engage in more intensive reflection on Standard 3 (Family and Community Engagement). Likewise, a school-wide goal of increasing reading comprehension scores may guide educators to look more closely at the sources of reading comprehension data that are relevant to their respective roles. Arming educators with this knowledge early on in the process empowers them to dive into conversations about rubrics and student data with the confidence that they know where and when to sharpen and intensify their focus.
- **Knowledge of school and district initiatives.** While many educators are likely to already have knowledge of these initiatives—especially if school leadership has effectively communicated school and district priorities and goals—new staff may not be aware of existing and planned initiatives. In order to create **coherence** across the variety of initiatives that are being or will be implemented, educators must know not only the scope but also the order of priority for implementation. This knowledge will enable educators to connect the work that they already need to do to support effective implementation of such initiatives with their individual or team goals. For example, a team of 5<sup>th</sup> grade teachers who want to improve their skill in backward mapping for unit design may choose to collaborate to develop unit plans for the curriculum frameworks.
- **School-wide ability to analyze and interpret data.** The ability to effectively analyze and draw appropriate conclusions from data is likely to vary. Creating strong goals that are likely to accelerate student learning is dependent on data analysis that considers patterns and trends across groups of students, the variety of factors that contribute to performance (such as attendance, social and emotional needs, or past interventions), growth, and early evidence of struggle. While the school leadership team should provide formal professional development for staff, there should also be opportunities for teams to support each other as they work to analyze data together. Special education staff and professional support personnel such as counselors, school psychologists, and school nurses have specialized knowledge to contribute that will support educators during data analysis—it may be helpful to have them meet with teams or share their insights during faculty meetings early in the year.
- **Ability to develop and monitor SMART goals.** Goal proposal is a key moment for educators to take ownership of their own evaluations. If proposed goals lack “SMART” qualities (Specific, Measurable, Action-oriented, Rigorous and Realistic, and Tracked), they will be difficult to implement and monitor. If the evaluator does not provide adequate support to the educator when refining the goal, the Educator Plan is likely to be created based on a weak goal. Early implementers of the new evaluation framework have found that “smarter” goals readily translate into an Educator Plan, while weaker goals are difficult to translate into a focused plan of action. If planned activities are not well connected to the goal, and the goal lacks measurable and/or timely benchmarks, it decreases the likelihood that the educator will be able to monitor progress, adjust practice, and attain the goal. (See Guidance Document C: Setting SMART goals.)

## Step 1: Self-Assessment & Goal Proposal

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- **Knowledge of planned professional development and available resources.** As individuals and teams prepare to propose goals, they should be aware of supports that are available through the school and district. As many schools plan formal professional development opportunities far in advance, it will benefit educators to know the timing and purpose of planned activities. Further, educators will be able to propose stronger goals if they have a sense of what options are realistic for support from the school, such as how much common planning time teams will have throughout the year to work toward shared goals or whether they will have opportunities to observe or be observed by peers. Organizing and sharing this information with the staff will also support the school leadership team and evaluators in developing a cohesive plan for professional development and educator support as they move into the next phase of finalizing goals and developing Educator Plans.

### Considerations for Planning

*This section highlights key logistics and practical considerations for implementation that will help school leadership teams and evaluators plan.*

- **Early access to baseline data.** The logistics of accessing data can prevent educators from engaging in meaningful and thorough self-assessment early in the year. School leadership can support educators by working to ensure that data is accessible early in the year, particularly for new students. During conversations with the staff about evaluation in the opening weeks of school, school leaders and evaluators may want to communicate how they want educators to proceed with analyzing student data if, for example, they only have data for two-thirds of their class, or if student schedules are not finalized yet. Finally, both individuals and teams need access to data for the students under their responsibility—team data may need to be disaggregated (or aggregated) for effective analysis.
- **Communicating priorities, goals, initiatives, and planned professional development opportunities and resources.** Set the stage through faculty and/or team meetings in the opening days and weeks of the school year (the typical start point for most evaluation cycles). Educators should know the school priorities, goals, and planned professional development prior to being asked to commence self-assessment and goal proposal. One principal in an early implementation district, for example, collaborated with the school staff to identify specific Standards and Indicators on which to self-assess, giving them clear direction with regard to how to focus their analysis according to the school's priorities and goals. While this does not mean that the other Standards and Indicators would be ignored over the course of the year, it tightened and intensified the vision for school-wide improvement, helping to ensure educator and team alignment with school efforts.
- **Time for teams to collaborate.** “Self” assessment has a clear connotation of an individual activity—so why are teams emphasized in this step, and what role should teams play in self-assessment and goal proposal?

Reflecting on one's performance is, in most respects, a private exercise and should be honored as such. There are important roles for teams to play in self-assessment, however, which will strengthen and add meaning to the process.

1. Teams should work together over time to “unpack the rubric,” engaging in discussion around topics such as distinctions between performance levels, alignment between performance standards and school goals, or the definitions of certain Indicators. Such conversations serve to deepen the professional culture around improving practice and

## Step 1: Self-Assessment & Goal Proposal

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contribute to a shared sense of educator empowerment and ownership of their professional growth. School leadership should start the conversation with educators as they share the performance rubric, engaging the faculty as a whole in discussions of the rubrics and which Indicators or Elements might be a focus for the year. (See Guidance Document B for more information on rubrics.)

2. Teams should analyze student data together to mutually strengthen and reinforce one another's skills and deepen their understanding of the data (Bernhardt, 2004).
3. Teams should propose shared goals to collectively pursue (discussed in more detail on page 19<sup>5</sup>).
4. Team time should be used to explore ways in which members can contribute to one another's growth and provide feedback for improvement throughout the year.

For educators to have adequate opportunities to engage in this kind of activity, school leaders should plan in advance to ensure that time is set aside for teams to meet in the opening days and weeks of the school year.

### Suggested Resources

*In order to create coherence across existing or planned initiatives, align individual and team goals with school and district goals and priorities, and promote collaboration and conversation, it is critical that educators have clear and easy access to certain types of information. The "Suggested Resources" section lists several concrete resources that will support educators to engage in self-assessment and goal proposal thoughtfully and effectively.*

- Copies of district and school improvement plans and/or goals
- Dates and intended outcomes of planned professional development opportunities
- Specific information on new initiatives that are being implemented or continued from previous years, such as the implementation of a new curriculum
- Growth and achievement data for past and current or incoming students
- Performance rubric on which educators will self-assess
- Copy of collective bargaining agreement and/or other evaluation requirements

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<sup>5</sup> Note that team goals may not be appropriate for all educators. For example, new teachers may be focusing on induction goals, and struggling educators will have goals focusing on areas for improvement. Evaluators should also be sensitive to issues that may arise, including confidentiality, if teams include an individual with an Educator Plan that is less than a year (which would indicate a previous rating of Needs Improvement or Unsatisfactory). For example, a 2<sup>nd</sup> grade team may include three teachers on two-year Self-Directed Growth Plans; one teacher on a one-year Directed Growth Plan; and one teacher on an Improvement Plan. In that scenario, the evaluator should consider whether it is appropriate for all of the 2<sup>nd</sup> grade teachers to participate in a team goal. All Improvement Plan goals will have to target the areas in urgent need of improvement, whereas the teacher on the Directed Growth Plan may be able to more easily tackle both the team goal and individual goals for improvement. If a shared goal is proposed by that team, it should include benchmarks that will be available prior to both the formative assessment and the summative evaluation for the teacher on the Improvement Plan and the teacher on the Directed Growth Plan.

## Step 1: Self-Assessment & Goal Proposal

### Tools

- Self-Assessment Form (see Guidance Document A)
- Goal Setting Form (see Guidance Document A)
- Guidance on Rubrics and Model Rubrics (see Guidance Document B)
- Setting SMART Goals (see Guidance Document C)

### Recommended Actions for Self-Assessment & Goal Proposal

Recommended Action	Individual Educator	Team	Evaluator/School Leadership	Notes
Communicate school and district priorities and goals, existing and planned initiatives, planned professional development, and other opportunities for support			✓	Clear communication will strengthen <b>connection</b> and <b>coherence</b> , enabling educators to propose tightly aligned goals and realistic supports
Communicate expectations for completion of self-assessment			✓	We suggest that self-assessments be completed by the end of September.
Identify teams who will collaborate to “unpack the rubric,” analyze student learning, and propose goals		✓	✓	Teams may be organized around department, grade level, or students for whom the team shares responsibility
Assemble and review student learning data for students currently under the responsibility of the team or educator	✓	✓	✓	To save time, evaluators may want to participate in team discussion and goal development
Identify student strengths and areas to target for growth	✓	✓		Educators will analyze trends and patterns in data for past students while reflecting on performance; goals are for current students
Review performance standards on the district rubric	✓	✓	✓	See Guidance Document B.
Identify professional practices that teams need to engage in to attain student learning goals		✓		Team professional practice goals should be aligned with team student learning goals where they exist as well as performance standards on rubrics
Identify educator performance areas of strength and areas for growth	✓			Educators may choose to rate themselves on the rubric but are not required to submit ratings; they are only required to provide “an assessment of practice against Performance Standards” (603 CMR 35.06(2)(a))

## Step 1: Self-Assessment & Goal Proposal

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Propose a minimum of one student learning goal and one professional practice goals	✓	✓		Goals may be individual and/or at the team level
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## Step 1: Self-Assessment & Goal Proposal

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### Common Questions on Goal Proposal

*The section below reflects questions frequently raised by early implementers of the regulations.*

- *Why are team goals a priority?*

The new regulations require that both educators and evaluators consider team goals; goals can be individual, team, or a combination of both. Setting grade level, department, or other team goals—both for student learning and professional practice—promotes alignment and coherence, focuses effort, and fosters professional collaboration and cooperation, thus enhancing opportunities for professional growth. Team goals also ease the evaluator's burden of assessing and supporting a high volume of individual educators' goals. Team goals can also propose a common outcome and measure, but identify differentiated responsibilities and actions for members.

- *What's the difference between a student learning goal and a professional practice goal?*

The new educator evaluation framework prioritizes both student learning and educator professional growth; therefore, the regulations require a minimum of at least one student learning goal and one professional practice goal. In reality, professional practice is typically closely entwined with student learning which can make it difficult to distinguish between these two different kinds of goals.

Student learning goals are driven by the needs of the students for whom an educator or team has responsibility. On the first day of school, a given classroom of students has a range of learning needs. For example, 40% of the students in a 6<sup>th</sup> grade class may be reading three years below grade level. Any teacher that steps into that classroom faces the same array of student learning needs. Student data shapes and informs student learning goals.

Professional practice goals are distinguished in two primary ways: first, the manner in which a teacher is able to support student progress toward learning goals may vary by teacher. A novice teacher is likely to have a different professional focus than a veteran teacher in support of improving the 6<sup>th</sup> grade students' reading skills. Second, professional practice goals should support the learning of the teacher—an opportunity to deepen or acquire a skill or knowledge of content, pedagogy, or professional leadership, for example. Individual teacher practice and learning shapes and informs professional practice goals.

- *My students have such different needs – how do I pick just one or two goals to focus on?*

Given the complex array of needs of individual students—let alone classrooms, grades, or a whole school—it is critical that educators prioritize when proposing goals. As noted earlier, one source of guidance is district and schools goals and priorities. Another source of guidance is the analysis of educator performance: an educator's strengths and areas for growth can also inform the selection of student learning goals. For example, a middle school special education teacher may have a history of success in improving the reading comprehension of her students, but may be challenged by students who are increasingly struggling with non-fiction writing. Reading comprehension and writing skills are both important student needs, but in this case, it would make more sense to propose a goal on non-fiction writing to ensure the educator's focus and the evaluator's support in this area.

## Step 1: Self-Assessment & Goal Proposal

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### Key Components to Establishing and Sustaining Effective Teacher Teams

Effective collaboration by teacher teams can have a significant impact on improved teaching and learning (Darling-Hammond et al., 2007; Saunders et al., 2009). However, simply having time to collaborate does not necessarily result in student achievement gains; teacher teams that experience actual achievement gains as a result of their work are those that focus almost entirely on teaching and learning (Vescio, et al., 2008). Building the conditions to sustain and support effective teacher teams should be a priority for all school leadership. According to findings from a 5-year study of teacher teams in Title 1 schools, there are five key components for establishing and sustaining effective teacher teams.

- **Teams that have common instructional responsibilities.** When teachers have shared responsibility for students or have common instructional responsibilities—either within a grade or content area—they are able to collaborate more effectively around shared student learning problems and work to identify instructional solutions that draw from their collective expertise.
- **Stable settings dedicated to instructional collaboration.** The biggest challenge to effective teacher teams is not lack of motivation or a desire to work together, but rather the inability to secure stable, protected time on a regular basis to get together and focus on student learning. Research indicates that teacher teams need at least 2 to 3 hours every month to sustain rigorous, focused collaboration around student learning. Establishing, protecting, and sustaining regular times to meet is critical for effective teacher collaboration (Gallimore et al., 2009).
- **Perseverance.** Teacher teams are only as effective as their students. The best teacher teams are those that stick with a goal until their students meet key performance indicators related to that goal. Once teachers see first-hand the product of their efforts, they are less likely to assume “I planned and taught the lesson, but they didn’t get it,” and more likely to adopt the assumption, “you haven’t taught until they’ve learned” (Gallimore et al., 2009).
- **Protocols that guide—but do not prescribe—collaboration.** Not only do protocols help guide collaboration, they create recurring opportunities for every teacher to contribute their knowledge, experience, and creativity.
- **Trained peer facilitators.** Having a designated, trained peer facilitator helps teams stay focused, work through protocols, and stick to a problem or challenge until it is solved. The presence of a peer facilitator also distributes leadership more effectively by giving teachers opportunities to exercise instructional leadership, and by freeing up instructional coaches and content experts to focus their assistance on content rather than act as team leaders. (McDougall et al., 2007).

Together, these five components of establishing effective teacher teams build a foundation for focused, productive collaboration around instruction driven by real improvements to student achievement.

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## Step 2: Goal Setting & Plan Development

### Overview

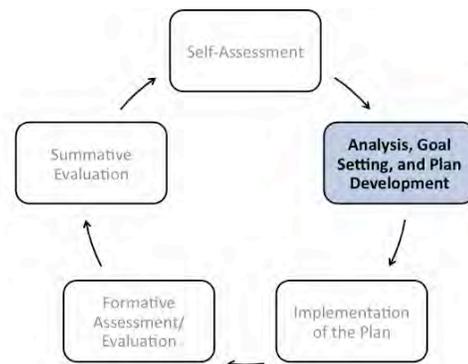
The second step of the evaluation cycle for continuous improvement is goal setting and plan development. The key actions are for educators to share their self-assessments and proposed goals with evaluators; for evaluators to work with teams and individuals to refine proposed goals as needed; and for educators and evaluators to develop Educator Plans that identify activities and supports that will drive improvement and progress toward goal attainment.

Each Educator Plan should: create a clear path for action that will support the educator's and/or team's professional growth and improvement; align with school and district goals; and leverage existing professional development and expertise from within the school to ensure access to timely support and feedback for improvement. Even with well-written individual Educator Plans, however, successful implementation relies on a strong school-wide plan for professional development.

Schools that effectively develop and support Educator Plans will demonstrate that school leadership is committed to giving educators the agreed-upon supports. Collectively, the Educator Plans will shape the professional development and other supports that empower educators to successfully work toward goals that they have identified and prioritized, while continuing to advance school-wide performance.

### Timeframe

Goal refinement and plan development should take place early in the year to prepare educators for engaging in the actions and activities to which they have committed. Completing the Educator Plan early in the year will also allow educators to maximize the use of supports identified in the plan. A good rule of thumb is to finalize all Educator Plans by October 15. Finally, note that observations and evidence collection do not rely on the completion of Educator Plans and may begin concurrent with this step, although educators and evaluators will have a clearer focus once the Plan is completed.



### Getting Started

The purpose of the section below is to help educators, evaluators, and school leadership teams get started with the development of Educator Plans, including the refinement of goals and identification of educator action steps and supports and resources the school will provide.

The responsibility for developing Educator Plans is typically shared between educators and evaluators. School leadership and evaluators play a unique role, however, in strategic planning for support.

### Conditions for Readiness

*This section describes school-wide knowledge, capacity, and information that will increase the readiness of educators and evaluators to effectively implement this step. If schools find that these conditions do not exist, that should not delay implementation. However, strengthening these underlying conditions will*

## Step 2: Goal Setting and Plan Development

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*increase the likelihood of success. Leadership may need to adjust their communication and professional development strategies and/or add tasks to their implementation plan.*

- **Knowledge of needed support.** Thoughtful self-assessment should give educators a clear idea of their strengths and areas in which they want to grow. This phase provides an opportunity for educators to articulate the supports and resources that will accelerate their professional growth and offer opportunities for feedback for improvement. In addition to formal professional development, team conversation during the self-assessment step may have sparked valuable insights for how the various strengths of team members can be leveraged to provide peer mentoring, coaching, or modeling in support of goal attainment and educator growth. This knowledge will prepare educators on a *Self-Directed Growth Plan* to individually develop their Educator Plan; prepare educators on a *Directed Growth Plan* or *Developing Educator Plan* to work with their evaluator to jointly develop their Educator Plan; and prepare educators on an *Improvement Plan* to articulate the supports they need to their evaluator as the evaluator develops the Educator Plan.
- **Knowledge of available support.** Just as educators must know what they need, evaluators must know what they can give. Both evaluators and educators being evaluated will benefit from a clear understanding of what supports are available and realistic. Fiscal and logistical constraints can impede the implementation of seemingly strong Educator Plans and goals. For example, how much common planning time will be available for teams collaborating on unit design? Will individuals have opportunities to observe their peers—and if so, with what frequency? Identifying and communicating the parameters around available support will enable all parties to plan more strategically. As Educator Plans are developed, alignment with district and school priorities and goals continues to be critical; schools need to maintain their focus on goals and activities that hold the greatest promise for advancing the school’s stated priorities.
- **Clearly defined evaluation team.** If there is more than one evaluator at a school, however, the members of the evaluation team must have a common understanding of who will be contributing and what their roles are. Further, educators should know who their primary evaluator is, who else will be contributing, and in what capacity.

### Considerations for Planning

*This section highlights key logistics and practical considerations for implementation that will help school leadership teams and evaluators plan.*

- **System for developing a cohesive plan of sustainable and feasible support.** School leadership must have a system in place for collecting, organizing, and reviewing self-assessments and proposed goals as they are submitted to ensure that they can develop a cohesive plan for supporting educators that is realistic and “doable.” Are there others who should be part of the process, such as department heads or grade level leads? What confidentiality issues should be considered at this stage? Taking the time to identify answers to these questions and outline a system in advance of beginning to develop Educator Plans will enable the school to move more efficiently through this process and increase the likelihood of a successful implementation.
- **Communication across evaluation team.** Evaluators within a school (or across a district if each school has only one evaluator) should consider how they will communicate during this process. It is a critical time for evaluators to sharpen their skills at supporting staff to set SMART goals and

## Step 2: Goal Setting and Plan Development

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to develop a sound plan of committed support to educators. In addition, patterns and trends in the supports that educators identify as high-priority to their growth is a valuable source of information to school and district leadership as they plan professional development opportunities and strategies. Research has found that when professional development opportunities are aligned with teacher goals, professional development is more effective at changing teacher practice (Desimone, Porter, Garet, Yoon & Birman, 2002; Penuel, Fishman, Yamaguchi & Gallagher, 2007).

- **Meeting with teams and individuals.** Evaluators should set aside time to meet with teams prior to meeting with individual educators to the extent possible. These meetings are an opportunity to finalize goals and agree upon planned activities and supports for multiple educators. If the majority of educators have team goals, this may eliminate the need to have individual conferences with many educators, unless the educator or evaluator requests an individual conference.
- **Customizing for differences in roles and responsibilities.** This is a key moment for considering distinctions in the roles and responsibilities of educators. While the vast majority of educators are likely to be evaluated against the same Performance Rubric, the emphasis on and prioritization of Indicators and elements can and should be customized. Consider, for example, the Expectations Indicator<sup>1</sup>: “Plans and implements lessons that set clear and high expectations and make knowledge accessible for all students.” Making knowledge accessible is critical for educators who work with students who are English language learners (ELLs) or have disabilities (or are ELLs with disabilities). Although most educators have responsibility for at least some ELLs or special education students, this Indicator should be more heavily emphasized for educators who, for example, primarily teach students with IEPs, especially those whose disabilities require modifications of curriculum, instruction, or learning outcomes.

### Suggested Resources

The “Suggested Resources” section lists several concrete resources that will support educators and evaluators develop strong Educator Plans.

- Copies of the Acceleration Agenda, district and school improvement plans and/or goals
- Dates and intended outcomes of planned professional development opportunities
- Specific information on new initiatives that are being implemented or continued from previous years, such as the implementation of a new curriculum
- Completed self-assessment, including proposed goals

### Tools

- Evaluation Tracking Sheet (see Guidance Document A)
- Goal Setting Form (see Guidance Document A)

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<sup>1</sup> Indicator D within Standard II, Teaching All Students from the *Standards and Indicators for Effective Teaching Practice* as defined in 603 CMR 35.03

## Step 2: Goal Setting and Plan Development

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- Educator Plan Form (see Guidance Document A)
- Standards and Indicators for Effective Teaching Practice: Teacher Rubric (see Guidance Document B)
- Setting SMART Goals (see Guidance Document C)

## Step 2: Goal Setting and Plan Development

### Recommended Actions for Goal Setting & Plan Development

Recommended Action	Individual Educator	Team	Evaluator/ School Leadership	Notes
Review professional development that is already planned for the school year	✓	✓	✓	<i>Depending on proposed goals, educators may incorporate pre-planned professional development into Educator Plan</i>
Evaluator schedules time with teams and educators to review self-assessments and refine goals			✓	<i>Evaluator may want to meet with teams prior to individuals, as individuals on a team will have a shared goal</i>
Evaluator meets with teams and individual educators to review and finalize proposed goals	✓	✓	✓	<i>Team and individual goals shall be consistent with school and district goals, according to the regulations</i>
Evaluator and educators work together to plan activities that will support attainment of goals	✓	✓	✓	<i>Evaluators may want to develop a system for tracking all of the support and resources that they agree to offer educators to ensure capacity</i>
Record final goals and actions the educator must take to attain these goals			✓	<i>Evaluator retains final authority over goals to be included on Educator Plans</i>

## Step 2: Goal Setting and Plan Development

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### Suggestions for Refining Goals and Developing Plans

- Teams and/or individual educators and evaluators should **jointly review available data** from student performance measures and other relevant sources when finalizing goals. The conversation about the data during the goal setting process should serve as an opportunity to develop a shared understanding between educator and evaluator that the goal is:
  - linked directly to the school's priorities;
  - rigorous but realistic; and
  - clearly measurable by sources of evidence that are either currently being collected or have plans to be collected that year.
- Conversations between educator and evaluator about the goals and planned activities for the year should identify how **sources of evidence** (to determine both progress toward meeting the goals and ratings of performance against the standards) will be collected and by whom. This will serve as an opportunity to clarify on the front-end if a plan is in place to sufficiently collect all the evidence necessary. If it appears that there are gaps in the evidence being collected, it is important to work together to determine how the educator and evaluator can develop a clear plan to share the work of collecting evidence.
- Assessing evidence of progress toward goals requires measurement methods that are logically linked to action steps. These measures may be distinct from student assessments as they will be focused on evidence of educator actions. We suggest the following strategies for measuring progress towards goals:
  - Using a specified rubric to evaluate an agreed-upon action, such as a lesson plan.
  - An agreed-upon method for recording the frequency of a particular teacher practice or student behavior (i.e., visibly displaying daily objectives or homework completion).
  - Examples of documents the educator has agreed to create or post.
  - An agreed-upon method for recording the frequency of a desired student behavior.
  - Examples of documents that show a teacher has engaged in a particular practice (i.e., communications with parents).
- While a minimum of two individual and/or teams goals are required (one student learning and one professional practice), the **total number of goals** may depend on the teams and departments of which the educator is a member, the professional judgment of the educator, and guidance from the evaluator. In addition to considering the school and district's priorities, capacity for support, and existing or planned initiatives that require educator effort to implement, evaluators should also consider past performance and the extent to which educators need customized or intensive support to accelerate growth.

**For further guidance on setting SMART goals, see Guidance Document C**

## Step 2: Goal Setting and Plan Development

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### Alignment between Educator Plans and Individual Professional Development Plans

How do the professional development activities in an Educator Plan count toward an Educator's Individual Professional Development Plan (IPDP)?

Though governed by two different statutes, both plans must be consistent with the educational needs of the school and district, be approved by the educator's supervisor, strengthen the educator's knowledge and skills, and enhance the educator's ability to promote student learning. The Educator Plan specifies the kinds of professional development activities educators will pursue to improve their performance and promote student learning.

Not all of the professional development undertaken pursuant to an Educator Plan under 603 CMR 35 (evaluation) may meet the requirements of 603 CMR 44 (recertification). However, in many instances the educator's professional development activities will meet these requirements so that successful completion of the professional development activities undertaken pursuant to the Educator's Plan may contribute to the satisfaction of the educator's Professional Development Points (PDP) requirements under recertification.

**We recommend Educators and Evaluators:**

- Use a goal setting and plan development conference at the beginning of the evaluation cycle to review and approve Individual Professional Development Plans and to conduct the bi-annual check-in and end of renewal cycle endorsement that are required under 604 CMR 44 during the Evaluation Cycle, if practicable.
- Maintain a running record (by the educator) of the professional development activities undertaken pursuant to their Educator Plan under 603 CMR 35 to identify activities that meet the PDP requirements for recertification under 604 CMR 44 and its accompanying guidelines.

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## Step 3: Implementation of the Plan

### Overview

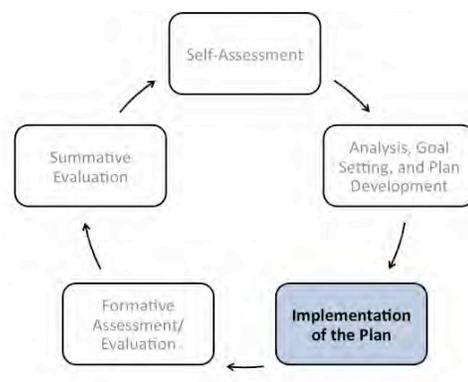
The third step of the evaluation cycle is implementing the Plan: responsibility for this step is divided between educators and evaluators. For the duration of their cycle, educators will pursue the attainment of the goals identified in the Educator Plan and collect evidence that illustrates their work in the four Standards. Evaluators will provide educators with feedback for improvement, ensure timely access to planned supports, and collect evidence on educator performance and progress toward goals through multiple sources, including unannounced observations.

The Educator Plan provides a roadmap for dialogue, collaboration, and action: educators and teams use their Educator Plans as a roadmap for improvement, completing the action steps in quest of progress toward professional practice and student learning goals; evaluators use Educator Plans to drive appropriate and timely support for educators and teams. Collectively and individually, educators and evaluators will continue to use rubrics and student data to develop a shared understanding of effective practice, guide ongoing reflection, monitor progress toward goals, and drive collection of evidence.

Engaging in frank conversation about what good practices looks like can be culturally and logistically challenging in schools: it requires time, professionalism, and an environment of trust that places student needs at the center of decision-making and dialogue. This conversation, however, is critical. It is the lynchpin of implementation that gives meaning to evaluations, transforming them into a valued source of support. While there is always too little time to accomplish everything that schools want and need to do, evaluation will continue to be superficial and ritualistic unless school leadership, evaluators, teams, and individual educators prioritize and protect time for the conversation and collaboration that is at the heart of continuous learning.

### Timeframe

Step 3, the Implementation of the Educator Plan, begins as soon as Educator Plans are finalized and continues until the end of the cycle and the summative evaluation occurs. Certain components, however, do not depend on finalized goals or completed Plans: collection of evidence, including observations, can and should begin as soon as school commences, as educators and evaluators will need adequate time to collect evidence for Standards and Indicators. For example, events welcoming families and students back to school often occur in the opening days or weeks of school and provide valuable demonstrations of educator engagement with families.



Some actions identified in Educator Plans may in fact take place prior to goal setting, as goals may connect to participation in pre-planned professional development—especially if alignment between Educator Plans and school goals and priorities is strong. Once the Educator Plan is complete, evaluators can conduct observations in classrooms and other work environments, review artifacts, and analyze student data with a sharpened focus on goals and high-priority areas of educator performance.

## Step 3: Implementation of the Plan

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### Getting Started

The purpose of the section below is to help educators, evaluators, and school leadership teams begin to implement Educator Plans. The responsibility for implementing the Plans is shared between educators and evaluators.

#### *Conditions for Readiness*

*This section describes school-wide knowledge, capacity, and information that will increase the readiness of educators and evaluators to effectively implement this step. If schools find that these conditions do not exist, that should not delay implementation. However, strengthening these underlying conditions will increase the likeliness of success. Leadership may need to adjust their communication and professional development strategies and/or add tasks to their implementation plan.*

- **Evaluator training on use of rubric.** The rubric will drive collection of evidence, analysis of performance, and feedback for improvement. Evaluators will be trained on using a rubric to evaluate performance (Jonsson & Svingby, 2007). For example, they should be aware of common evaluator biases such as the tendency to be a “hard” (or “easy”) grader or an overemphasis on particular knowledge and skills that could influence the rest of an evaluation.
- **Clear expectations regarding valuable evidence.** Establishing a clear and shared understanding between educator and evaluator of what constitutes solid evidence that the educator is achieving their student learning and professional practice goals and meeting the Standards for Effective Practice<sup>1</sup> is essential. The artifacts identified as evidence will not be new to educators. What may be new for many educators is the mindful and selective collection of the products of their own and their students’ work in an organized documentation of their impact.
- **System for collecting and organizing evidence.** Both educators and evaluators will benefit from setting up an easy system for compiling evidence in advance of implementation. Some educators may feel more comfortable putting together something like a traditional “evidence binder” with examples of both their work and that of their students, evidence of fulfillment of professional responsibilities, and evidence of outreach to and engagement with families. Other educators may choose to utilize available technology to compile evidence. Evaluators should be clear about their expectations if there are specific requirements for how evidence is to be compiled and presented.

Evaluators have a more complex task in that they must collect, organize, and review evidence across multiple educators. The district is interested in identifying technological solutions that will support their ability to efficiently compile evidence. As best practices and valuable resources emerge, we will disseminate lessons learned through updates and supplements to this Guide.

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<sup>1</sup> 603 CMR 35.07(1)(c) notes that educators’ collection of evidence should include: “Evidence of fulfillment of professional responsibilities and growth, such as: self-assessments; peer collaboration; professional development linked to goals and or educator plans; contributions to the school community and professional culture” and “Evidence of active outreach to and ongoing engagement with families.”

## Step 3: Implementation of the Plan

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### Considerations for Planning

*This section highlights key logistics and practical considerations for implementation that will help school leadership teams and evaluators plan.*

- **Plan for providing support, feedback, evidence, and training evaluators.** Evaluators and school leadership should develop a clear plan of action for implementation, which may include:

1. *A systematic plan for tracking and ensuring educator access to support and resources.*

For Educator Plans to be effectively implemented, schools must ensure that educators are receiving the supports identified in the Plans. This may be formally accomplished through sources such as logs of and attendance sheets for professional development, or informally accomplished through sources such as regularly scheduled check-ins with teams or individuals (which could be done via email or in person).

2. *A clear plan for how educators will receive ongoing feedback for improvement.*

Feedback may be based on sources that include: observations of practice and performance in or out of the classroom; review of student or teacher work such as unit plans, lesson plans, and measures of student learning; and student or staff feedback once it is incorporated, beginning in 2013-14. School leadership and planning teams should consider the full range of resources that are available for providing feedback to educators, including evaluators, team members, mentors, coaches, specialists, department heads, district staff, and other teacher leaders.

3. *A list of potential sources of evidence.*

Evaluators should plan to take advantage of opportunities to collect evidence through certain events or meetings, such as homework workshops for parents or team analysis of benchmark data. Developing a list of dates, times, and the purpose of such opportunities will assist evaluators in creating a comprehensive but manageable plan for evidence collection. In crafting this list, evaluators should also consider what artifacts are readily available and already collected, such as a log of parent interactions. Creating this list will also reveal the types of evidence that are not currently being collected or tracked by educators or the school.

4. *A plan to support calibration across evaluators.*

Within both schools and districts, calibration across evaluators is critical. As school leadership plans implementation, they must consider the time, professional development, and support that evaluators will need to develop a shared understanding of effective practice for consistent use of rubrics to evaluate performance. Much like educator teams early in the year, evaluators should continue to discuss topics such as distinctions between performance levels, alignment between performance standards and school goals, or the definitions of certain indicators. It will benefit teams of evaluators to conduct some observations or review artifacts together. While districts may take the lead in providing support to evaluators, school leadership should ensure that all evaluators at their school have time to engage in professional conversation about what good practice looks like.

## Step 3: Implementation of the Plan

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- **Sharing of evidence.** Evidence must be shared bi-directionally, as both educators and evaluators have responsibility for compiling data points on educator performance: evaluators should engage in a transparent process of evidence collection, ensuring that educators have full access. If there is more than one evaluator contributing to an educator’s evaluation, school leadership should also consider how the evaluators can appropriately and efficiently share information as needed, with full respect for confidentiality. Finally, educators need to know when they are expected to present evidence to evaluators. This could be a few weeks or days prior to the point of formative review or summative evaluation, or the evidence could be presented during a formative or summative conference. Clearly communicating the expectations for how evidence will be shared, by whom, and when will assist all parties to effectively compile and organize evidence.
- **Strategic collection of evidence.** Collecting evidence can become an end in itself and place an entirely impractical burden on evaluator and educator alike. The collection must be seen as an opportunity to select a sample of artifacts and other data that fairly represents performance and impact. It is not intended to be a record of all that the educator has done in a year. It needs to be focused on the practice and student learning goals, high priority standards and indicators, and the critical school priorities not addressed by the practice and student learning goals. To that end, faculty and team time should be devoted periodically to showcasing examples of well-chosen samples and their thoughtful analysis of impact. For example, for the family engagement standard, educators could agree that a roster of attendees at “back to school” night reveals little about practice, nor does it help advance important school goals. Instead, educators might be asked to share the feedback they solicited from attendees or the steps they took to reach out to those who did not attend.

Evaluators should also leverage existing opportunities for collecting evidence and providing feedback. Coordinating the activities required for successful implementation of Educator Plans with existing schedules for interim assessments, team data meetings, short unannounced classroom visits by the principal/evaluator, and other existing activities to track improvements will maximize educators’ time and enhance the coherence and impact of everyone’s effort.

- **Strategic use of team and faculty meetings.** Using a portion of faculty meetings to share trends and patterns in observation and other data can serve multiple purposes. It can advance school goals, provide meaningful feedback to staff about collective progress on important goals, and set the stage and context for significant individual feedback. For example, suppose one of the school’s instructional improvement goals is to increase the proportion of higher level questioning. The principal can report at a faculty meeting on the progress being made on that goal based on trends and patterns in observation data from fall observations compared to observations conducted in winter. The principal/evaluator can then follow up the general feedback with individual teachers whose practice reveals that they are “outliers”—either particularly strong or underdeveloped in terms of effective questioning.

All schools are seeking to build professional cultures in which educators share a common vision of what effective practice looks like and collaborate with one another to achieve it throughout the school. Team and full faculty discussions of the rubrics can help develop that culture—as long as the discussions focus on high priority indicators and elements—and the evidence that is most likely to provide useful feedback to assess the team’s current performance level with respect to that element. Similarly, team monitoring of progress toward its goals offers another opportunity to build common vision of effective practice.

## Step 3: Implementation of the Plan

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### **Suggested Resources**

*The “Suggested Resources” section lists several concrete resources that will support educators’ and evaluators’ implementation of Educator Plans.*

- Copy of collective bargaining agreement, when available
- Copies of school and district improvement plans and/or goals
- Rubrics
- Copies of Educator Plans
- Tools for tracking professional development activities and attendance
- Tools for organizing data collection
- Completed Educator Plan Form (see Guidance Document A) or locally adopted form

### **Tools**

- Evaluator Record of Evidence (see Guidance Document A)
- Educator Collection of Evidence (see Guidance Document A)
- Educator Response Form (see Guidance Document A)
- Standards and Indicators for Effective Teaching Practice: Teacher Rubric (see Guidance Document B)

## Step 3: Implementation of the Plan

### Recommended Actions for Implementation of the Plan

Recommended Action	Individual Educator	Team	Evaluator/ School Leadership	Notes
Review actions in Educator Plans and make agreed-upon supports and resources available to educator teams and individuals			✓	<i>For many educators, key supports will be those provided through teams; evaluators need to have a system for monitoring that these supports are provided</i>
Meet with teams to identify common artifacts all or most educators will be expected to collect and analyze	✓	✓	✓	<i>Educators are required to provide evidence of “fulfillment of professional responsibilities...” and “active outreach to and ongoing engagement with families.”</i>
Collect evidence of educator and team practice and progress toward goals	✓	✓	✓	<i>At least some portion of the evidence should be collected by and through teams</i>
Track collection activities	✓	✓	✓	<i>Evaluators must be prepared to compile and review evidence for multiple educators</i>
Document evidence collected and feedback given	✓	✓	✓	<i>Records of evidence should be updated regularly</i>
Provide regular feedback to teams and individual educators		✓	✓	<i>Consider thoughtful use of faculty, team/department <b>and</b> individual meetings</i>
Monitor alignment of educator actions and goals with school and district goals			✓	<i>Accelerated school improvement is more likely with strong vertical alignment of goals</i>

## Step 3: Implementation of the Plan

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### Strategies and Suggestions for Observations

- **Frequent, unannounced observations.** Frequent observation of classroom practice – with feedback given within 3-5 days of the observations – is essential to improving practice, but only feasible if most observations are short, unannounced and followed by brief, focused feedback. There will be times when an evaluator is in a classroom or other work site and it becomes apparent that the visit needs to be extended, but a visit of approximately 10 minutes can yield a great deal of useful information. With short, unannounced visits, many more samples of practice can be collected, and many more powerful conversations about teaching practice can be had: when the typical observation of classroom practice is 10 minutes in duration and does not have to be preceded by a pre-observation conference or followed by a period-long post-observation conference, then evaluators can reasonably be expected to conduct 2 to 5 such observations on a typical day.
  - 3 observations conducted each day on 150 of the 180 days in a school year translate to 450 observations each year, or 10 observations per year for each of 45 teachers. 7-10 brief observations followed by focused feedback should be a sufficient number to secure a representative picture of practice and promote the reflection and discussion needed to support improving practice.
  - Feedback can be provided during a conversation or in writing. Providing feedback through conversation promotes discussion of practice; providing feedback in writing creates an opportunity for the educator to more easily reflect on the feedback on an ongoing basis. Whenever possible, an evaluator should have a conversation with the educator and follow up with brief written feedback summarizing the conversation and/or offering targeted advice for improvement.
  - It should be noted that not all observations can or should be 5 to 15 minutes. There will be circumstances where longer observations are appropriate. Novice or struggling teachers may benefit from longer observations on occasion.
- **Observations outside of the classroom.** Observation of practice need not be limited to classroom observation. Conferences with individual teachers or teacher teams that focus on unit planning or ways the team is responding to interim assessment data can yield useful information and provide opportunities for feedback and growth. They can also be well-aligned with school and team goals. Most schools have goals that depend on effective collaboration among educators, so observation of educators in settings where they are developing their skills in collaboration can support school-wide goals. That said, care needs to be taken to ensure that observation does not interfere with the free exchange of ideas that is important in any healthy collegial environment. Therefore, collecting, reviewing and giving feedback on specific artifacts from department and team meetings can serve a purpose similar to observation of meetings. Similarly observing educators with parents and/or reviewing a team's analysis of representative samples of home-school communications can support collaborative work, reinforce school goals, and provide opportunities for useful feedback.

Observation of practice in work sites other than the classroom will be essential for some educators, as many staff have primary responsibilities that are carried out elsewhere, such as school nurses, administrators, or department heads.

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## Step 4: Formative Assessment & Evaluation

### Overview

The fourth step of the educator evaluation cycle is formative assessment or evaluation<sup>1</sup>, during which evaluators assess:

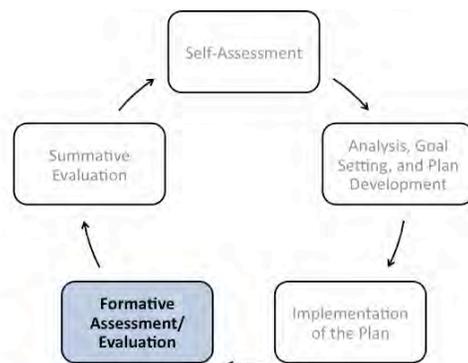
- educator progress towards attaining goals set forth in Educator Plans;
- performance on performance standards; or
- both.

This step ensures an opportunity for educators to receive feedback and suggestions for improvement. Formative assessment may be most valuable when it is ongoing and used to prompt reflection, promote dialogue between educators and evaluators, and plan changes to practice, goals, or planned activities when adjustments are necessary. At a minimum, formative assessment should be a mid-cycle opportunity to take stock, implemented through a review of evidence collected by both the educator and the evaluator. If there are patterns of evidence that demonstrate performance that is either *unsatisfactory* or *in need of improvement*, this is a critical time for evaluators to discuss this evidence so there are “no surprises” during the summative evaluation and more importantly, to provide the educator with the opportunity to address areas of concern.

Maximizing existing opportunities for evidence reviews, discussions, and feedback through the use of common planning time, regular faculty meeting breakout sessions, and benchmarking sessions will help the formative assessment stage in the cycle to be (a) familiar and authentic for educators and (b) manageable for evaluators. Considering that the professional conversations that take place at this stage add meaning to the ratings, evaluators will want to ensure that they have established an effective system for reflecting on artifacts/evidence in a manner that is thoughtful, not rushed, and that allows for educators’ self-identification of strengths and needs.

### Timeframe

The formative review can occur at any time during the evaluation cycle, however it typically occurs at the midpoint of an educator’s plan. For example, an educator on a one-year Development Plan is likely to participate in a formative assessment in December or January. Educators on a two-year Self-Directed Growth Plan participate in a formative evaluation in May or June, the midpoint of their evaluation cycle.



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<sup>1</sup> As per 603 CMR 35.02, “*Formative Evaluation* shall mean an evaluation **at the end of year one for educators on two-year self-directed plans** used to arrive at a rating on progress towards the goals set forth in the plans, performance on performance standards, or both.” (emphasis added) Per 603 CMR 35.06(5)(b), “The educator’s rating for that year shall be assumed to be the same as the previous summative rating unless evidence demonstrates a significant change in performance in which case the rating on Performance Standards may change.”

## Step 4: Formative Assessment & Evaluation

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### Getting Started

The purpose of the section below is to help educators, evaluators, and school leadership teams prepare for and engage in formative assessment and evaluation.

As lessons from the early implementers of the regulations emerge, this section of the guide will be updated to reflect best practices and considerations raised through their experiences.

### Conditions for Readiness

*This section describes school-wide knowledge, capacity, and information that will increase the readiness of educators and evaluators to effectively implement this step. If schools find that these conditions do not exist, that should not delay implementation. However, strengthening these underlying conditions will increase the likeliness of success. Leadership may need to adjust their communication and professional development strategies and/or add tasks to their implementation plan.*

- **Sufficient evidence.** Readiness, for this step, means being prepared to have a meaningful conversation. It is not necessary to have evidence for every Indicator by the point of formative assessment or evaluation, but educators and evaluators both need to have sufficient evidence to be able to discuss progress. For evaluators, this should include feedback based on observations of practice both in and out of the classroom. Evidence should include both benchmark data on goals and evidence on Standards.
- **Active pursuit of goals.** Prior to a formative review, educators should have already engaged in some activities identified on their Educator Plan to support attainment of goals. Given the logistics and timing of professional development, this can actually be a challenge. Educator Plans should be written to ensure that some activities can take place prior to mid-cycle.
- **Training of and calibration across evaluators.** This step was highlighted as a consideration for planning in the section on Implementation of the Plan; at this point in the cycle, it is a condition for effective formative reviews. Prior to assessing an educator against Performance Standards, it is critical that evaluators have training in the use of a rubric and have begun the process of calibrating their use of a rubric with other evaluators within the school and/or across the district.
- **Shared vision of effective practice.** The ongoing conversation noted as a priority in the Overview and reinforced through team collaboration activities described in the Self-Assessment step is foundational to the formative review. The vision of effective practice may perpetually evolve, but educators and evaluators will be well-served by having some commonality in their understanding of, for example, distinctions between performance levels (Exemplary versus Proficient) or alignment between Performance Standards and school goals.
- **Plan for assigning ratings.** The process of assigning formative or summative evaluation ratings is both art and science. The “science” of evaluation is the collection of evidence and data that capture an accurate sample of an educator’s performance. The “art” of evaluation comes when evaluators apply their professional judgment to the evidence before them in order to assign formative or summative evaluation ratings. (A good rule of thumb is 2-3 artifacts or examples per indicator, with a more intensive focus on 3-5 high-priority indicators.) While it is critical that there be well-documented, organized evidence to support the evaluator’s judgment, BPS provides no set formula to translate the four performance ratings and progress on goals into an overall rating.

## Step 4: Formative Assessment & Evaluation

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### Considerations for Planning

*This section highlights key logistics and practical considerations for implementation that will help school leadership teams and evaluators plan for effective formative reviews.*

- **Educator evidence.** Educators need to know when to provide evidence to their evaluator; and evaluators need to be aware of how much time they will need or have to review evidence prior to the formative assessment or evaluation. If educators and evaluators have a formative conference, the educator may submit evidence prior to the conference, or they may choose to review the evidence together at the conference. In the latter scenario, if an evaluator is determining ratings on Performance Standards, he/she should only give provisional ratings prior to seeing the educator's evidence.
- **Analysis of evidence.** Educators and evaluators should have engaged in some analysis of evidence prior to the formative assessment. This will help all parties ensure that they are presenting relevant data and have identified any trends or patterns. If the educator(s) and evaluator(s) have a conference, this will create the conditions for a richer conversation and allow for more focused feedback.
- **Rating.** If a pattern of evidence has emerged that suggests that an educator is on track to receive a lower rating than at his/her previous summative evaluation, it is critical for the evaluator and educator to discuss the evidence and feedback for improvement.

### Suggested Resources

*In order to provide ongoing feedback for improvement, it is critical that educators have clear and easy access to certain types of information. The "Suggested Resources" section lists several concrete resources that will support educators and evaluators to engage in formative assessment or evaluation.*

- Up-to-date record of evidence and brief analysis, identifying patterns and trends (educator and evaluator)
- Benchmark data on goals
- Goals and Educator Plans to review and assess progress
- Performance rubric
- Collective bargaining agreement and/or other evaluation requirements

### Tools

- Evaluation Tracking Sheet (see Guidance Document A)
- Formative Assessment Report Form or Formative Evaluation Report Form (see Guidance Document A)
- Educator Response Form (see Guidance Document A)
- Standards and Indicators for Effective Teaching Practice: Teacher Rubric (see Guidance Document B)

## Step 4: Formative Assessment & Evaluation

### Recommended Actions for Formative Assessment & Evaluation

Recommended Action	Individual Educator	Team	Evaluator/ School Leadership	Notes
Review evidence and artifacts for Standards and Indicators	✓	✓	✓	<i>Read through the evidence chronologically, looking for patterns and trends 1) over time and 2) within or across Standards and/or Indicators</i>
Briefly record analysis of evidence			✓	<i>Evaluators should wait to finalize ratings until the educator has had the opportunity to present evidence.</i>
Determine provisional formative ratings and progress toward goals			✓	<i>Ratings on performance are only required for Formative Evaluations; evaluators should determine whether there is significant evidence of a change in rating</i>
Share evidence of fulfillment of professional responsibilities and outreach to and engagement with families	✓	✓		<i>Educators may bring other relevant evidence</i>
Finalize formative ratings.			✓	<i>Only required for Formative Evaluation</i>

## Step 4: Formative Assessment & Evaluation

### Changing the Educator Plan after a Formative Assessment or Evaluation

Occasionally, an educator's performance has significantly changed from the last summative evaluation. When this happens, the evaluator and the educator may need to create a new Educator Plan with goals targeted toward the specific areas in need of improvement.

Use the following chart to determine if a teacher should move to a different Educator Plan and evaluation cycle:

Previous summative rating	New formative rating	Change in Educator Plan?	Duration of New Plan and Evaluation Cycle
Exemplary	Proficient	No	N/A
Exemplary or Proficient	Needs Improvement	Yes (Directed Growth Plan)	Up to one school year
Exemplary or Proficient	Unsatisfactory	Yes (Improvement Plan)	Up to one school year
Needs Improvement	Unsatisfactory	Yes (Improvement Plan)	At least 30 calendar days and no more than one school year

If a new Educator Plan is warranted, evaluators and educators should set up a time to talk about developing the new plan. Be aware that the new, shorter evaluation cycle will take effect immediately and will require another formative assessment prior to the end date of the new plan (and accompanying summative evaluation).

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## Step 5: Summative Evaluation

### Overview

The final step of the cycle is the summative evaluation. In this evaluation step, evaluators analyze evidence that demonstrates the educator's performance against Performance Standards and evidence of the attainment of the goals in the Educator Plan to arrive at a rating on each standard and an overall performance rating based on the evaluator's professional judgment. Evidence and professional judgment inform the evaluator's determination.

The process is similar to that of formative assessment and evaluation: evaluators review and analyze evidence, gather additional evidence and insights from the educator, and issue performance ratings on each standard as well as an overall rating.

There are two key differences between the formative assessment/evaluation and summative evaluation:

- The summative evaluation involves a separate rating of educators' impact on student learning, based on trends and patterns in statewide and district-determined measures that are comparable across grade and/or subject (to be implemented beginning in 2013-14).
- The summative evaluation results determine the type and duration of an educator's subsequent Educator Plan, as well as consequences around rewards and recognition and local personnel decisions.

The summative evaluation step completes a full evaluation cycle. The meaning behind this step does not lie in the end of one cycle, however, but in the beginning of the next. Thoughtful summative evaluation that identifies trends and patterns in performance and offers feedback for improvement provides educators with valuable information that strengthens the self-reflection and analysis educators engage in as they continue through the improvement cycle with Step 1: Self-Assessment and Goal Proposal. The *school-wide* patterns and trends that emerge through formative and summative evaluations provide school leadership teams with valuable information that can strengthen the professional development and opportunities for growth that are offered to the school.

Evaluation practices that are strong throughout the five-step cycle—promoting coherence, connection, collaboration, and conversation—serve as a catalyst for change in culture and practice. Together, educators, evaluators, and school leadership teams will have ensured that they do not miss this critical opportunity for promoting better leading, better teaching, better learning, and better schools.

### Timeframe

The summative evaluation occurs at the end of each educator's individualized Educator Plan and guides plan development for the subsequent cycle. Most educators will receive a summative evaluation near the end of a school year, although educators on a Directed Growth Plan or Improvement Plan may have more than one summative evaluation in a single year.

*Please note: Evaluators will not rate educators' impact on student learning until at least 2013-2014 (or later, depending upon data availability) so this guide does not address the process for incorporating the rating of an educator's impact on student learning.*

## Step 5: Summative Evaluation

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### Getting Started

The purpose of the section below is to help educators, evaluators, and school leadership teams get started with the implementation of summative evaluations.

**Note that many aspects of Step 5: Summative Evaluation are similar to Step 4: Formative Assessment & Evaluation. For additional Conditions for Readiness and Considerations for Planning, refer to pages 42-43 of this guide.**

As lessons from the early implementers of the regulations emerge, this section of the guide will be updated to reflect best practices and considerations raised through their experiences.

### Conditions for Readiness

*This section describes school-wide knowledge, capacity, and information that will increase the readiness of educators and evaluators to effectively implement this step. If schools find that these conditions do not exist, that should not delay implementation. However, strengthening these underlying conditions will increase the likeliness of success. Leadership may need to adjust their communication and professional development strategies and/or add tasks to their implementation plan.*

- **Sufficient evidence.** At this stage, evaluators should have multiple data points for every Standard and Indicator (although the preponderance of evidence for a particular Standard may fall within a specific Indicator if it was an area of focus or priority). This evidence can include that which educators provide.

### Considerations for Planning

*This section highlights key logistics and practical considerations for implementation that will help school leadership teams and evaluators plan.*

- **Time for reflection.** School leadership teams, evaluators, and educators should ensure that they set time aside to consider the information and lessons gleaned from this process in two key areas:
  1. *Implementation of educator evaluation.* To increase the effectiveness of evaluations in the upcoming school year and/or evaluation cycle, leadership teams and the faculty should discuss the successes and challenges experienced by different members of the school, strategies for improving the process, and supports needed for more effective implementation.
  2. *Connections between educator progress and school and district goals.* Well-aligned goals are emphasized as a priority for the purpose of accelerating school progress. School leadership should examine the connections between educator progress on goals and school or district progress on goals. This information can be used to prioritize certain Standards, Indicators, and/or Elements for the next school year. All members of the school should engage in conversation on attainment of *school goals*, including areas still in need of improvement and opportunities to scale up or replicate success. These conversations—including a focused review of progress on short term goals—will enable the school to work strategically toward long term goals.

## Step 5: Summative Evaluation

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### Suggested Resources

*In order to create coherence across existing or planned initiatives, align individual and team goals with school and district goals and priorities, and promote collaboration and conversation, it is critical that educators have clear and easy access to certain types of information. The “Suggested Resources” section lists several concrete resources that will support educators to engage in self-assessment and goal proposal thoughtfully and effectively.*

- Up-to-date record of evidence and brief analysis, identifying patterns and trends (educator and evaluator)
- Benchmark and final data on goals
- Goals and Educator Plans to review and assess progress
- Rubric
- Collective bargaining agreement
- Completed Educator Plan Form (see Guidance Document A)
- Completed Evaluator Record of Evidence Form (see Guidance Document A)
- Completed Educator Collection of Evidence Form (see Guidance Document A)
- Completed Formative Assessment or Evaluation Report Form (see Guidance Document A)

### Tools

- Evaluation Tracking Sheet (see Guidance Document A)
- Summative Evaluation Report Form (see Guidance Document A)
- Educator Response Form (see Guidance Document A)
- Standards and Indicators for Effective Teaching Practice: Teacher Rubric (see Guidance Document B)

## Step 5: Summative Evaluation

### Recommended Actions for Summative Evaluation

Recommended Action	Individual Educator	Team	Evaluator/ School Leadership	Notes
Schedule times of summative conferences with enough advance notice to allow both the educator and evaluator to prepare	✓	✓	✓	<i>Make sure the educator knows the purpose of the meeting, how to prepare, and the expected outcomes of the discussion</i>
Communicate expectations about educators' roles in sharing evidence during the conference			✓	<i>Be explicit about how much documentation or evidence the educator is expected to bring to the conference and when</i>
Review evidence and artifacts for each Standard and Indicator	✓		✓	<i>Read through the evidence chronologically, looking for patterns and trends 1) over time and 2) within or across Standards and/or Indicators</i>
Review Formative Assessment/Evaluation	✓		✓	<i>Formative assessments provide additional evidence of feedback the educator has received as well as a record of evidence of progress, performance, and patterns</i>
Briefly record analysis of evidence			✓	<i>Evaluators should wait to finalize ratings until the educator has had the opportunity to present evidence</i>
Determine provisional summative ratings and progress toward goals			✓	<i>Summative conference, if any, may reveal information that affects ratings</i>
Share evidence of fulfillment of professional responsibilities and outreach to and engagement with families	✓	✓		<i>Educators may bring other relevant evidence</i>
Finalize summative ratings for each standard and for the Overall Summative Rating			✓	<i>Overall summative rating also takes progress on goals into consideration</i>

## Step 5: Summative Evaluation

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### Moving Forward

The summative evaluation step marks the end of one evaluation cycle and kicks off a new cycle of self-assessment, goal setting, and plan development. When well-implemented, educators will leave the summative evaluation conference with a good idea of their next steps for the following evaluation cycle. The new cycle will coincide with the new school year for educators on a Development Plan or Self-Directed Growth Plan, but it may begin midyear for educators on a Directed Growth Plan or Improvement Plan.

Ultimately, both the summative performance rating and the rating of impact on student learning will jointly determine the next Educator Plan for each educator. However, the *Impact on Student Learning* category will not go into effect until at least 2013-2014 and require patterns and trends across a minimum of two years of data for at least two district-determined measures of student learning, growth, and achievement to be established. It is likely that most educators will not receive an Impact Rating until Spring of 2015.

In the meantime, the *Summative Rating* categories can guide evaluators in determining the appropriate Educator Plan for each educator:

- Educators without Professional Teacher Status (PTS) and those in a new assignment (at the discretion of the evaluator) – **Development Plan**
- Educators with PTS rated Proficient or Exemplary – **Self-Directed Growth Plan**
- Educators with PTS rated as Needs Improvement – **Directed Growth Plan**
- Educators with PTS rated as Unsatisfactory – **Improvement Plan**, with goals specific to improving the educator's unsatisfactory performance

Until impact ratings are incorporated into the summative evaluation, district transition plans may determine whether a one- or two-year Self-Directed Growth Plan is warranted for specific groups of educators. For example, a district may decide that veteran teachers new to a school should be placed on a one-year plan to ensure necessary supports during acclimation. In other instances, it might be helpful for school leadership teams and evaluators to consider the frequency of check-ins with an educator around specific areas for growth, or how the one- versus two-year plans will balance an evaluator's workload.

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# Guidance Documents

# Guidance Document A: Forms for Educator Evaluation

## Overview of Forms

The forms included in this Appendix are suggested templates, provided as tools to support educators and evaluators as they implement the new educator evaluation framework. For all of these forms, additional pages may be attached as needed.

- **Educator Tracking Sheet.** This form is intended to be used to track the completion of each step throughout the educator’s evaluation process. It will be completed by the educator in conjunction with his/her primary (and possibly supervising) evaluator.
- **Self-Assessment Form.** This form is intended to be used in support of Step 1: Self-Assessment, the educator’s initial step of the cycle. The form can be used by individuals or teams; however, each individual will need to submit a self-assessment. Evaluators sign the form to indicate receipt. The form includes sections for the educator to complete an analysis of student learning, growth, and achievement and an assessment of practice against performance standards. Submission of this form will be noted and initialed on the **Educator Tracking Sheet**.
- **Goal Setting Form.** This form is intended to be used in support of Step 1: Self-Assessment and Step 2: Goal Setting and Plan Development. Individuals and teams may use this form to propose goals (a minimum of one student learning goal and one professional practice goal). The form should initially be submitted with the Self-Assessment Form with the box “Proposed Goals” checked. If the goals are approved as written, the evaluator will check the box “Final Goals” and include a copy of the form with the **Educator Plan Form**. If the goals undergo further refinement, edits may be made to the original, or the form may be rewritten. If the form is redone, the new form should have the box “Final Goals” checked and should then be attached to the **Educator Plan Form**. Submission of this form will be noted and initialed on the **Educator Tracking Sheet**.
- **Educator Plan Form.** This form is intended to be used in support of Step 2: Goal Setting and Plan Development. It will either be completed by the educator for a *Self-Directed Growth Plan*, by the educator and the evaluator together for a *Directed Growth Plan* and a *Developing Educator Plan*, and by the evaluator for an *Improvement Plan*. Completion and/or submission of this form will be noted and initialed on the **Educator Tracking Sheet**.
- **Evaluator Record of Evidence Form.** This form is intended to be used by the evaluator in gathering evidence of an educator’s practice during Step 3: Implementation of the Plan. It will be completed by the evaluator and may be reviewed by the educator at any time.
- **Educator Collection of Evidence Form.** This form is intended to be used to support the educator in collecting evidence of his/her practice. It will be completed by the educator and shared with the evaluator prior to Formative Assessment/Evaluation and Summative

- **Formative Assessment Report Form.** This form is intended to be used in support of an educator’s formative assessment (Step 4) at the mid-point of the evaluation cycle, at minimum; it can be used multiple times as Formative Assessment can be ongoing. It will be completed by the evaluator. Evaluators are not required to assess both progress toward goals and performance on Standards; they will check off whether they are evaluating “Progress toward Attaining Goals,” “Performance on each Standard,” or both. Evaluators will provide a brief narrative of progress that includes feedback for improvement. Educators sign off to indicate that they have received a copy of the report and may use the **Educator Response Form** to provide a written response. Completion of this form will be noted and initialed on the **Educator Tracking Sheet**.
- **Formative Evaluation Report Form.** This form is intended to be used in support of an educator’s formative evaluation at the end of year one of a two-year *Self-Directed Growth Plan*. It will be completed by the evaluator. Evaluators are not required to assess both progress toward goals and performance on Standards; they will check off whether they are evaluating “Progress toward Attaining Goals,” “Performance on each Standard,” or both. Evaluators will provide a brief narrative of progress that includes feedback for improvement. At the point of Formative Evaluation, the overall rating is assumed to be the same as the prior summative evaluation unless evidence demonstrates a significant change in performance leading to a change in Overall Rating and, possibly, Educator Plan. If there is a change in rating, evaluators must provide comments on each of the four Standards briefly describing *why* the rating has changed, the *evidence* that led to a change in rating, and offering *feedback for improvement* (evaluators are encouraged to provide comments even if there is no change to ensure that educators have a clear sense of their progress and performance and receive feedback for improvement). Educators sign off to indicate that they have received a copy of the report and may use the **Educator Response Form** to provide a written response. Completion of this form will be noted and initialed on the **Educator Tracking Sheet**.
- **Summative Evaluation Report Form.** This form is intended to be used for Step 5: Summative Evaluation. This form applies to all Educator Plans. It will be completed by the evaluator. The evaluator must complete all sections, which are: “Attainment of Student Learning Goal(s),” “Attainment of Professional Practice Goal(s),” “Rating on each Standard,” “Overall Performance Rating,” and “Plan Moving Forward.” Evaluators must provide comments on the student learning goal(s), professional practice goal(s), each of the four Standards, and the overall rating briefly describing the level of attainment or performance rating, the *evidence* that led to the level of attainment/rating, and offering *feedback for improvement*. Educators sign off to indicate that they have received a copy of the report and may use the **Educator Response Form** to provide a written response. Completion of this form will be noted and initialed on the **Educator Tracking Sheet**.
- **Educator Response Form.** This form is intended to be used in support of the educator, should he/she want to have a formal response to any part of the evaluation process kept on record. It will be completed by the educator; the evaluator will sign to acknowledge receipt. If the form is submitted in response to the Formative Assessment/Evaluation or to the Summative Evaluation, receipt of the response will also be noted and initialed on the **Educator Tracking Sheet**.

## Evaluation Tracking Sheet

Educator—Name/Title: \_\_\_\_\_

Primary Evaluator—Name/Title: \_\_\_\_\_

Supervising Evaluator, if any—Name/Title/Role in evaluation: \_\_\_\_\_

School(s): \_\_\_\_\_

Educator Plan:  Self-Directed Growth Plan  Directed Growth Plan  
 Developing Educator Plan  Improvement Plan

Plan Duration:  2-Year  One-Year  Less than a year \_\_\_\_\_

Evaluation Step	Date(s)	Educator Initials	Evaluator(s) Initials
Self-Assessment received by evaluator			
Educator Plan development completed			
<input type="checkbox"/> Formative Assessment conference, if any <input type="checkbox"/> Formative Evaluation conference, if any			
<input type="checkbox"/> Formative Assessment Report completed <input type="checkbox"/> Formative Evaluation Report completed <sup>1</sup>			
Educator response, if any, received by evaluator <sup>2</sup>			
Summative Evaluation conference, if any			
Summative Evaluation Report completed			
Educator response, if any, received by evaluator			

<sup>1</sup> The educator's formative evaluation rating at the end of the first year of the two-year cycle shall be the same as the previous summative rating unless evidence demonstrates a significant change in performance. In such a case, the rating on the formative evaluation may change. Assigning ratings is optional during Formative Assessment.

<sup>2</sup> An educator may provide written comments to the evaluator at any time using the Educator Response Form but 603 CMR 35.06 ensures that educators have an opportunity to respond to the Formative Assessment, Formative Evaluation, and Summative Evaluation in writing.

# Self-Assessment Form



Educator—Name/Title: \_\_\_\_\_

Primary Evaluator—Name/Title: \_\_\_\_\_

Supervising Evaluator, if any—Name/Title/Role in evaluation: \_\_\_\_\_

School(s): \_\_\_\_\_

**Part 1: Analysis of Student Learning, Growth, and Achievement**  
*Briefly summarize areas of strength and high-priority concerns for students under your responsibility for the upcoming school year. Cite evidence such as results from available assessments. This form should be individually submitted by educator, but Part 1 can also be used by individuals and/or teams who jointly review and analyze student data.*  
[603 CMR 35.06 \(2\)\(a\)1](#)

Team, if applicable: \_\_\_\_\_

List Team Members below:

_____	_____
_____	_____
_____	_____

Educator—Name/Title: \_\_\_\_\_

**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. The form should be individually submitted by educator, but Part 2 can also be used by teams in preparation for proposing team goals.*  
[603 CMR 35.06 \(2\)\(a\)2](#)

Team, if applicable: \_\_\_\_\_

List Team Members below:

_____	_____
_____	_____
_____	_____

Signature of Educator \_\_\_\_\_ Date \_\_\_\_\_

Signature of Evaluator \_\_\_\_\_ Date \_\_\_\_\_

\* The evaluator's signature indicates that he or she has received a copy of the self-assessment form and the goal setting form with proposed goals. It does not denote approval of the goals.

# Goal Setting Form

Educator—Name/Title: \_\_\_\_\_

Primary Evaluator—Name/Title: \_\_\_\_\_

Supervising Evaluator, if any—Name/Title/Role in evaluation: \_\_\_\_\_

School(s): \_\_\_\_\_

Check all that apply<sup>1</sup>:  Proposed Goals  Final Goals Date: \_\_\_\_\_

A minimum of one student learning goal and one professional practice goal are required. **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.

<b>Student Learning SMART Goal</b> <i>Check whether goal is individual or team;                      write team name if applicable.</i>	<b>Professional Practice SMART Goal</b> <i>Check whether goal is individual or team;                      write team name if applicable.</i>
<input type="checkbox"/> Individual <input type="checkbox"/> Team: _____	<input type="checkbox"/> Individual <input type="checkbox"/> Team: _____

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

<sup>1</sup> 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.

## Educator Plan Form

Educator—Name/Title: \_\_\_\_\_

Primary Evaluator—Name/Title: \_\_\_\_\_

Supervising Evaluator, if any—Name/Title/Role in evaluation: \_\_\_\_\_

School(s): \_\_\_\_\_

Educator Plan:  Self-Directed Growth Plan  Directed Growth Plan  
 Developing Educator Plan  Improvement Plan\*

Plan Duration:  2-Year  One-Year  Less than a year \_\_\_\_\_

Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

**Goal Setting Form with final goals is attached to the Educator Plan.**

Some activities may apply to the pursuit of multiple goals or types of goals (student learning or professional practice). Attach additional pages as necessary.

<b>Student Learning Goal(s): Planned Activities</b> <i>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.</i>		
Action	Supports/Resources <sup>1</sup>	Timeline or Frequency

\*Additional detail may be attached if needed

Educator—Name/Title: \_\_\_\_\_

<b>Professional Practice Goal(s): Planned Activities</b> <i>Describe actions the educator will take to attain the professional practice goal(s).                      Activities may apply to individual and/or team. Attach additional pages as needed.</i>		
Action	Supports/Resources <sup>1</sup>	Timeline or Frequency

**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\(3\)\(f\).](#))

Signature of Evaluator \_\_\_\_\_ Date \_\_\_\_\_

Signature of Educator \_\_\_\_\_ Date \_\_\_\_\_

\* As the evaluator retains final authority over goals to be included in an educator’s plan (see [603 CMR 35.06\(3\)\(c\)](#)), the signature of the evaluator indicates that he or she has received the Goal Setting Form with the “Final Goal” box checked, indicating the evaluator’s approval of the goals. The educator’s signature does not necessarily denote agreement with the goals. Regardless of agreement with the final goals, signature indicates recognition that “It is the educator’s responsibility to attain the goals in the plan and to participate in any trainings and professional development provided through the state, district, or other providers in accordance with the Educator Plan.” (see [603 CMR 35.06\(4\)](#))

<sup>1</sup> Must identify means for educator to receive feedback for improvement per [603 CMR 35.06\(3\)\(d\)](#)

## Evaluator Record of Evidence Form

Educator—Name/Title: \_\_\_\_\_

Primary Evaluator—Name/Title: \_\_\_\_\_

Supervising Evaluator, if any—Name/Title/Role in evaluation: \_\_\_\_\_

School(s): \_\_\_\_\_

Academic Year: \_\_\_\_\_ Educator Plan and Duration: \_\_\_\_\_

### Standards and Indicators for Effective Teaching Practice: Rubric Outline

as per [603 CMR 35.03](#)

The evaluator should track collection to ensure that sufficient evidence has been gathered.

I. Curriculum, Planning, & Assessment	II. Teaching All Students	III. Family & Community Engagement	IV. Professional Culture
<input type="checkbox"/> I-A. Curriculum and Planning <input type="checkbox"/> I-B. Assessment <input type="checkbox"/> I-C. Analysis	<input type="checkbox"/> II-A. Instruction <input type="checkbox"/> II-B. Learning Environment <input type="checkbox"/> II-C. Cultural Proficiency <input type="checkbox"/> II-D. Expectations	<input type="checkbox"/> III-A. Engagement <input type="checkbox"/> III-B. Collaboration <input type="checkbox"/> III-C. Communication	<input type="checkbox"/> IV-A. Reflection <input type="checkbox"/> IV-B. Professional Growth <input type="checkbox"/> IV-C. Collaboration <input type="checkbox"/> IV-D. Decision-making <input type="checkbox"/> IV-E. Shared Responsibility <input type="checkbox"/> IV-F. Professional Responsibilities

\* The Rubric Outline is intended to be used for citing Standards and Indicators. Evaluators should review the full rubric for analysis of evidence and determination of ratings

# Evaluator Record of Evidence Form

Educator: \_\_\_\_\_ Evaluator: \_\_\_\_\_

<b>Date</b> <i>(Record date of collection, duration if applicable)</i>	<b>Source of Evidence*</b> <i>(e.g., parent conference, observation)</i>	<b>Standard(s)/ Indicator(s)</b> <i>Note Standard(s) and Indicator(s) to which evidence is tied</i>	<b>Analysis of Evidence</b> <i>Record notes "based on observations and artifacts of professional practice, including unannounced observations of practice of any duration" or other forms of evidence to support determining ratings on Standards as per <u>603 CMR 35.07</u></i>	<b>Feedback Provided</b> <i>Briefly record feedback given to educator (e.g., strengths recognized, suggestions for improvement)</i>
EX: 11/8/11	EX: unit plans, benchmark data	EX: I-B	EX: unit plans were appropriately modified after analysis of benchmark data to better reflect student performance at mid-point of semester	EX: recognized strong adjustment to practice, suggested teacher collaborate with team on backward curriculum mapping

\*note if classroom observations are announced or unannounced

# Educator Collection of Evidence Form

Educator—Name/Title: \_\_\_\_\_

Primary Evaluator—Name/Title: \_\_\_\_\_

Supervising Evaluator, if any—Name/Title/Role in evaluation: \_\_\_\_\_

School(s): \_\_\_\_\_

**Evidence pertains to (check all that apply)<sup>1</sup>:**

- Fulfillment of professional responsibilities and growth
- Evidence of outreach to and ongoing engagement with families
- Progress toward attaining student learning goal(s)
- Progress toward attaining professional practice goal(s)
- Other: \_\_\_\_\_

### Summary of Evidence

*Summarize the evidence compiled to be presented to evaluator with a brief analysis.  
Attach additional pages as needed.*

Signature of Educator \_\_\_\_\_ Date \_\_\_\_\_

Signature of Evaluator \_\_\_\_\_ Date \_\_\_\_\_

<sup>1</sup> Per [603 CMR 35.07\(1\)\(c\)1](#), “Evidence compiled and presented by the educator includ[es]: 1. Evidence of fulfillment of professional responsibilities and growth, such as: self-assessments; peer collaboration; professional development linked to goals and or educator plans; contributions to the school community and professional culture; 2. Evidence of active outreach to and ongoing engagement with families.” However, educator collection of evidence is not **limited** to these areas.

# Formative Assessment Report Form

Attachment(s) included

Educator—Name/Title: \_\_\_\_\_

Primary Evaluator—Name/Title: \_\_\_\_\_

Supervising Evaluator, if any—Name/Title/Role in evaluation: \_\_\_\_\_

School(s): \_\_\_\_\_

**Assessing<sup>1</sup>:**

Progress toward attaining goals       Performance on Standards       Both

<b>Progress Toward Student Learning Goal(s)</b> <i>Describe current level of progress and feedback for improvement. Attach additional pages as needed.</i>
<input type="checkbox"/> Did not meet <input type="checkbox"/> Some progress <input type="checkbox"/> Significant progress <input type="checkbox"/> Met <input type="checkbox"/> Exceeded <u>Rationale, evidence, and feedback for improvement:</u>           
<b>Progress Toward Professional Practice Goal(s)</b> <i>Describe current level of progress. Attach additional pages as needed.</i>
<input type="checkbox"/> Did not meet <input type="checkbox"/> Some progress <input type="checkbox"/> Significant progress <input type="checkbox"/> Met <input type="checkbox"/> Exceeded <u>Rationale, evidence, and feedback for improvement:</u>           

<sup>1</sup> As per [603 CMR 35.02](#) and [603 CMR 35.06\(5\)](#), formative assessment shall mean the process used to assess progress towards attaining goals set forth in educator plans, performance on performance standards, or both.

Educator—Name/Title: \_\_\_\_\_

<b>Performance on Each Standard</b>	
<i>Describe performance and feedback for improvement. Attach additional pages as needed.</i>	
<b>I: Curriculum, Planning, &amp; Assessment</b>	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary
<u>Rationale, evidence, and feedback for improvement:</u>  	
<b>II: Teaching All Students</b>	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary
<u>Rationale, evidence, and feedback for improvement:</u>  	
<b>III: Family/Community Engagement</b>	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary
<u>Rationale, evidence, and feedback for improvement:</u>  	
<b>IV: Professional Culture</b>	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary
<u>Rationale, evidence, and feedback for improvement:</u>  	

**Overall Performance Rating**

- Unsatisfactory       Needs Improvement       Proficient       Exemplary

Rationale, evidence, and feedback for improvement:

**Plan Moving Forward**

- Self-Directed Growth Plan       Directed Growth Plan       Improvement Plan       Developing Educator Plan

**DIRECTED GROWTH or IMPROVEMENT PLANS:** This section shall be completed ONLY for those educators who received an overall rating of “Needs Improvement” or “Unsatisfactory”. For each **Standard** rated “Unsatisfactory” the evaluator shall list the indicator(s) and or sub indicator(s), state the problem(s), state evidence / description of the problem(s) and the associated prescription(s).

**Statement of problem (state the indicator or sub indicator and problem):**

**Evidence / Description of the problem:**

**Prescription:**

**Statement of problem (state the indicator or sub indicator and problem):**

**Evidence / Description of the problem:**

**Prescription:**

**The educator shall have the opportunity to respond in writing to the formative assessment as per [603 CMR 35.06\(5\)\(c\)](#) on the Educator Response Form.**

Signature of Evaluator \_\_\_\_\_ Date Completed: \_\_\_\_\_

Signature of Educator\* \_\_\_\_\_ Date Received: \_\_\_\_\_

\* Signature of the educator indicates acknowledgement of this report; it does not necessarily denote agreement with the contents of the report. Educators have the opportunity to respond to this report in writing and may use the Educator Report Form

## Formative Evaluation Report Form

\* For educators on two-year Self-Directed Growth Plans at the end of Year One of the cycle

Educator—Name/Title: \_\_\_\_\_

Primary Evaluator—Name/Title: \_\_\_\_\_

Supervising Evaluator, if any—Name/Title/Role in evaluation: \_\_\_\_\_

School(s): \_\_\_\_\_

### Assessing<sup>1</sup>:

Progress toward attaining goals

Performance on Standards

Both

#### Progress Toward Student Learning Goal(s)

*Attach additional pages as needed.*

Did not meet     Some progress     Significant progress     Met     Exceeded

Rationale, evidence, and feedback for improvement:

<sup>1</sup> As per 603 CMR 35.02 and 603 CMR 35.06(5), formative evaluation shall mean the process used to assess progress towards attaining goals set forth in educator plans, performance on performance standards, or both.

## Formative Evaluation Report Form

### Progress Toward Professional Practice Goal(s)

*Attach additional pages as needed.*

Did not meet     Some progress     Significant progress     Met     Exceeded

Rationale, evidence, and feedback for improvement:

Educator—Name/Title: \_\_\_\_\_

- Evaluator is assigning same ratings as prior Summative Evaluation; no comments needed  
 Evaluator is assigning ratings that differ from prior Summative Evaluation; comments are required

### Rating on Each Standard

**I: Curriculum, Planning,  
& Assessment**

Unsatisfactory     Needs Improvement     Proficient     Exemplary

## Formative Evaluation Report Form

Rationale, evidence, and feedback for improvement:

**II: Teaching All Students**

Unsatisfactory    Needs Improvement    Proficient    Exemplary

Rationale, evidence, and feedback for improvement:

**III: Family/Community Engagement**

Unsatisfactory    Needs Improvement    Proficient    Exemplary

Rationale, evidence, and feedback for improvement:

**IV: Professional Culture**

Unsatisfactory    Needs Improvement    Proficient    Exemplary

Rationale, evidence, and feedback for improvement:

Educator—Name/Title: \_\_\_\_\_

- Evaluator is assigning same ratings as prior Summative Evaluation; no comments needed  
 Evaluator is assigning ratings that differ from prior Summative Evaluation; comments required



**DIRECTED GROWTH or IMPROVEMENT PLANS:** This section shall be completed ONLY for those educators who received an overall rating of "Needs Improvement" or "Unsatisfactory". For each **Standard** rated "Unsatisfactory" the evaluator shall list the indicator(s) and or sub indicator(s), state the problem(s), state evidence / description of the problem(s) and the associated prescription(s).

**Statement of problem (state the indicator or sub indicator and problem):**

**Evidence / Description of the problem:**

**Prescription:**

**Statement of problem (state the indicator or sub indicator and problem):**

**Evidence / Description of the problem:**

**Prescription:**

Signature of Evaluator \_\_\_\_\_ Date Completed: \_\_\_\_\_

Signature of Educator\* \_\_\_\_\_ Date Received: \_\_\_\_\_

\* Signature of the educator indicates acknowledgement of this report; it does not necessarily denote agreement with the contents of the report. Educators have the opportunity to respond to this report in writing and may use the Educator Report Form.

## Summative Evaluation Report Form

Educator—Name/Title: \_\_\_\_\_

Primary Evaluator—Name/Title: \_\_\_\_\_

Supervising Evaluator, if any—Name/Title/Role in evaluation: \_\_\_\_\_

School(s): \_\_\_\_\_

Current Plan:       Self-Directed Growth Plan       Directed Growth Plan  
                          Developing Educator Plan       Improvement Plan

### Progress Toward Student Learning Goal(s)

*Attach additional pages as needed.*

Did not meet     Some progress     Significant progress     Met     Exceeded

Rationale, evidence, and feedback for improvement:

### Progress Toward Professional Practice Goal(s)

*Attach additional pages as needed.*

Did not meet     Some progress     Significant progress     Met     Exceeded

Rationale, evidence, and feedback for improvement:

# Summative Evaluation Report Form

Educator—Name/Title: \_\_\_\_\_

## Rating on Each Standard

**I: Curriculum, Planning, & Assessment**       Unsatisfactory     Needs Improvement     Proficient     Exemplary

Rationale, evidence, and feedback for improvement:

**II: Teaching All Students**       Unsatisfactory     Needs Improvement     Proficient     Exemplary

Rationale, evidence, and feedback for improvement:

**III: Family/Community Engagement**       Unsatisfactory     Needs Improvement     Proficient     Exemplary

Rationale, evidence, and feedback for improvement:

**IV: Professional Culture**       Unsatisfactory     Needs Improvement     Proficient     Exemplary

Rationale, evidence, and feedback for improvement:

# Summative Evaluation Report Form

Educator—Name/Title: \_\_\_\_\_

Overall Performance Rating			
<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
<u>Rationale, evidence, and feedback for improvement:</u>			
Plan Moving Forward			
<input type="checkbox"/> Self-Directed Growth Plan	<input type="checkbox"/> Directed Growth Plan	<input type="checkbox"/> Improvement Plan	<input type="checkbox"/> Developing Educator Plan

The educator shall have the opportunity to respond in writing to the summative evaluation as per [603 CMR 35.06\(6\)](#) on the Educator Response Form.

**DIRECTED GROWTH or IMPROVEMENT PLANS:** This section shall be completed ONLY for those educators who received an overall rating of “Needs Improvement” or “Unsatisfactory”. For each **Standard** rated “Unsatisfactory” the evaluator shall list the indicator(s) and or sub indicator(s), state the problem(s), state evidence / description of the problem(s) and the associated prescription(s).

**Statement of problem (state the indicator or sub indicator and problem):**

**Evidence / Description of the problem:**

**Prescription:**

**Statement of problem (state the indicator or sub indicator and problem):**

**Evidence / Description of the problem:**

**Prescription:**

Signature of Evaluator \_\_\_\_\_ Date Completed: \_\_\_\_\_

Signature of Educator\* \_\_\_\_\_ Date Received: \_\_\_\_\_

\* Signature of the educator indicates acknowledgement of this report; it does not necessarily denote agreement with the contents of the report. Educators have the opportunity to respond to this report in writing and may use the Educator Report Form.

## Educator Response Form

Educator—Name/Title: \_\_\_\_\_

Primary Evaluator—Name/Title: \_\_\_\_\_

Supervising Evaluator, if any—Name/Title/Role in evaluation: \_\_\_\_\_

School(s): \_\_\_\_\_

**Response to: (check all that apply)**

Educator Plan, including goals and activities

Evaluator collection and/or analysis of evidence

Formative Assessment or Evaluation Report

Summative Evaluation Report

Other: \_\_\_\_\_

### Educator Response

*Attach additional pages as needed*

Signature of Educator \_\_\_\_\_ Date \_\_\_\_\_

Signature of Evaluator \_\_\_\_\_ Date \_\_\_\_\_

Attachment(s) included

## Guidance Document B: Teacher Rubric

**Standard I: Curriculum, Planning, and Assessment.** *The teacher promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.*

<b>Indicator I-A. Curriculum and Planning: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.</b>				
<b>I-A. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
I-A-1. Subject Matter Knowledge	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 skills in the subject.	Demonstrates factual knowledge of subject matter and the pedagogy it requires by sometimes engaging students in learning experiences around complex knowledge and skills in the subject.	<b>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 skills in the subject.</b>	Demonstrates expertise in subject matter and the pedagogy it requires by engaging all students in learning experiences that enable them to synthesize complex knowledge and skills in the subject. Is able to model this element.
I-A-2. Child and Adolescent Development	Demonstrates little or no knowledge of developmental levels of students this age or differences in how students learn. Typically develops one learning experience for all students that does not enable most students to meet the intended outcomes.	Demonstrates knowledge of developmental levels of students this age but does not identify developmental levels and ways of learning among the students in the class and/or develops learning experiences that enable some, but not all, students to move toward meeting intended outcomes.	<b>Demonstrates knowledge of the developmental levels of students in the classroom and the different ways these students learn by providing differentiated learning experiences that enable all students to progress toward meeting intended outcomes.</b>	Demonstrates expert knowledge of the developmental levels of the teacher's own students and students in this grade or subject more generally and uses this knowledge to differentiate and expand learning experiences that enable all students to make significant progress toward meeting stated outcomes. Is able to model this element.

I-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-3. Rigorous Standards-Based Unit Design	Plans individual lessons rather than units of instruction, or designs units of instruction that are not aligned with state standards/ local curricula, lack measurable outcomes, and/or include tasks that mostly rely on lower level thinking skills.	Designs units of instruction that address some knowledge and skills defined in state standards/local curricula, but some student outcomes are poorly defined and/or tasks rarely require higher-order thinking skills.	<b>Designs units of instruction with measurable outcomes and challenging tasks requiring higher-order thinking skills that enable students to learn the knowledge and skills defined in state standards/local curricula.</b>	Designs integrated units of instruction with measurable, accessible outcomes and challenging tasks requiring higher-order thinking skills that enable students to learn and apply the knowledge and skills defined in state standards/local curricula. Is able to model this element.
I-A-4. Well-Structured Lessons	Develops lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class.	Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	<b>Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.</b>	Develops well-structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student's needs. Is able to model this element.

<b>Indicator I-B. Assessment: Uses a variety of informal and formal methods of assessments to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction.</b>				
<b>I-B. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
I-B-1. Variety of Assessment Methods	Administers only the assessments required by the school and/or measures only point-in-time student achievement.	May administer some informal and/or formal assessments to measure student learning but rarely measures student progress toward achieving state/local standards.	<b>Designs and administers a variety of informal and formal methods and assessments, including common interim assessments, to measure each student's learning, growth, and progress toward achieving state/local standards.</b>	Uses an integrated, comprehensive system of informal and formal assessments, including common interim assessments, to measure student learning, growth, and progress toward achieving state/local standards. Is able to model this element.
I-B-2. Adjustment to Practice	Makes few adjustments to practice based on formal and informal assessments.	May organize and analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings.	<b>Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students.</b>	Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for individuals and groups of students and appropriate modifications of lessons and units. Is able to model this element.

<b>Indicator I-C. Analysis: Analyzes data from assessments, draws conclusions, and shares them appropriately.</b>				
<b>I-C. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
I-C-1. Analysis and Conclusions	Does not draw conclusions from student data beyond completing minimal requirements such as grading for report cards.	Draws conclusions from a limited analysis of student data to inform student grading and promotion decisions.	<b>Individually and with colleagues, draws appropriate conclusions from a thorough analysis of a wide range of assessment data to improve student learning.</b>	Individually and with colleagues, draws appropriate, actionable conclusions from a thorough analysis of a wide range of assessment data that improve short- and long-term instructional decisions. Is able to model this element.
I-C-2. Sharing Conclusions With Colleagues	Rarely shares with colleagues conclusions about student progress and/or rarely seeks feedback.	Only occasionally shares with colleagues conclusions about student progress and/or only occasionally seeks feedback from them about practices that will support improved student learning.	<b>Regularly shares with appropriate colleagues (e.g., general education, special education, and English learner staff) conclusions about student progress and seeks feedback from them about instructional or assessment practices that will support improved student learning.</b>	Establishes and implements a schedule and plan for regularly sharing with all appropriate colleagues conclusions and insights about student progress. Seeks and applies feedback from them about practices that will support improved student learning. Is able to model this element.
I-C-3. Sharing Conclusions With Students	Provides little or no feedback on student performance except through grades or report of task completion, or provides inappropriate feedback that does not support students to improve their performance.	Provides some feedback about performance beyond grades but rarely shares strategies for students to improve their performance toward objectives.	<b>Based on assessment results, provides descriptive feedback and engages students and families in constructive conversation that focuses on how students can improve their performance.</b>	Establishes early, constructive feedback loops with students and families that create a dialogue about performance, progress, and improvement. Is able to model this element.

**Standard II: Teaching All Students.** *The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.*

<b>Indicator II-A. Instruction: Uses instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.</b>				
<b>II-A. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
II-A-1. Quality of Effort and Work	Establishes no or low expectations around quality of work and effort and/or offers few supports for students to produce quality work or effort.	May states high expectations for quality and effort, but provides few exemplars and rubrics, limited guided practice, and/or few other supports to help students know what is expected of them; may establish inappropriately low expectations for quality and effort.	<b>Consistently defines high expectations for the quality of student work and the perseverance and effort required to produce it; often provides exemplars, rubrics, and guided practice.</b>	Consistently defines high expectations for quality work and effort and effectively supports students to set high expectations for each other to persevere and produce high-quality work. Is able to model this element.
II-A-2. Student Engagement	Uses instructional practices that leave most students uninvolved and/or passive participants.	Uses instructional practices that motivate and engage some students but leave others uninvolved and/or passive participants.	<b>Consistently uses instructional practices that are likely to motivate and engage most students during the lesson.</b>	Consistently uses instructional practices that typically motivate and engage most students both during the lesson and during independent work and home work. Is able to model this element.
II-A-3. Meeting Diverse Needs	Uses limited and/or inappropriate practices to accommodate differences.	May use some appropriate practices to accommodate differences, but fails to address an adequate range of differences.	<b>Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.</b>	Uses a varied repertoire of practices to create structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Is able to model this element.

<b>Indicator II-B. Learning Environment: Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.</b>				
<b>II-B. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
II-B-1. Safe Learning Environment	Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students' learning.	May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students' learning.	<b>Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.</b>	Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Is able to model this element.
II-B-2. Collaborative Learning Environment	Makes little effort to teach interpersonal, group, and communication skills or facilitate student work in groups, or such attempts are ineffective.	Teaches some interpersonal, group, and communication skills and provides some opportunities for students to work in groups.	<b>Develops students' interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers.</b>	Teaches and reinforces interpersonal, group, and communication skills so that students seek out their peers as resources. Is able to model this practice.
II-B-3. Student Motivation	Directs all learning experiences, providing few, if any, opportunities for students to take academic risks or challenge themselves to learn.	Creates some learning experiences that guide students to identify needs, ask for support, and challenge themselves to take academic risks.	<b>Consistently creates learning experiences that guide students to identify their strengths, interests, and needs; ask for support when appropriate; take academic risks; and challenge themselves to learn.</b>	Consistently supports students to identify strengths, interests, and needs; ask for support; take risks; challenge themselves; set learning goals; and monitor their own progress. Models these skills for colleagues.

<b>Indicator II-C. Cultural Proficiency: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.</b>				
<b>II-C. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
II-C-1. Respects Differences	Establishes an environment in which students demonstrate limited respect for individual differences.	Establishes an environment in which students generally demonstrate respect for individual differences	<b>Consistently uses strategies and practices that are likely to enable students to demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.</b>	Establishes an environment in which students respect and affirm their own and others' differences and are supported to share and explore differences and similarities related to background, identity, language, strengths, and challenges. Is able to model this practice.
II-C-2. Maintains Respectful Environment	Minimizes or ignores conflicts and/or responds in inappropriate ways.	Anticipates and responds appropriately to some conflicts or misunderstandings but ignores and/or minimizes others.	<b>Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities.</b>	Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities in ways that lead students to be able to do the same independently. Is able to model this practice.

<b>Indicator II-D. Expectations: Plans and implements lessons that set clear and high expectations and also make knowledge accessible for all students.</b>				
<b>II-D. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
II-D-1. Clear Expectations	Does not make specific academic and behavior expectations clear to students.	May announce and post classroom academic and behavior rules and consequences, but inconsistently or ineffectively enforces them.	<b>Clearly communicates and consistently enforces specific standards for student work, effort, and behavior.</b>	Clearly communicates and consistently enforces specific standards for student work, effort, and behavior so that most students are able to describe them and take ownership of meeting them. Is able to model this element.
II-D-2. High Expectations	Gives up on some students or communicates that some cannot master challenging material.	May tell students that the subject or assignment is challenging and that they need to work hard but does little to counteract student misconceptions about innate ability.	<b>Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.</b>	Effectively models and reinforces ways that students can consistently master challenging material through effective effort. Successfully challenges students' misconceptions about innate ability. Is able to model this element.
II-D-3. Access to Knowledge	Rarely adapts instruction, materials, and assessments to make challenging material accessible to all students.	Occasionally adapts instruction, materials, and assessments to make challenging material accessible to all students.	<b>Consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities.</b>	Individually and with colleagues, consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities. Is able to model this element.

**Standard III: Family and Community Engagement.** *The teacher promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.*

<b>Indicator III-A. Engagement: Welcomes and encourages every family to become active participants in the classroom and school community.</b>				
<b>III-A. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
III-A-1. Parent/Family Engagement	Does not welcome families to become participants in the classroom and school community or actively discourages their participation.	Makes limited attempts to involve families in school and/or classroom activities, meetings, and planning.	<b>Uses a variety of strategies to support every family to participate actively and appropriately in the classroom and school community.</b>	Successfully engages most families and sustains their active and appropriate participation in the classroom and school community. Is able to model this element.

<b>Indicator III-B. Collaboration: Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.</b>				
<b>III-B. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
III-B-1. Learning Expectations	Does not inform parents about learning or behavior expectations.	Sends home only a list of classroom rules and the learning outline or syllabus for the year.	<b>Consistently provides parents with clear, user-friendly expectations for student learning and behavior.</b>	Successfully conveys to most parents student learning and behavior expectations. Is able to model this element.

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<b>III-B. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
III-B-2. Curriculum Support	Rarely, if ever, communicates with parents on ways to support children at home or at school.	Sends home occasional suggestions on how parents can support children at home or at school.	<b>Regularly updates parents on curriculum throughout the year and suggests strategies for supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency.</b>	Successfully prompts most families to use one or more of the strategies suggested for supporting learning at school and home and seeks out evidence of their impact. Is able to model this element.

<b>Indicator III-C. Communication: Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.</b>				
<b>III-C. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
III-C-1. Two-Way Communication	Rarely communicates with families except through report cards; rarely solicits or responds promptly and carefully to communications from families.	Relies primarily on newsletters and other one-way media and usually responds promptly to communications from families.	<b>Regularly uses two-way communication with families about student performance and learning and responds promptly and carefully to communications from families.</b>	Regularly uses a two-way system that supports frequent, proactive, and personalized communication with families about student performance and learning. Is able to model this element.
III-C-2. Culturally Proficient Communication	Makes few attempts to respond to different family cultural norms and/or responds inappropriately or disrespectfully.	May communicate respectfully and make efforts to take into account different families' home language, culture, and values, but does so inconsistently or does not demonstrate understanding and sensitivity to the differences.	<b>Always communicates respectfully with families and demonstrates understanding of and sensitivity to different families' home language, culture, and values.</b>	Always communicates respectfully with families and demonstrates understanding and appreciation of different families' home language, culture, and values. Is able to model this element.

**Standard IV: Professional Culture.** *The teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.*

<b>Indicator IV-A. Reflection: Demonstrates the capacity to reflect on and improve the educator’s own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.</b>				
<b>IV-A. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
IV-A-1. Reflective Practice	Demonstrates limited reflection on practice and/or use of insights gained to improve practice.	May reflect on the effectiveness of lessons/ units and interactions with students but not with colleagues and/or rarely uses insights to improve practice.	<b>Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.</b>	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; and uses and shares with colleagues, insights gained to improve practice and student learning. Is able to model this element.
IV-A-2. Goal Setting	Generally, participates passively in the goal-setting process and/or proposes goals that are vague or easy to reach.	Proposes goals that are sometimes vague or easy to achieve and/or bases goals on a limited self-assessment and analysis of student learning data.	<b>Proposes challenging, measurable professional practice, team, and student learning goals that are based on thorough self-assessment and analysis of student learning data.</b>	Individually and with colleagues builds capacity to propose and monitor challenging, measurable goals based on thorough self-assessment and analysis of student learning data. Is able to model this element.

<b>Indicator IV-B. Professional Growth: Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles.</b>				
<b>IV-B. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
IV-B-1. Professional Learning and Growth	Participates in few, if any, professional development and learning opportunities to improve practice and/or applies little new learning to practice.	Participates only in required professional development activities and/or inconsistently or inappropriately applies new learning to improve practice.	<b>Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities.</b>	Consistently seeks out professional development and learning opportunities that improve practice and build expertise of self and other educators in instruction and leadership. Is able to model this element.

<b>Indicator IV-C. Collaboration: Collaborates effectively with colleagues on a wide range of tasks.</b>				
<b>IV-C. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
IV-C-1. Professional Collaboration	Rarely and/or ineffectively collaborates with colleagues; conversations often lack focus on improving student learning.	Does not consistently collaborate with colleagues in ways that support productive team effort.	<b>Consistently and effectively collaborates with colleagues in such work as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention.</b>	Supports colleagues to collaborate in areas such as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention. Is able to model this element.

<b>Indicator IV-D. Decision-Making: Becomes involved in schoolwide decision making, and takes an active role in school improvement planning.</b>				
<b>IV-D. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
IV-D-1. Decision-Making	Participates in planning and decision making at the school, department, and/or grade level only when asked and rarely contributes relevant ideas or expertise.	May participate in planning and decision making at the school, department, and/or grade level but rarely contributes relevant ideas or expertise.	<b>Consistently contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level.</b>	I In planning and decision-making at the school, department, and/or grade level, consistently contributes ideas and expertise that are critical to school improvement efforts. Is able to model this element.

<b>Indicator IV-E. Shared Responsibility: Shares responsibility for the performance of all students within the school.</b>				
<b>IV-E. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
IV-E-1. Shared Responsibility	Rarely reinforces schoolwide behavior and learning expectations for all students and/or makes a limited contribution to their learning by rarely sharing responsibility for meeting their needs.	Within and beyond the classroom, inconsistently reinforces schoolwide behavior and learning expectations for all students, and/or makes a limited contribution to their learning by inconsistently sharing responsibility for meeting their needs.	<b>Within and beyond the classroom, consistently reinforces schoolwide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs.</b>	Individually and with colleagues develops strategies and actions that contribute to the learning and productive behavior of all students at the school. Is able to model this element.

<b>Indicator IV-F. Professional Responsibilities: Is ethical and reliable, and meets routine responsibilities consistently.</b>				
<b>IV-F. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
IV-F-1. Judgment	Demonstrates poor judgment and/or discloses confidential student information inappropriately.	Sometimes demonstrates questionable judgment and/or inadvertently shares confidential information.	<b>Demonstrates sound judgment reflecting integrity, honesty, fairness, and trustworthiness and protects student confidentiality appropriately.</b>	Demonstrates sound judgment and acts appropriately to protect student confidentiality, rights and safety. Is able to model this element.
IV-F-2. Reliability & Responsibility	Frequently misses or is late to assignments, makes errors in records, and/or misses paperwork deadlines; frequently late or absent.	Occasionally misses or is late to assignments, completes work late, and/or makes errors in records.	<b>Consistently fulfills professional responsibilities; is consistently punctual and reliable with paperwork, duties, and assignments; and is rarely late or absent from school.</b>	Consistently fulfills all professional responsibilities to high standards. Is able to model this element.

## Guidance Document C: Administrator Rubric

**Standard I: Instructional Leadership.** *The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.*

<b>Indicator I-A. Curriculum: Ensures that all teachers design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.</b>				
<b>I-A. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
I-A-1. Standards-Based Unit Design	Does not set the expectation that educators plan standards-based units of instruction, provide adequate resources or support for this activity, and/or monitor or assess progress.	Gives educators resources on how to use a backward design approach to planning standards-based units and checks that teachers engage in instructional planning. Sometimes monitors and assesses progress and provides feedback.	<b>Provides support and assistance for educators and teams to use a backward design approach to plan standards-based units with measurable outcomes and challenging tasks requiring higher-order thinking. Frequently monitors and assesses progress, providing feedback as necessary.</b>	Empowers staff to create with a backward design approach rigorous standards-based units of instruction that are aligned across grade levels and content areas. Continually monitors and assesses progress, provides feedback, and connects educators to additional supports as needed. Is able to model this element.
I-A-2. Lesson Development Support	Does not state expectations for the development of well-structured lessons, provide support to educators, and/or discriminate between strong and weak lesson-planning practices.	Provides limited training to educators on how to develop well-structured lessons and/or does not consistently address patterns of weak lesson development practices.	<b>Supports educators to develop well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, technologies, and grouping.</b>	Supports educators to collaborate on developing a series of interconnected, well-structured lessons with challenging objectives and appropriate student engagement strategies, pacing, sequence, materials, and grouping and identifies specific exemplars and resources in each area. Is able to model this element.

<b>Indicator I-B. Instruction: Ensures that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.</b>				
<b>I-B. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
I-B-1. Instructional Practices	Does not look for evidence of and/or cannot accurately identify more than a few effective teaching strategies and practices.	While observing practice and reviewing unit plans, occasionally looks for evidence of or accurately identifies appropriate teaching strategies and practices.	<b>While observing practice and reviewing unit plans, looks for and identifies a variety of effective teaching strategies and practices.</b>	Ensures, through observation and review of unit plans, that teachers know and employ effective teaching strategies and practices while teaching their content. Is able to model this element.
I-B-2. Quality of Effort and Work	Does not set high expectations for the quality of content, student effort, and/or student work schoolwide, or expectations are inappropriate.	May set high expectations for the quality of content, student effort, and student work schoolwide but allows expectations to be inconsistently applied across the school.	<b>Sets and models high expectations for the quality of content, student effort, and student work schoolwide and supports educators to uphold these expectations consistently.</b>	Sets and models high expectations for the quality of content, student effort, and student work schoolwide and empowers educators and students to uphold these expectations consistently. Is able to model this element.
I-B-3. Diverse Learners' Needs	Does not look for evidence of and/or cannot accurately identify more than a few effective teaching strategies and practices.	While observing practice and reviewing unit plans, occasionally looks for evidence of or accurately identifies teaching strategies and practices that are appropriate for diverse learners.	<b>While observing practice and reviewing unit plans, looks for and identifies a variety of teaching strategies and practices that are effective with diverse learners.</b>	Ensures, through observation and review of unit plans, that teachers know and employ teaching strategies and practices that are effective with diverse learners while teaching their content. Is able to model this element.

<b>Indicator I-C. Assessment: Ensures that all teachers use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.</b>				
<b>I-C. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
I-C-1. Variety of Assessments	Does not communicate or monitor a strategy for assessments, leaving it up to educators to design and implement their own assessments.	Provides educators with some formal assessment options and suggests that they coordinate their assessment practices within their teams and include a variety of assessments but does not monitor this practice.	<b>Supports educator teams to use a variety of formal and informal methods and assessments, including common interim assessments that are aligned across grade levels and subject areas.</b>	Leads educator teams to develop and implement a comprehensive assessment strategy that includes ongoing informal assessment and common interim assessments that are aligned across grade levels and subject areas. Is able to model this element.
I-C-2. Adjustment to Practice	Does not encourage or facilitate teams to review assessment data.	Suggests that teams meet to review data and plan for adjustments and interventions but inconsistently monitors this practice.	<b>Provides planning time and effective support for teams to review assessment data and identify appropriate interventions and adjustments to practice. Monitors educators' efforts and successes in this area.</b>	Plans, facilitates, and supports team review meetings after each round of assessments. Monitors teams' plans, adjustments to instruction, and outcomes and shares lessons learned with others. Is able to model this element.

<b>Indicator I-D. Evaluation: Provides effective and timely supervision and evaluation in alignment with state regulations and contract provisions, including:</b>				
1. Ensures that educators pursue meaningful, actionable, and measurable professional practice and student learning goals. 2. Makes frequent unannounced visits to classrooms and gives targeted and constructive feedback to teachers. 3. Exercises sound judgment in assigning ratings for performance and impact on student learning. 4. Reviews alignment between judgment about practice and data about student learning, growth, or achievement when evaluating and rating educators and understands that the supervisor has the responsibility to confirm the rating in cases in which a discrepancy exists.				
<b>I-D. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
I-D-1. Educator Goals	Does not support educators to develop professional practice and/or student learning goals, review the goals for quality, and/or support educators in attaining goals.	Supports educators and educator teams to develop professional practice and student learning goals but does not consistently review them for quality and/or monitor progress.	<b>Supports educators and educator teams to develop and attain meaningful, actionable, and measurable professional practice and student learning goals.</b>	Supports educators and educator teams to develop and attain meaningful, actionable, and measurable professional practice and student learning goals and models this process through the leader's own evaluation process and goals. Is able to model this element.
I-D-2. Observations and Feedback	Observes educators only in formal observation visits and/or does not provide honest feedback to educators who are not performing proficiently.	Makes infrequent unannounced visits to classrooms, rarely provides feedback that is specific and constructive, and/or critiques struggling educators without providing support to improve their performance.	<b>Typically makes at least two unannounced visits to classrooms every day and provides targeted constructive feedback to all educators. Acknowledges effective practice and provides redirection and support for those whose practice is less than <i>Proficient</i>.</b>	Makes multiple unannounced visits to classrooms every day and provides targeted constructive feedback within 48 hours. Engages with all educators in conversations about improvement, celebrates effective practice, and provides targeted support to educators whose practice is less than <i>Proficient</i> . Is able to model this element.

I-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-D-3. Ratings	Assigns ratings for performance, goal attainment, and impact on student learning without collecting and analyzing sufficient and/or appropriate data or does not assign ratings for some educators.	Assigns ratings for performance, goal attainment, and impact on student learning in a way that is not consistently transparent to educators.	<b>Exercises sound and reliable judgment in assigning ratings for performance, goal attainment, and impact on student learning and ensures that educators understand why they received their ratings.</b>	Exercises sound and reliable judgment in assigning ratings for performance, goal attainment, and impact on student learning. Ensures that educators understand in detail why they received their ratings and provides effective support to colleagues around this practice Is able to model this element.
I-D-4. Alignment Review	Does not review alignment between judgment about practice and data about student learning when evaluating and rating educators.	Occasionally reviews alignment between judgment about practice and student learning data.	<b>Consistently reviews alignment between judgment about practice and student learning data and makes informed decisions about educator support and evaluation based upon this review.</b>	Studies alignment between judgment about practice and data about student learning when evaluating and rating educators and provides effective support to colleagues around this practice. Is able to model this element.

<b>Indicator I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.</b>				
<b>I-E. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
I-E-1. Knowledge and Use of Data	Relies on few data sources that do not represent the full picture of school performance and/or does not analyze the data accurately.	May identify multiple sources of student learning data but these data do not provide multiple perspectives on performance and/or analysis of the data is sometimes inaccurate.	<b>Identifies a range of appropriate data sources and effectively analyzes the data for decision-making purposes.</b>	Leads educator teams to identify a range of appropriate data sources, including non-traditional information that offers a unique perspective on school performance, and models effective data analysis for staff. Is able to model this element.
I-E-2. School and District Goals	Gathers limited information on the school's strengths and weaknesses and/or does not use these data to inform school plans or actions.	Assesses the school's strengths and weaknesses using data that are not carefully analyzed and/or writes an unfocused strategic plan.	<b>Uses data to accurately assess the school's strengths and areas for improvement to inform the creation of focused, measurable school and district goals.</b>	Involves stakeholders in a comprehensive diagnosis of the school's strengths and weaknesses using appropriate data and leads a collaborative process to develop a focused, results-oriented strategic plan with annual goals. Is able to model this element.
I-E-3. Improvement of Performance, Effectiveness, and Learning	Does not share assessment data with faculty, use data to make adjustments to school plans, and/or model appropriate data analysis strategies.	Shares limited data with faculty to identify student and/or educator subgroups that need support; provides limited assistance to educator teams in using data to improve performance.	<b>Uses multiple data sources to evaluate educator and school performance. Provides educator teams with disaggregated assessment data and assists faculty in identifying students who need additional support.</b>	Leads teams to disaggregate data and identify individuals or groups of students who need support. Empowers educators to use a range of data sources to pinpoint areas for their own and schoolwide improvement. Is able to model this element.

**Standard II: Management and Operations.** Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling

<b>Indicator II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of students.</b>				
<b>II-A. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
II-A-1. Plans, Procedures, and Routines	Does not organize the school effectively for orderly and efficient movement of students.	Establishes plans, procedures, and routines but student entry, dismissal, meals, class transitions, assemblies, and recess are not consistently orderly and/or efficient.	<b>Establishes and implements plans, procedures, and routines that generally ensure orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess.</b>	Establishes systems, plans, procedures, and routines that empower students and staff to implement orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess. Is able to model this element.
II-A-2. Operational Systems	Inadequately supervises or supports custodial and/or other staff so that the campus is not generally clean, attractive, welcoming, and/or safe.	Provides inconsistent supervision and/or support of custodial and other staff, resulting in a campus that is not consistently clean, attractive, welcoming, or safe.	<b>Supervises and supports custodial, clerical, food services, and other staff effectively so that the campus is clean, attractive, welcoming, and safe.</b>	Creates and maintains a school environment in which custodial and other staff take personal responsibility for keeping the campus clean, attractive, welcoming, and safe. Is able to model this element.

II-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-3. Student Safety, Health, and Social and Emotional Needs	Leaves student discipline largely up to teachers to address on their own or totally delegates to an assistant. Often tolerates discipline violations and enforces the rules inconsistently.	Urges staff to demand good student behavior but allows varying standards to exist in different classrooms and common areas. Addresses student discipline and bullying matters on a case-by-case basis.	<b>Demonstrates high expectations for student behavior and provides appropriate training for staff to uphold these expectations. Establishes schoolwide routines and consequences, including policies and systems to prevent and address bullying and other behaviors that threaten students' social and emotional well-being.</b>	Consistently showcases high expectations for student behavior and invests staff and students in upholding these expectations. Successfully implements schoolwide routines and consequences such that students take ownership over addressing bullying and other behaviors that threaten students' social and emotional well-being. Is able to model this element.

<b>Indicator II-B. Human Resources Management and Development: Implements a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice.</b>				
<b>II-B. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
II-B-1. Recruitment and Hiring Strategies	Does not successfully lead the recruitment and hiring process.	Leads the recruitment and hiring process but does not consistently identify effective educators.	<b>Leads the school's recruitment and hiring process and, through it, consistently identifies effective educators who share the school's mission.</b>	Consistently identifies effective educators who share the school's mission. Empowers faculty members to share in a structured, consistent interview process. Is able to model this element.
II-B-2. Induction, Professional Development, and Career Growth Strategies	Does not support new teachers, organize high-quality job-embedded professional development, and/or support the career growth of effective educators.	Develops only a limited school-based induction program for new teachers and/or inconsistently implements the district's induction strategy; organizes job-embedded professional development that is not consistently high quality or aligned with goals; and/or does not consistently support effective educators' career growth.	<b>Develops school-based induction support for new teachers and/or faithfully implements the district's induction strategy; organizes high-quality job-embedded professional development aligned with school and educator goals; and supports the career growth of effective educators by distributing leadership tasks and monitoring progress and development.</b>	Facilitates the educator-led design and implementation of induction support, job-embedded professional development, and career growth support all of which are aligned with school and educator goals, and are consistently viewed by educators as effective and helpful. Is able to model this element.

<b>Indicator II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of time for teaching, learning, and collaboration.</b>				
<b>II-C. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
II-C-1. Time for Teaching and Learning	Does not create a master schedule and/or related systems to maximize blocks of uninterrupted instructional time.	Creates a master schedule and related systems that set aside instructional time but does not effectively eliminate unnecessary interruptions to instruction.	<b>Creates a master schedule and related systems to maximize blocks of uninterrupted instructional time and eliminate unnecessary interruptions to instruction.</b>	Creates, implements, and regularly adjusts a master schedule and related systems to maximize blocks of uninterrupted instructional time and eliminate unnecessary interruptions to instruction. Empowers staff to do the same. Is able to model this element.
II-C-2. Time for Collaboration	Sets unrealistic expectations for team meetings if at all and/or does not create a schedule that provides adequate meeting time for teams. Does not work to prevent or deflect time-wasting activities.	Sets inconsistent expectations for team meetings and/or creates a schedule that only provides adequate meeting time for some teams. Works to prevent or deflect activities with limited success.	<b>Sets expectations for team meetings and creates a schedule that provides sufficient meeting time for all teams. Prevents or deflects activities that prevent staff from focusing on student learning during team time.</b>	Is transparent and forthcoming about expectations for all team meetings. Creates and implements a schedule that maximizes meeting time for all teams. Effectively prevents time-wasting activities. Is able to model this element.

<b>Indicator II-D. Laws, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.</b>				
<b>II-D. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
II-D-1. Laws and Policies	Demonstrates lack of awareness or consistent non-compliance with some or all state and federal laws and mandates, school committee policies, or collective bargaining agreements.	May know state and federal laws and mandates, school committee policies, and collective bargaining agreements but inconsistently complies with some laws or policies.	<b>Understands and complies with state and federal laws and mandates, school committee policies, and collective bargaining agreements.</b>	Invests staff in understanding and complying with state and federal laws and mandates, school committee policies, and collective bargaining agreements. Is able to model this element.
II-D-2. Ethical Behavior	Demonstrates lack of sound judgment reflecting integrity and fairness and/or does not adequately protect student, family, and/or staff confidentiality.	Generally demonstrates sound judgment reflecting integrity and fairness with occasional lapses in judgment and/or does not always protect student, family, and staff confidentiality appropriately.	<b>Reliably demonstrates sound judgment reflecting integrity and fairness; protects student, family, and staff confidentiality appropriately; and expects staff to do both as well.</b>	Reliably demonstrates sound judgment reflecting integrity and fairness; protects student, family, and staff confidentiality appropriately. Effectively supports all staff to do both as well. Is able to model this element.

<b>Indicator II-E. Fiscal Systems: Develops a budget that supports the district’s vision, mission, and goals; allocates and manages expenditures consistent with district/school-level goals and available resources.</b>				
<b>II-E. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
II-E-1. Fiscal Systems	Builds a budget that does not align with the district’s goals or mismanages available resources.	Develops a budget that loosely aligns with the district’s vision, mission, and goals or inconsistently manages expenditures and available resources.	<b>Develops a budget that aligns with the district’s vision, mission, and goals. Allocates and manages expenditures consistent with district/school-level goals and available resources.</b>	Leads a team to develop a budget that aligns with the district’s vision, mission, and goals with supporting rationale; allocates and manages expenditures consistent with district/school-level goals; and seeks alternate funding sources as needed. Is able to model this element.

**Standard III: Family and Community Engagement.** Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.

<b>Indicator III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the classroom, school, and community's effectiveness.</b>				
<b>III-A. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
III-A-1. Family Engagement	Does little to welcome families as members of the classroom or school community or tolerates an environment that is unwelcoming to some families.	Makes some attempts to welcome families as members of the classroom and school community but does not consistently use culturally sensitive practices and/or work to identify and remove barriers to family involvement.	<b>Uses culturally sensitive practices to ensure that all families are welcome and can contribute to the classroom, school and community's effectiveness. Works with staff to identify and remove barriers to families' involvement, including families whose home language is not English.</b>	Uses culturally sensitive practices and successfully engages most families, ensuring that all families are welcome and can contribute to classroom, school, and community effectiveness. Works with staff, families, and organizations to identify and remove barriers to family involvement, including families whose home language is not English. Is able to model this element.
III-A-2. Community and Business Engagement	Limits work to the immediate context of the school. Does not make efforts to reach out to community organizations, community members, or businesses that could otherwise contribute to school effectiveness.	Engages some community organizations, community members, and/or businesses in annual school events but does not make efforts to increase their involvement to maximize community contributions for school effectiveness.	<b>Establishes ongoing relationships with community organizations, community members, and businesses. Engages them to increase their involvement to maximize community contributions for school effectiveness.</b>	Establishes strategic partnerships with community organizations, community members, and businesses that improve school effectiveness. Works to increase the types and number of organizations with whom the school partners in order to deepen relationships and increase partner contributions. Is able to model this element.

<b>Indicator III-B. Sharing Responsibility: Continuously collaborates with families to support student learning and development both at home and at school.</b>				
<b>III-B. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
III-B-1. Student Support	Does not work with educators to identify student needs, does not work with families to address student needs, and/or does not draw upon internal or external resources.	Asks educators to identify students struggling academically or behaviorally and/or works with a limited number of families to address student needs, utilizing a limited set of resources.	<b>Supports educators to identify each student’s academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Collaborates with families to address student needs, utilizing resources within and outside of the school.</b>	Models for educators how to identify each student’s academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Collaborates with families to effectively address student needs and prevent further challenges, connecting students with a network of resources within and outside the school. Is able to model this element.
III-B-2. Family Collaboration	Does not set clear expectations for or provide support to educators to regularly communicate with families on ways to support their children’s learning at home and at school.	Sets general expectations and provides occasional support to educators to engage families in supporting their children’s learning at school and at home and/or supporting their children with disabilities or limited English proficiency.	<b>Sets clear expectations for and supports educators to regularly engage families in supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency.</b>	Sets clear expectations and provides differentiated support to educators to ensure that they regularly engage all families in supporting their children’s learning at school and home, including families and children with limited English proficiency and/or children with disabilities. Is able to model this element.

<b>Indicator III-C. Communication: Engages in regular, two-way, culturally proficient communication with families about student learning and performance.</b>				
<b>III-C. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
III-C-1. Two-Way Communica- tion	Does not set clear expectations for or provide support to educator to communicate with families. School and classroom communication regarding student learning and performance primarily occurs through report cards.	May set expectations for and provide limited support to educators to communicate with families but does not stress the importance of two-way communication channels. School and classroom communication regarding student learning and performance primarily occurs through newsletters and other one-way media.	<b>Sets clear expectations for and provides support to educators to communicate regularly with families using two-way communication channels, including careful and prompt response to communications from families. Supports educators to maximize the number of face-to-face family/teacher interactions.</b>	Sets clear expectations for and provides differentiated support to ensure that all educators design and implement frequent personalized communications, respond carefully and promptly to communications from families, and solicit feedback from families that informs improvement to communication plans. Is able to model this element.
III-C-2. Culturally Proficient Communica- tion	Does not set clear expectations for or provide support to educators regarding culturally sensitive communication and/or allows inappropriate disrespectful communication with families that ignores different family cultural norms.	May set expectations for educators regarding culturally sensitive communication but does not provide support to educators and/or occasionally communicates in ways that are culturally insensitive to some families' home language, culture, and values.	<b>Sets clear expectations for and provides support to educators regarding culturally sensitive communication. Ensures that school and classroom communication with families is always respectful and demonstrates understanding of and sensitivity to different families' home language, culture, and values.</b>	Sets clear expectations for, models, and provides differentiated support regarding culturally sensitive communication. Ensures that school and classroom communication with families is always respectful and demonstrates understanding and appreciation of different families' home language, culture, and values. Is able to model this element.

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<b>Indicator III-D. Family Concerns: Addresses family concerns in an equitable, effective, and efficient manner.</b>				
<b>III-D. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
III-D-1. Family Concerns	Inconsistently contacts families in response to concerns, and agreed-upon solutions are often not in the best interest of students.	May address concerns with families as they arise, but agreed-upon solutions are not always in the best interest of students.	<b>Reaches out to families as concerns arise and works to reach equitable solutions in the best interest of students.</b>	Reaches out to families proactively and as soon as concerns arise and effectively reaches equitable solutions that satisfy families, faculty, and staff and are in the best interest of students. Is able to model this element.

**Standard IV: Professional Culture.** Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

**Indicator IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all, including:**

1. Mission and core values: Develops, promotes, and secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision making.
2. Meetings: Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations about important school matters

IV-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A-1. Commitment to High Standards	Does not encourage high standards of teaching and learning or high expectations for achievement and/or may demonstrate low expectations for staff.	May ask for a commitment to high standards of teaching and learning with high expectations for achievement for all but does not support and/or model it.	<b>Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all.</b>	Leads faculty in developing a shared commitment to high standards of teaching and learning with high expectations for achievement for all. Revisits and renews commitment with faculty regularly. Is able to model this element.
IV-A-2. Mission and Core Values	Does not develop core values and mission statements for the school.	May develop core values and mission statements but rarely uses them to guide decision making.	<b>Develops, promotes, and models commitment to core values that guides the development of a succinct, results-oriented mission statement and ongoing decision making.</b>	Leads faculty to develop core values and mission statements, shares these statements with families and the school community, and uses them to guide decision making. Is able to model this element.

<b>IV-A. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
IV-A-3. Meetings	Leads meetings that lack clear purpose and/or are primarily used for one-way informational updates.	Leads meetings that include both one-way informational updates and participatory activities focused on matters of consequence.	<b>Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations about important school matters.</b>	Plans and facilitates staff-led, engaging meetings in which small groups of educators learn together and create solutions to instructional issues. Is able to model this element.

<b>Indicator IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.</b>				
<b>IV-B. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
IV-B-1. Policies and Practices	Develops and implements culturally insensitive or inappropriate policies, does not support staff in building cultural proficiency, and/or creates a culture that minimizes the importance of individual differences.	Takes pride in having a diverse faculty and/or student body, but some policies are not culturally sensitive and/or provides limited resources for educators to support the development of cultural proficiency.	<b>Develops and implements culturally sensitive policies that acknowledge the diverse backgrounds, identities, strengths, and challenges of students and staff. Provides staff with relevant resources to support them in building cultural proficiency and promotes a culture that affirms individual differences.</b>	Leads stakeholders to develop and implement culturally sensitive policies that acknowledge the diverse backgrounds, identities, strengths, and challenges of students and staff. Empowers staff with time, resources, and support to build cultural proficiency and collaborates with community members to create a culture that affirms individual differences. Is able to model this element.

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<b>Indicator IV-C. Communications: Demonstrates strong interpersonal, written and verbal communication skills.</b>				
<b>IV-C. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
IV-C-1. Communication Skills	Demonstrates ineffectual interpersonal, written, or verbal communication skills at times.	May demonstrate adequate interpersonal, written, and verbal communication skills but sometimes makes grammatical errors or has difficulty expressing ideas to stakeholders.	<b>Demonstrates strong interpersonal, written, and verbal communication skills.</b>	Demonstrates strong context- and audience-specific interpersonal, written, and verbal communication skills. Is able to model this element.

<b>Indicator IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results. Models these behaviors in the administrator's own practice.</b>				
<b>IV-D. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
IV-D-1. Continuous Learning of Staff	Accepts the practice of educators working largely in isolation, without consideration of data and best practices, or discourages reflection among staff.	May encourage educators and teams to reflect on the effectiveness of instruction and interactions with students and to use data and best practices to adapt instruction but does not support educators in these practices.	<b>Leads all educators and teams to reflect on the effectiveness of lessons, units, and interactions with students. Ensures that staff use data, research, and best practices to adapt instruction to achieve improved results.</b>	Models for educators how to reflect on the effectiveness of lessons, units, and interactions with students and uses data, research, and best practices to adapt instruction to achieve improved results. Supports all educators to work in teams as often as is feasible and appropriate. Is able to model this element.
IV-D-2. Continuous Learning of Administrator	Does not reflect on personal practice or demonstrate new ways of thinking about administration and leadership.	Occasionally reflects on personal practice, sets meaningful goals, and/or researches ways to improve efficiency and practice.	<b>Reflects on and improves personal practice, sets meaningful goals, and develops new approaches in order to improve the efficiency and practices of the school.</b>	Demonstrates openness and commitment to learning; reflects on personal practice; and relies on student data, current research, and best practice to improve own leadership. Is able to model this element.

<b>Indicator IV-E. Shared Vision: Continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become responsible citizens and community contributors.</b>				
<b>IV-E. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
IV-E-1. Shared Vision Development	Does not engage stakeholders in the creation of a shared educational vision, or the vision is disconnected from college and career readiness, civic engagement, and/or community contributions.	Engages staff, students, families, and community members in developing a vision focused on some aspects of student preparation for college and career readiness, civic engagement, and community contributions.	<b>At all grade levels, continuously engages staff, students, families, and community members in developing a vision focused on student preparation for college and career readiness, civic engagement, and community contributions.</b>	Leads staff, students of all ages, families, and community members to develop and internalize a shared educational vision around preparation for college and careers and responsible citizenship. Is able to model this element.

<b>Indicator IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district/school community.</b>				
<b>IV-F. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
IV-F-1. Response to Disagreement	Does not respond to disagreement or dissent and/or does not use appropriate, respectful, non-confrontational approaches.	May respond respectfully to disagreement and dissent, but responds inconsistently and does not always employ a non-confrontational approach	<b>Employs a non-confrontational approach for responding respectfully and appropriately to disagreement and dissent, using both as opportunities for learning</b>	Models a variety of strategies for responding respectfully and effectively to disagreement and dissent, using both as opportunities for learning. Is able to model this element.
IV-F-2. Conflict Resolution	Does not address conflicts in a solution-oriented and/or respectful manner.	May attempt to respectfully resolve conflicts as they arise, but employs only a limited range of strategies.	<b>Consistently employs a variety of strategies to resolve conflicts in a constructive and respectful manner.</b>	Consistently employs a variety of strategies to resolve conflicts in a constructive and respectful manner and empowers staff to use these approaches. Is able to model this element.
IV-F-3. Consensus Building	Does not attempt to build consensus within the school community, or attempts at consensus-building around critical school decisions are unsuccessful.	Employs a limited number of strategies to build consensus within the school community, with varying degrees of success.	<b>Builds consensus within the school community around critical school decisions, employing a variety of strategies.</b>	Employs a variety of strategies to build consensus within the school community around critical school decisions while encouraging dialogue and different points of view. Is able to model this element.

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## Guidance Document D: Setting SMART Goals<sup>1</sup>

- Each teacher must have at least one student learning goal and one professional practice goal.
- Goals should be drafted after analysis of student data and completion of the self-assessment.
- Teachers in a department or on a team may share goals if /when they are appropriate. Having a team or shared goal, however, does not preclude a specific goal designed for your own personal or professional improvement.
- Ultimately, goals must prioritize teachers' areas of greatest need and be consistent with school and district goals.
- After goals are written and approved, the teacher will use the Educator Plan Development Form to provide more specificity in his or her action plan. Some of the suggestions mentioned below may be better suited for inclusion in an action plan rather than the actual statement of the goal itself.

**A student learning (SL) goal** needs to specify what your students are going to achieve – the student outcome – and how you will know students reached the goal (how it will be measured).

*Suggested template for writing a **Student Learning Goal**. Feel free to modify as necessary – we are providing this template for educators to have a sense of the components needed to draft a complete goal:*

Based on the fact that my students currently score \_\_\_\_\_ on the \_\_\_\_\_ (assessment), my goal is that by \_\_\_\_\_ (when) they will score \_\_\_\_\_ on the same assessment.

**Questions to answer as you write your Student Learning Goal to ensure that it is SMART (Specific; Measurable; Action-oriented; Realistic, Rigorous & Results-focused; and Time-bound):**

- **Which students?**
  - Have you specified how many students will meet the goal? Or have you identified a specific population (“all students”, or ELL students, or 80% of students, etc.) who will meet this goal?
  - What benchmarks have you used to set this number – in other words, how do you know that this is a good percentage to specify? Where are you starting from?
  - Is your goal reasonable and attainable? In order to answer this, you should use benchmarks – data you have that help you know what is reasonable and attainable.
- **How much growth?**
  - If you say, “students will make at least one year’s growth,” how will you know what one year of growth is?
  - How do you know that this is a reasonable and attainable goal?
- **How will you measure progress and assess growth?**

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<sup>1</sup> The SMART goal concept was introduced by G.T. Doran, A. Miller and J. Cunningham in *There’s a S.M.A.R.T. way to write management’s goals and objectives*, *Management Review* 70 (11), AMA Forum, pp. 35-36. *What Makes a Goal “SMART”?* also draws from the work of Ed Costa, Superintendent of Schools in Lenox; John D’Auria, Teachers 21; and Mike Gilbert, Northeast Field Director for MASC.

- If you say that students are going to use a strategy to answer questions, how are you going to know that they are employing that strategy? How will you assess this?
- You might need to specify in your action plan what benchmarks students will meet during the year so that you will know if they are on track to meet the goal for the year.

**A professional practice (PP) goal** names an action that is going to be taken by the teacher – something the teacher will do. Student outcomes will influence your choice of professional practice goal, but do not need to be specified. The teacher’s action must be linked to the rubric – the goal should explicitly refer to the element in the rubric that it is meant to address. This goal should include measures of teacher practice, such as the frequency, duration, or percentage of teachers completing an action to achieve the desired outcome.

*Suggested template for writing a **Professional Practice Goal**. Feel free to modify as necessary – we are providing this template for educators to have a sense of the components needed to draft a complete goal:*

In order to \_\_\_\_\_, as relates to the \_\_\_\_\_ element in the rubric, I will \_\_\_\_\_.  
I will measure my progress towards these goals by \_\_\_\_\_.

**Questions to answer as you write your Professional Practice Goal to ensure that it is SMART (Specific; Measurable; Action-oriented; Realistic, Rigorous & Results-focused; and Time-bound):**

- **What is the teacher action involved?**
  - Have you specified what action you, as the teacher, will take?
  - If using a team goal, have you specified how many teachers in your department will change practice?
  - If using a “process” goal – for example, “we will meet monthly as a team to create formative assessments,” include specifics such as, “with an average of 90% of the team in attendance.”
- **Is your goal connected to the rubric?**
  - Identify the element in the rubric that relates to the teacher actions.
- **Is your goal time-bound?**
  - Have you specified how frequently you will take this action? For example, do not say “timely” – define it: how often? By when? Provide dates and frequencies that can be measured.
- **What materials will you need to achieve your goal?**
  - Have you specified if you have to create any materials in order to take this action? For example, if you are going to give your students monthly writing prompts, do these prompts exist, or do you have to create them first? Specify this in your goal, and If you have said that you have to create them, factor time to do that into your action plan.
- **What will be the result/necessary follow-up steps to the teacher action?**
  - Have you specified what else you will do as a result of this teacher action? For example, if you say “modify instruction,” how will you know if you, or the whole team, has done this?

**Questions to answer as you write both Student Learning and Professional Practice goals:**

- 
- **Could a reasonably-informed outside observer understand your goal?**
    - Do not use terms in your goals without explaining them (i.e. write out acronyms).
    - Do not say, for example, “using SEI strategies” – be specific about which strategies you will focus on, or specify where the reader can find a comprehensive list of strategies you will employ so that you can be held accountable for implementing them.
  - **If you have a department or team goal, is it differentiated enough to be relevant and good for different grades and different types of courses?**
    - Make sure it can be applied to all teachers who are going to use it for their goal.
    - If it doesn’t fit for a specific teacher, she or he needs to write an independent goal.
  - **Does your goal support the district’s broader efforts outlined in the Acceleration Agenda, such as MCAS proficiency, access and achievement gaps, and college and career readiness?**

### SMART Goals

Good goals help educators, schools, and districts improve. That is why the educator evaluation regulations require educators to develop goals that are specific, actionable, and measurable. They require, too, that goals be accompanied by action plans with benchmarks to assess progress.

This “SMART” Goal framework is a useful tool that individuals and teams can use to craft effective goals and action plans:

<b>S</b>	=	<b>S</b> pecific and <b>S</b> trategic
<b>M</b>	=	<b>M</b> easurable
<b>A</b>	=	<b>A</b> ction Oriented
<b>R</b>	=	<b>R</b> igorous, <b>R</b> ealistic, and <b>R</b> esults-Focused ( <b>the 3 Rs</b> )
<b>T</b>	=	<b>T</b> imed and <b>T</b> racked

Goals with an action plan and benchmarks that have these characteristics are “SMART.”

A practical example can make clear how this SMART goal framework can help turn hopes into actions that have results.

**First, an example of *not* being “SMART” with goals:** *Students will be better readers by the end of the year.*

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**Getting SMARTer:** *Between September and June, all students will improve by at least one reading level as measured by the Fountas and Pinnell reading benchmark scores. Students will be measured one time each in September, March and May.*

The **hope** is now a **goal**, that meets most of the SMART Framework criteria:

It's <b>Specific</b>	= at least one reading level
It's <b>Measurable</b>	= reading benchmark scores
It's <b>Action-oriented</b>	= based on what I know of my students' work
It's <b>Rigorous, Realistic,</b> and <b>Results-focused</b>	= over one year of work
It's <b>Time-bound</b>	= by June

**SMART enough:** To make the goal really "SMART," though, we need to add an action plan and benchmarks. They make sure the goal meets that final criteria, "Tracked." They also strengthen the other criteria, especially when the benchmarks include "process" benchmarks for tracking progress on the key actions and "outcome" benchmarks that track early evidence of change and/or progress toward the ultimate goal.

#### **Key Actions**

- Review curriculum and support strategies at grade-level team meetings
- Use monthly formative assessments to monitor student progress and identify students in need of additional support
- Apply reading strategies in each subject area, including social studies, science, and math
- Use leveled books to provide differentiated instruction
- Create targeted interventions for the lowest 10% of readers
- Use literature circles on a weekly basis
- Invite parents to volunteer as Reading Buddies

#### **Benchmarks:**

- Process:
  - By the end of September, our team will have identified the students in need of the most support and prioritized three specific reading strategies to use in all classes.

- 
- By the end of October our team will have instituted literature circles and Reading Buddies as regular routines.
  - By the end of the semester, we will have administered four formative assessments and met to analyze the results within a week of each assessment.
  - Outcome:
    - Based on the results of the pre-assessment given in September, the results of the mid-year assessment in January will demonstrate that 90% of all students are on track to achieve a year's growth by May. Those students who are not on track will be invited to participate in after-school enrichment.

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## SMART: What does it mean to be “SMART”?

### **S = Specific**

Goals need to be straightforward and clearly written, with sufficient specificity to determine whether or not they have been achieved.

### **M = Measurable**

If we can't measure it, we can't manage it. What measures of quantity, quality, and/or impact will we use to determine that we've achieved the goal? And how will we measure progress along the way? Progress toward achieving the goal is typically measured through “benchmarks.” Some benchmarks focus on the process: are we doing what we said we were going to do? Other benchmarks focus on the outcome: are we seeing early signs of progress toward the results?

### **A = Action-oriented**

Goals have active, not passive verbs. And the action steps attached to them tell us “who” is doing “what.” Without clarity about what we're actually going to do to achieve the goal, a goal is only a hope with little chance of being achieved. Making clear the key actions required to achieve a goal helps everyone see how their part of the work is connected—to other parts of the work and to a larger purpose. Knowing that helps people stay focused and energized, rather than fragmented and uncertain.

### **R = Rigorous, Realistic, and Results-Focused (the 3 Rs)**

A goal is not an activity: a goal makes clear what will be different as a result of achieving the goal. A goal needs to describe a realistic, yet ambitious result. It needs to stretch the educator, team, school, or district toward improvement but not be out of reach. The focus and effort required to achieve a rigorous but realistic goal should be challenging but not exhausting. Goals set too high will discourage us, whereas goals set too low will leave us feeling “empty” when it is accomplished and won't serve our students well.

### **T = Timed**

A goal needs to have a deadline. Deadlines help all of us take action. For a goal to be accomplished, definite times need to be established when key actions will be completed and benchmarks achieved. Tracking the progress we're making on our action steps (process benchmarks) is essential: if we fall behind on doing something we said we were going to do, we'll need to accelerate the pace on something else. But tracking progress on process outcomes isn't enough. Our outcome benchmarks help us know whether we're on track to achieve our goal and/or whether we've reached our goal. Benchmarks give us a way to see our progress and celebrate it. They also give us information we need to make mid-course corrections.

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## Guidance Document E: What Is Required in the Regulations?

### Step 1: Self-Assessment & Goal Proposal

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 improve practice and student learning, growth, and achievement, which include
  - a minimum of one individual or team **professional practice goal** to improve the educator's professional practice 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.

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## Step 2: Goal Setting and Plan Development

The regulations on educator evaluation require that each educator have an Educator Plan as per 603 CMR 35.06(3).

An Educator Plan outlines a course of action that an educator will take to pursue goals. Educator Plans must include a minimum of one individual or team goal to improve the educator's professional practice tied to one or more Performance Standards and a minimum of one individual or team goal to improve the learning, growth, and achievement of the students under the educators' responsibility. Evaluators have final authority over goals.

The Plan must outline actions that educators will take in order to attain these goals, including but not limited to professional development activities, self-study, and coursework, as well as other supports and resources for completing these actions.

Educator Plans must be aligned with Statewide Standards and Indicators defined in 603 CMR 35.00 and any additional local performance standards; they must be consistent with school and district goals; they must be designed to provide educators with feedback for improvement, professional growth, and leadership; they must be designed to ensure educator effectiveness and overall system accountability.

There are four types of Educator Plan. The type, duration, and developer of each Plan is established according to status and performance as follows:

- **Developing Educator Plan** (developed by the educator and the evaluator)  
This plan is for an administrator with less than three years' experience in a district; an educator without Professional Teacher Status (PTS); or an educator in a new assignment (at the discretion of the evaluator). This plan is for one school year or less.
- **Self-Directed Growth Plan** (developed by the educator)  
This plan is for an "experienced" educator (defined as an administrator with more than three years in an administrative position in the school district or a teacher with Professional Teacher Status) with an Exemplary or Proficient performance rating on the previous summative evaluation. When the Rating of Impact on Student Learning is implemented (beginning in 2013-14), educators with a Moderate or High Rating of Impact will be on a two-year plan; educators with a Low Impact Rating will be on a one-year plan.
- **Directed Growth Plan** (developed by the educator and the evaluator)  
This plan is for an experienced educator rated as Needs Improvement on the previous summative evaluation. This plan is for one school year or less.
- **Improvement Plan** (developed by the evaluator )  
This plan is for an experienced educator rated as Unsatisfactory on the previous summative evaluation. This plan is for no less than 30 calendar days and no longer than one school year.

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### **Step 3: Implementation of the Plan**

The educator evaluation regulations require that the evaluation cycle includes implementation of the Educator Plan as per 603 CMR 35.06(4). It is the educator's responsibility to attain the goals in the plan and to participate in any trainings and professional development provided through the state, district, or other providers in accordance with the Educator Plan.

The regulations require the use of multiple categories of evidence, including:

- Multiple measures of student learning, growth, and achievement\*;
- Judgments based on observations and artifacts of professional practice, including unannounced observations of practice of any duration; and
- Additional evidence relevant to one or more Performance Standards\*\* (35.07(1)).

The additional evidence related to one or more performance standard must include evidence collected by the educator and presented to the evaluator relating to fulfilling professional responsibilities and family outreach and engagement (35.07(1)(c)1).

During the implementation of the Educator Plan, evaluators and educators compile evidence to be used in formative assessments and evaluations and summative evaluations.

\* This use of multiple measures of student learning, growth, and achievement noted above is solely for the purposes of determining a performance rating on Standards and overall. District-determined measures of student learning, growth, and achievement will also be used to determine a "Rating of Impact on Student Learning," but that use of multiple measures will be addressed in separate guidance to be published on or before July 1, 2012 as Part VII of the Massachusetts Model System for Educator Evaluation.

\*\* This additional evidence noted above will incorporate staff feedback (with respect to Administrators) and student

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#### **Step 4: Formative Assessment and Evaluation**

The educator evaluation regulations require every educator to have a formative assessment or a formative evaluation. The regulations differentiate between a “formative assessment” and a “formative evaluation” (as per 603 CMR 35.02 and 35.06(5)) in the following way:

- A **formative assessment** is the process used to assess progress towards attaining goals set forth in educator plans, performance on performance standards, or both. While formative assessment is ongoing and can occur at any time during the evaluation cycle, it typically occurs at least mid-cycle.
- A **formative evaluation** is an evaluation at the end of year one for educators on two-year self-directed growth plans used to arrive at a rating on progress towards attaining the goals set forth in the plans, performance on performance standards, or both.
  - An experienced educator on a Self-Directed Growth Plan (rated Proficient or Exemplary in the last summative evaluation) will maintain the same overall rating in the subsequent formative evaluation, unless there is evidence of a significant change in performance.

The formative assessment and evaluation are similar in all other respects, so the term “formative assessment” is used throughout this section to apply to any formative interaction between the educator and evaluator.

In rating educators on Performance Standards for the purposes of formative assessment or formative evaluation, districts may use either the rubric provided by the Department in its Model System or a comparably rigorous and comprehensive rubric developed by the district and reviewed by the Department.

The educator shall have the opportunity to respond in writing to the formative assessment or evaluation.

#### **Changing the Plan**

If an educator receives a formative assessment or formative evaluation that differs from the summative rating the educator had received at the beginning of the evaluation cycle, the evaluator may place the educator on a different educator plan, appropriate to the new rating

#### **Minimum standards for Proficiency**

The regulations (603 CMR 35.08(4)) specify minimum standards for overall Proficient ratings. Educators must be rated Proficient or Exemplary in Standard I: Curriculum, Planning, and Assessment **and** Standard II: Teaching All Students to be eligible for an overall Proficient rating.

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### **Step 5: Summative Evaluation**

The educator evaluation regulations require that every educator have a summative evaluation as per 603 CMR 35.06.

The summative evaluation is used to arrive at a rating on each standard, determine an overall rating, and serve as a basis for making personnel decisions. Every educator must be rated as Exemplary, Proficient, Needs Improvement, or Unsatisfactory. In rating educators on Performance Standards for the purposes of summative evaluation, districts may use either the rubric provided by the Department in its Model System or a comparably rigorous and comprehensive rubric developed by the district and reviewed by the Department.

- To be rated Proficient overall, a teacher must have been, at minimum, rated as Proficient on the Standard 1: Curriculum, Planning, and Assessment, and Standard 2: Teaching all Students as defined in 603 CMR 35.03. To be rated Proficient overall, an administrator must have been, at a minimum, rated Proficient on the Standard 1: Instructional Leadership as defined in 604 CMR 35.04.
- The summative evaluation rating must be based on evidence from multiple categories of evidence. MCAS growth scores cannot be the sole basis for a summative evaluation rating.
- Evidence and professional judgment shall inform the evaluator's rating of performance standards and the overall rating.

Educators have the opportunity to respond to the summative evaluation in writing.

### **Professional Teacher Status**

“Professional teacher status, pursuant to G.L. ch. 71, § 41, should be granted only to educators who have achieved ratings of Proficient or Exemplary on each Performance Standard and overall. A principal considering making an employment decision that would lead to professional teacher status for any educator who has not been rated proficient or exemplary on each Performance Standard and overall on the most recent evaluation shall confer with the superintendent of schools by May 1. The principal's decision is subject to review and approval by the superintendent.” (See 603 CMR 35.08(6))

# Self-Assessment Guide for Teachers

**Guide to Analyzing the Results of Your Self-Assessment**

*Complete this form with a partner or a team in order to analyze your personal areas for improvement, prepare to write your goals, and to align your goals with team and school priorities.*

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1. After reading the rubric, rate your current practice as “Unsatisfactory,” “Needs Improvement,” “Proficient,” or “Exemplary” for each indicator. Record your ratings on a copy of the rubric.
2. Identify 2 – 4 of the indicators for which you gave yourself the lowest rating:

Indicator:	Rating:	Rationale for Rating:	Personal Rank	School Rank

3. Rank the selected indicators in order of your personal priorities for your practice, based on potential relevance and impact for your students. Then rank the selected indicators in order of your school’s priorities based on your school’s mission, goals, WSIP, etc.

4. Select two indicators that are high priorities for both you and your school.

Indicator:	Why this is a personal priority:	Why this is a school priority:

5. Work with a partner or a team to describe 3 – 4 actions of a teacher who would fall into each category for the indicators you have chosen, aiming to be as specific as possible to your school and students.

Indicator	What do actions of a teacher rated “Unsatisfactory” look like?	What do actions of a teacher rated “Needs Improvement” look like?	What do actions of a teacher rated “Proficient” look like?	What do actions of a teacher rated “Exemplary” look like?

6. Evaluate your current position in terms of each indicator, your ideal position, and the steps you could take to get there.

<b>Indicator</b>	<b>My Current Position</b> <i>Describe your current rating &amp; practices.</i>	<b>My Ideal Position</b> <i>Describe the practices that would characterize your teaching if you had been rated the next highest rating.</i>	<b>Steps to Close the Gap</b> <i>What information, training, practice, or actions will help you move into your ideal position?</i>	<b>Notes</b> <i>Questions, ideas, resources to consult.</i>



# Unpacking the Rubric In Schools

## Unpacking the Rubric

### The Structure of the “Standards of Effective Teaching Practice” Rubric

- **Standards** are the broad categories of knowledge, skills, and performance of effective practice detailed in the state regulations.
- **Indicators** describe specific knowledge, skills, and performance for each Standard.
- **Elements** are more specific descriptions of actions and behaviors related to each Indicator.

<b>Standard I: Curriculum, Planning, and Assessment</b>	<b>Standard II: Teaching All Students</b>	<b>Standard III: Family and Community Engagement</b>	<b>Standard IV: Professional Culture</b>
<b>A. Curriculum and Planning Indicator</b> 1. Subject Matter Knowledge 2. Child and Adolescent Development 3. Rigorous Standards-Based Unit Design 4. Well-Structured Lessons	<b>A. Instruction Indicator</b> 1. Quality of Effort and Work 2. Student Engagement 3. Meeting Diverse Needs	<b>A. Engagement Indicator</b> 1. Parent/Family Engagement	<b>A. Reflection Indicator</b> 1. Reflective Practice 2. Goal Setting
<b>B. Assessment Indicator</b> 1. Variety of Assessment Methods 2. Adjustments to Practice	<b>B. Learning Environment Indicator</b> 1. Safe Learning Environment 2. Collaborative Learning Environment 3. Student Motivation	<b>B. Collaboration Indicator</b> 1. Learning Expectations 2. Curriculum Support	<b>B. Professional Growth Indicator</b> 1. Professional Learning and Growth
<b>C. Analysis Indicator</b> 1. Analysis and Conclusions 2. Sharing Conclusions With Colleagues 3. Sharing Conclusions With Students	<b>C. Cultural Proficiency Indicator</b> 1. Respects Differences 2. Maintains Respectful Environment	<b>C. Communication Indicator</b> 1. Two-Way Communication 2. Culturally Proficient Communication	<b>C. Collaboration Indicator</b> 1. Professional Collaboration
	<b>D. Expectations Indicator</b> 1. Clear Expectations 2. High Expectations 3. Access to Knowledge		<b>D. Decision-Making Indicator</b> 1. Decision-making
			<b>E. Shared Responsibility Indicator</b> 1. Shared Responsibility
			<b>F. Professional Responsibilities Indicator</b> 1. Judgment 2. Reliability and Responsibility

## Unpacking the Rubric

### Descriptors

Performance **Descriptors** are observable and measurable statements of educator actions and behaviors aligned to each element and serve as the basis for identifying the level of teaching or administrative performance in one of four categories: *Unsatisfactory*, *Needs Improvement*, *Proficient*, or *Exemplary*. The section of the rubric below shows the **Descriptors** for element II-A-3, Meeting Diverse Needs.

Indicator II-A. Instruction				
II-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-3. Meeting Diverse Needs	Uses limited and/or inappropriate practices to accommodate differences.	May use some appropriate practices to accommodate differences, but fails to address an adequate range of differences.	Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.	Uses a varied repertoire of practices to create structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Is able to model this element.

### Activity: What do these Descriptors look like in practice?

Use the section of the rubric shown above to start thinking about what these kinds of actions and behaviors would look like in the classrooms in our school. With your own students in mind, think of four things you would see a teacher doing in each of these categories. It might be easiest to start with “Proficient” and work from there.

II-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-3. Meeting Diverse Needs	•  •  •  •	•  •  •  •	•  •  •  •	•  •  •  •



**Introductory Module  
for Teachers:  
PowerPoint Slides**



## Supporting Effective Teaching: An Introduction to Educator Performance Evaluation

Training for Educators

### Today's Agenda

- ✓ **Welcome & Building Context**
- ✓ Overview and Key Elements
- ✓ Understanding a Rubric of Effective Teaching
- ✓ Self-Assessment
- ✓ Proposing Goals
- ✓ Procedural Components
- ✓ Next Steps



## Best, Worst, Hopes & Fears

**Think about the word “evaluation” in the broadest terms possible**

(ex: school, television, other jobs & contexts)

- *What is your best experience with evaluation?*
- *What is your worst experience with evaluation?*

**Performance Evaluation:**

- *What are your hopes for the new educator evaluation process?*
- *What are your fears for the new educator evaluation process?*

## BPS' Hopes for the New Educator Evaluation System

- It will **improve student learning** and growth in Boston Public Schools
- It will set a **high bar** for professional teaching status
- It will give **teachers a stronger voice** in evaluation processes
- It will **recognize excellence** in teaching and leading



## If we have done our job today, we will:

- Begin to engage as a team with the **main elements** of the new educator evaluation system
- Deepen understanding of the **basic design of the rubric and use it** to engage in conversations about effective teaching;
- Gain insight into the **role of self-assessment** in the evaluation process and be able to begin assessing our own practice;
- Explain the purpose of **SMART goal setting** and differentiate types of goals;
- Define **next steps** and **resources**



## Norms

How can we as a team of adults, looking to support and help children learn, work together most effectively today?

- Respect diversity of perspectives
- Engage in active listening
- Assume best intentions
- Safety and confidentiality
- Others?

### In the interest of being transparent:

- This is an ongoing learning process for us and for our district as we implement educator evaluation
- We are actively refining implementation from our experiences working with Turnaround Schools
- We believe that this system has great promise for improving us as educators, and helping our students
- We believe your experiences and insight are valuable
- We will rely on you to give us feedback, comments and share concerns to support implementation

### The Educator Evaluation System: Our Context

- National shift with Race to the Top to implement new performance evaluation system
- Dept. of Elementary and Secondary Education's Regulations on Performance Evaluations
- Developing common expectations through rubrics



## Today's Agenda

- ✓ Welcome & Building Context
- ✓ **Overview and Key Elements**
- ✓ Understanding a Rubric of Effective Teaching
- ✓ Self-Assessment
- ✓ Proposing Goals
- ✓ Procedural Components
- ✓ Next Steps



## Overview: New Evaluation System



- Performance evaluation systems typically have numerous flaws
- What's new?
  1. Rubric for Effective Teaching
  2. Five Step Cycle For Evaluation

## Rubric for Effective Teaching: Key Change #1a: 4 Standards



New Principal/Admin Evaluation (4 Standards)	New Teacher Evaluation (4 Standards)
<ol style="list-style-type: none"> <li>1.*Instructional Leadership</li> <li>2. Management and Operations</li> <li>3.Family &amp; Community Partnerships</li> <li>4.Professional Culture</li> </ol>	<ol style="list-style-type: none"> <li>1.*Curriculum, Planning &amp; Assessment</li> <li>2.*Teaching All Students</li> <li>3.Family &amp; Community Engagement</li> <li>4.Professional Culture</li> </ol>

## Rubric of Effective Teaching: Key Change #1b: 4 Rating Categories



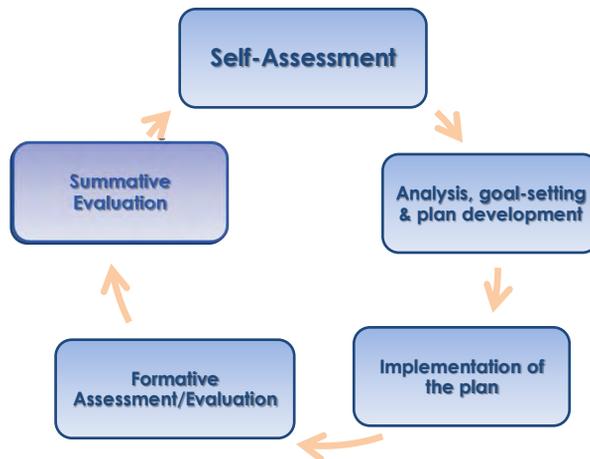
### Former categories

Does not meet standards	Does meet standards
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### New categories

Unsatisfactory	Needs Improvement	Proficient	Exemplary
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## Five Step Evaluation System Cycle Key Change #2: Continuous Learning



## Today's Agenda

- ✓ Welcome & Building Context
- ✓ Overview and Key Elements
- ✓ **Understanding a Rubric of Effective Teaching**
- ✓ Self-Assessment
- ✓ Proposing Goals
- ✓ Procedural Components
- ✓ Next Steps



## Understanding Rubric of Effective Teaching

### Rubric Basics:

- What is the structure?
- How does it match up with state standards?
- What will it be used for?



### Activity 1: Using the Rubric

1. Each table selects one of the sub-indicators
2. Silently read through each of the performance levels for that sub-indicator
3. As a table use the chart paper to discuss and record the agreed upon behaviors for each category and be prepared to present to the group

Standard

Indicator

Element

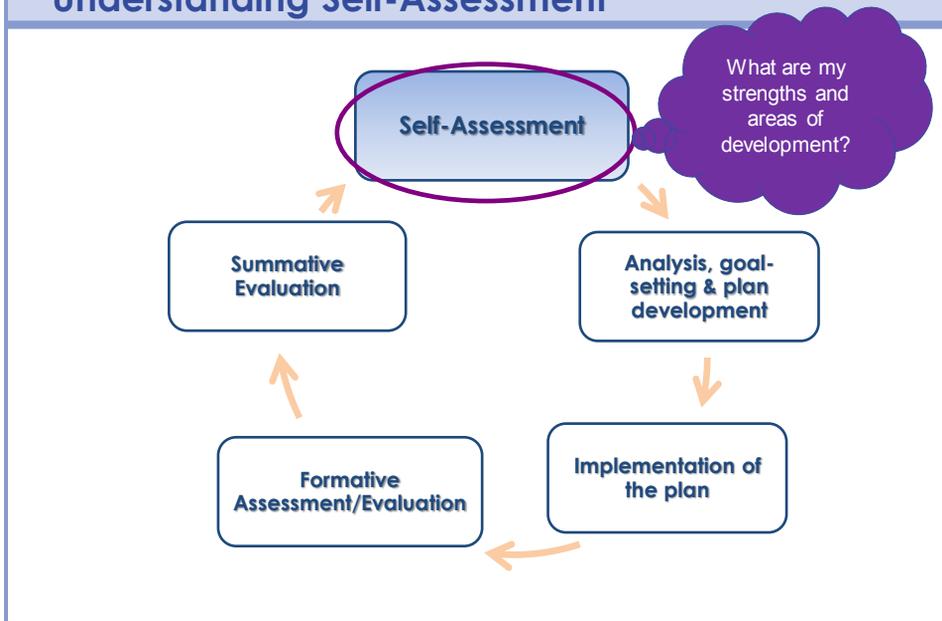
<p><b>Standard 1: Curriculum, Planning and Assessment:</b> Promotes the learning and growth of all students by providing high quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an on-going basis, and continuously refining learning objectives.</p>				
<p><b>I-A: Curriculum and Planning</b> <i>Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.</i></p>				
	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
I-A-1. Subject Matter Knowledge	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 skills in the subject.	Demonstrates factual knowledge of subject matter and the pedagogy it requires by sometimes engaging students in learning experiences around complex knowledge and skills in the subject.	<b>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 skills in the subject.</b>	Demonstrates expertise in subject matter and the pedagogy it requires by engaging all students in learning experiences that enable them to synthesize complex knowledge and skills in the subject. Is able to model this element.
I-A-4. Well-Structured Lessons	Develops lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class.	Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	<b>Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.</b>	Develops well-structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources,

### Today's Agenda

- ✓ Welcome & Building Context
- ✓ Overview and Key Elements
- ✓ Understanding a Rubric of Effective Teaching
- ✓ **Self-Assessment**
- ✓ Proposing Goals
- ✓ Procedural Components
- ✓ Next Steps



## Understanding Self-Assessment



## Activity 2: Self-Assessment Activity

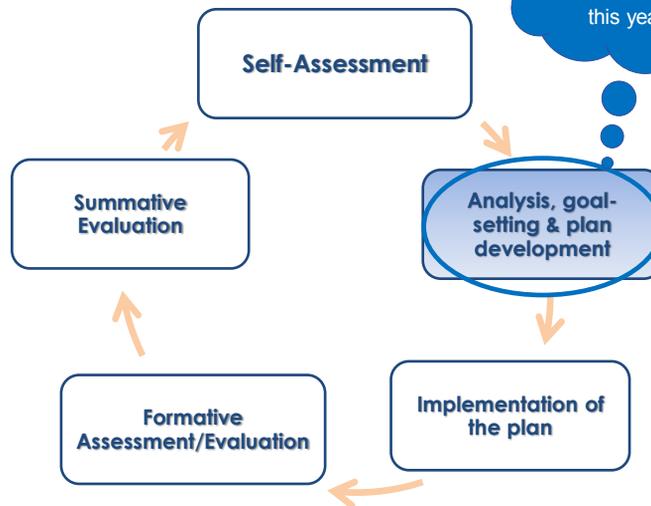
1. **Focus on Standard II: Teaching All Students**
2. **Read through each sub indicator. Reflect on your own practice in the classroom as you read.**
3. **Ask yourself:**
  - How does my own practice reflect the expectations in the sub indicator?
  - How would I rate my own performance on each sub indicator?
  - What evidence would I cite to back this rating up?
4. **On a piece of paper, record the evidence that you would cite for your performance on each sub indicator.**

## Today's Agenda

- ✓ Welcome & Building Context
- ✓ Overview and Key Elements
- ✓ Understanding a Rubric of Effective Teaching
- ✓ Self-Assessment
- ✓ **Proposing Goals**
- ✓ Procedural Components
- ✓ Next Steps



## Understanding Goal Setting

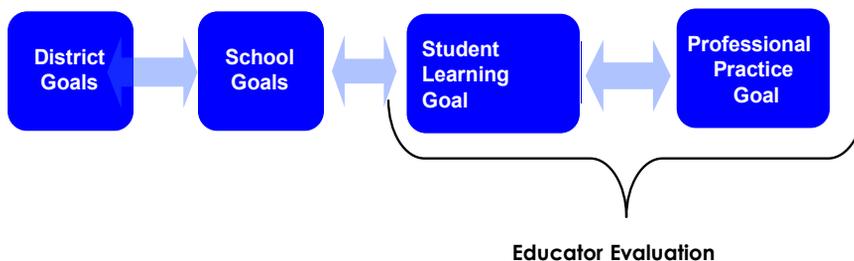


## Proposing and Setting Goals

- ✓ **Rationale for goal-setting**
- ✓ **Based on the educator's self-assessment**
  - ✓ **At least:**
    - ❑ One goal for **student learning**, growth and achievement, and
    - ❑ One goal for **professional practice**
- ✓ Consider **team, grade, or department goals**
- ✓ **Educator proposes; supervisor determines**

## Goal Proposal Process

- Create at least one Professional Practice Goal and at least one Student Learning Goal
- Consider team or department goals
- BEFORE setting your goals:
  - » Measure practice against performance standards on rubric for the Professional Practice goal
  - » Examine student data for the Student Learning goal



## Attributes of a Strong Goal

**Specific**

**Measurable**

**Attainable**

**Relevant**

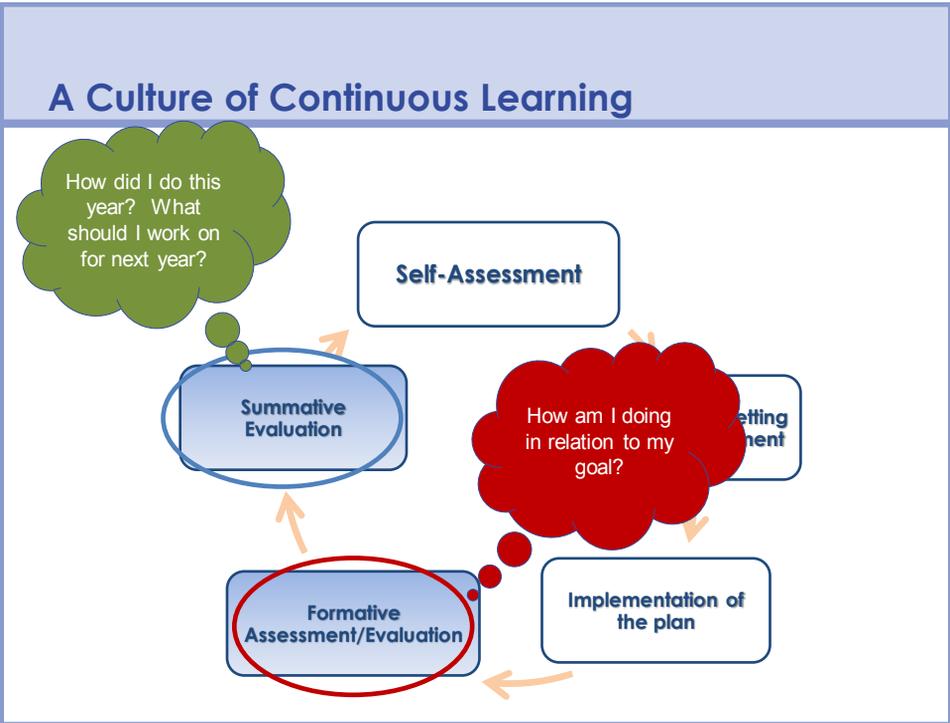
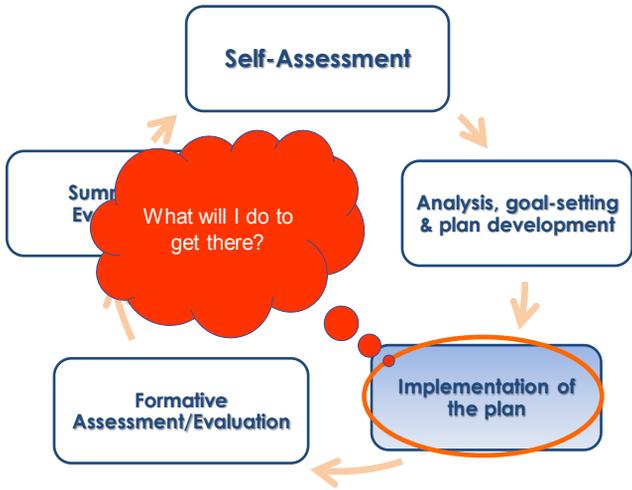
**Time-Bound**

- *Remember, the key to make sure the goal is written clearly enough so that both you and your evaluator can determine your degree of success in meeting the goal!*

## Activity 3: Analyzing & Re-writing Goals

1. At your table, review each of the goals in the “Analyzing Goals” worksheet.
2. Identify whether the goal is a Professional Practice (PP) goal or a Student Learning (SL) goal.
3. Identify whether or not the goal is individual or team or unclear.
4. Consider the criteria for a SMART goal. Based on how each goal is written, rate how SMART you think it is.
5. Pick at least two goals that you rated a 1 or a 2 and discuss with your table-mates how you might re-write the goal to be a SMARTER goal. Use the Templates for Writing Goals as guidance.

## A Culture of Continuous Learning

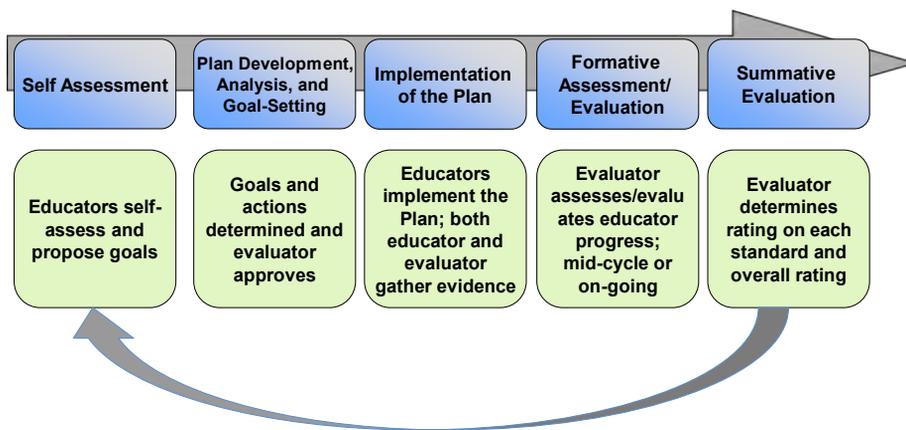


## Today's Agenda

- ✓ Welcome & Building Context
- ✓ Overview and Key Elements
- ✓ Understanding a Rubric of Effective Teaching
- ✓ Self-Assessment
- ✓ Proposing Goals
- ✓ **Procedural Components**
- ✓ Next Steps



## Putting All of the Elements Together



## Educator Plans: 4 Paths & Plans

Differentiated by Career Stage and Performance



## Preparing for 2012-13

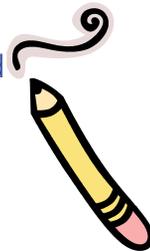
- Become familiar with the four standards, indicators, and sub-indicators on the rubric. Think about how the rubric currently relates to your practice.
- When you are assigned your students for next year, begin to analyze their data and think about which student learning goals would be appropriate.
- Participate and stay engaged with us. Talk with colleagues, talk to your principals, surface questions, inform us of your questions.
- As a staff, think about how you might build in team goals and collaborative structures to focus on priority areas.

## Resources, Support, Questions, and Feedback

- **For more information, visit:**
  - <http://connect.mybps.org/groups/effectiveteaching/>
- **Email questions, comments and feedback to:**
  - [bpsevaluation@boston.k12.ma.us](mailto:bpsevaluation@boston.k12.ma.us)
- **MA Department of Elementary and Secondary Education (DESE) Evaluation Site:**
  - <http://doe.mass.edu/eeval/>

## Have we met our goals today?

- Begin to engage as a team with the **main elements** of the new educator evaluation system
- Deepen understanding of the **basic design of the rubric and use it** to engage in conversations about effective teaching;
- Gain insight into the **role of self-assessment** in the evaluation process and be able to begin assessing our own practice;
- Explain the purpose of **SMART goal setting** and differentiate types of goals;
- Define **next steps** and resources



<b>Plus/Deltas for Today</b>	
<b>+</b>	<b>Δ</b>
<b>What did you learn today?</b>	<b>What would you like to have changed about today's session?</b>
<b>What contributed to your learning?</b>	<b>What distracted from your learning?</b>

# Evaluator Training

## Modules: Objectives

# **Boston Public Schools Evaluator Certification Training**

## **Module 1: Unpacking the Rubric**

**Duration:** One 3-hour session

**Summary:**

The first module introduces the basic structure and terminology for the Rubric of Effective Teaching and gives participants an opportunity to begin familiarizing themselves with the four performance levels.

**Outcomes:**

By the end of Module 1, participants will be able to:

- Explain the components of the rubric to teachers
- Contrast the rubric with previously used evaluation tools
- Differentiate between the four performance levels
- Describe teaching that would rate at the four performance levels
- Apply parts of the rubric to teachers featured in written and video case studies
- Explain how the rubric drives the 5-step evaluation cycle
- Plan school-based professional development to familiarize teachers with the rubric
- Access rubric-related resources to share with teachers
- Begin to describe how district and school-wide goals and initiatives align with elements of the rubric
- Describe an overview of the objectives of the sequence of modules

## **Module 2: Self-Assessment and Goal-Setting**

**Duration:** Two 3-hour sessions

**Summary:**

The second module engages participants in the first two steps of the evaluation cycle, including tools for self-assessment and attributes of setting strong goals. Participants consider how to use the rubric to reflect on educator practice and how best to engage in team-based analysis of student data.

**Outcomes:**

By the end of the first 3-hour session of Module 2, participants will be able to:

- Describe the significance of self-assessment in the context of the 5-step evaluation cycle
- Use the Standards and Indicators of Effective Administrative Leadership rubric to begin a self-assessment
- Create a plan for facilitating self-assessment at their schools for individuals and/or teams
- List the relevant forms of data that teachers can use to perform self-assessment including:
  - an analysis of evidence of student learning, growth, and achievement for students under the educator's responsibility
  - an assessment of practice against Performance Standards
- Create a plan for ensuring that teachers have access to this data at the appropriate times
- Access tools for teachers to use to reflect and gather evidence to support their own self-assessment
- Navigate the electronic system for documenting the self-assessments of their teachers
- Create a calendar including deadlines for completing the various steps of the evaluation cycle
- Outline a document that communicates the district and school-wide priorities and initiatives that will guide teachers in their self-assessment and goal-setting

By the end of the second 3-hour session of Module 2, participants will be able to:

- Identify the features of a strong goal
- Create goals relevant to specific elements of both the Standard of Effective Teaching Practice and Standards and Indicators of Effective Administrative Leadership rubrics
- Use the Standards and Indicators of Effective Administrative Leadership rubric to begin to set personal goals, including
  - a professional practice goal
  - a student learning goal
- Complete a document that communicates the district and school-wide priorities and initiatives that should guide teachers in both their self-assessment and goal-setting
- Access tools for teachers to use to reflect and gather evidence to support their own goal-setting
- Create a plan for facilitating goal-setting at their schools for individuals and/or teams
- Navigate the electronic system for documenting the goals set by their teachers

- Establish a systematic procedure for approving and/or modifying teacher-created goals

## **Module 3: Educator Plan Development and Implementation**

### **Summary:**

The third module shares the process of translating team goals to the individual educator plans, and helps participants consider how to make use of existing resources and team meeting opportunities to begin implementing Educator Plans and gathering evidence of performance.

### **Outcomes:**

By the end of Module 3, participants will be able to:

- Develop and assess SMART Goals and action plans in the area of classroom and clinical setting management
- Develop and assess SMART Goals and action plans in the area of standards-based lesson planning
- Develop and assess SMART Goals and action plans in the area of effective questioning practices
- Create and implement a program for supporting and assessing needs improvement and unsatisfactory teachers and specialized instructional support personnel consistent with the directed growth or improvement plan
- Conduct status report meetings that include the educator's union representatives
- Explain the personnel in the Boston Public Schools to go to for assistance related to conducting status report meetings with teachers or specialized instructional support personnel that include their union representatives
- Write status report memos that effectively document the status report meetings with teachers or specialized instructional support personnel on the appropriate Boston Public Schools paper and/or online form
- Develop and assess SMART goals and action plans in the areas related to working effectively with colleagues including effective team norms, self-assessment of team norms, and working at higher levels of the stages of development of effective teacher teams.
- Develop and assess SMART goals and action plans in the areas related to the current research and practice on the brain and learning
- Analyze a case study of a low performing teacher or specialized instructional support person and generate a plan of action for addressing that educator's performance

- Assist teachers with developing action plans in educator plans that incorporate the collegial professional development strategies of examining student assessment data study groups, examining student work study groups, and lesson study groups.
- Assist teachers with developing action plans in educator plans that incorporate the collegial professional development strategies of peer observation, professional literature study groups, and action research
- Assist teachers and with self-assessing their performance on all aspects of the specialized instructional support personnel rubrics
- Select problems of teaching practice and establish sequences for problem intervention
- Develop performance improvement goals for teachers
- Select activities and strategies matched to performance improvement goals to implement
- Establish and determine the appropriate support structures in the form of personnel and material resources
- Choose data collection sources and assign responsibility for monitoring
- Establish and collect evidence of progress towards goals

## **Module 4: Gathering Evidence through Artifacts**

### **Summary:**

The fourth module highlights possible sources of evidence by standard and indicator, offers suggestions for keeping track of evidence, and engages participants in thinking strategically about gathering high quality artifacts to demonstrate performance.

### **Outcomes:**

By the end of Module 4, participants will be able to:

- Collect lesson and clinical setting observation data and convert it into statements that clearly communicate to the teacher and specialized instructional support personnel the standard/element, judgment, supporting evidence, impact on students, and recommendation for improvement related to classroom management
- Convert lesson observation data into statements that clearly communicate to the teacher and specialized support personnel the standard/element, judgment, supporting evidence, impact on students, and recommendations for the rubric elements related to standards based planning
- Calibrate judgments made about standards based lesson planning at a higher level of inter-rater reliability

- Use the pre-conference form and pre-conference to assess teacher knowledge standards based lesson planning and questioning practices during an announced observation
- Obtain multiple forms of evidence such as student assessment data, student work, lesson plan review, review of teacher made assessments, review of clinical reports, student surveys and interviews about teaching and clinical performance during conferences that will better enable evaluators to supervise and evaluate teachers and specialized instructional support personnel performance from a 360-degree perspective
- Convert these data into statements that clearly communicate to the teacher or specialized instructional support personnel the standard/element, judgment, supporting evidence, impact on students, and recommendations for elements related to effective classroom assessment
- Calibrate judgments based on these data at a higher level of inter-rater reliability using the teacher and specialized instructional support personnel rubrics

## **Module 5: Gathering Evidence through Observation**

### **Summary:**

The fifth module describes expectations for the classroom observation process as well as the sharing of timely, constructive feedback to educators. Participants practice gathering evidence via observation, aligning it to the appropriate standards and indicators, and identifying concrete suggestions for improvement.

### **Outcomes:**

By the end of Module 5, participants will be able to:

- Use data gathered in partial period lesson and clinical setting observations to judge teacher performance on baseline strategies such as agendas, activators, connecting to the real world and students' own lives
- Analyze partial period and clinical setting observation data and generate judgments on teachers and specialized instructional support personnel in the area of student and class and clinical setting management using the management elements in the Boston rubrics for teachers and specialized instructional support personnel
- Convert lesson observation data into statements that clearly communicate to the teachers and specialized instructional support personnel the standard/element, judgment, supporting evidence, impact on students, and recommendations for elements related to classroom and clinical setting management
- Document these statements on the appropriate Boston Public Schools paper and/or online forms

- Calibrate judgments made about classroom and student management at a higher level of inter-rater reliability
- Analyze partial period and full period observation data and generate judgments on teacher and specialized instructional support personnel rubrics in the area of standards based planning using the planning elements of Boston rubrics
- Analyze partial period and full period observation data and generate judgments on the teachers and specialized support personnel on the rubric elements that address of effective questioning practices in the rubrics
- Analyze partial period, full period observation, and other sources of data and generate judgments on teachers and specialized instructional support personnel on the effective classroom and clinical setting assessment elements of the Boston Public Schools rubrics
- Convert these data into statements that clearly communicate to the teacher or specialized instructional support personnel the standard/element, judgment, supporting evidence, impact on students, and recommendations for elements related to effective classroom assessment
- Analyze classroom and clinical setting observation data and multiple sources of evidence and generate judgments on the teacher's performance in content specific pedagogy.

## **Module 6: Supporting Teachers through Professional Growth**

### **Summary:**

The sixth module examines methods to help and ensure teachers' growth by coupling observation with professional development and opportunities for learning and growth.

### **Outcomes:**

By the end of Module 6, participants will be able to:

- Clearly identify gaps that exist between standards of effective teaching practice and a teacher's performance
- Use evidence in developing plans for professional growth
- Use a team approach in supporting teachers' professional growth
- Identify and utilize the alignment of evaluation standards and professional development offerings in recommending professional growth opportunities
- Select problems of teaching practice and establish sequences for problem intervention
- Develop performance improvement goals for teachers

- Select activities and strategies matched to performance improvement goals to implement
- Establish and determine the appropriate support structures in the form of personnel and material resources
- Choose data collection sources and assign responsibility for monitoring
- Establish and collect evidence of progress towards goals

## **Module 7: Online Performance Evaluation**

### **Summary:**

The seventh module will train principals to use the online system (interim and/or permanent solutions) to complete the five step educator evaluation cycle.

### **Outcomes:**

By the end of Module 7, participants will be able to:

- Login to the online performance evaluation system
- Assign sub-evaluator case loads
- Review, approve, and reject educator goals
- Create goals for educators on improvement plans and directed growth plans
- Approve and create development plans
- Conduct and submit observations using the online system
- Create formative assessments using the online system
- Create summative assessments using the online system
- Create professional practice and student learning goals related to their own performance evaluation

## **Module 8: Online Performance Evaluation**

### **Summary:**

The eighth module supports participants in using the Rubric of Effective Teaching to determine formative or summative ratings. There is an emphasis on coming to a common understanding of performance levels through exemplars and case studies.

### **Outcomes:**

By the end of Module 8, participants will be able to:

- Reliably and accurately rate teachers' practice according to the Rubric of Effective Teaching Practice
- Identify and record instructional evidence
- Align teaching evidence to a specific component of the Rubric of Effective Teaching Practice
- Evaluate evidence to render accurate observations about classroom practice in the various components of the Rubric of Effective Teaching Practice
- Score classroom practice based on the evidence observed

## **Module 9: Rating Impact on Student Learning**

### **Summary:**

The ninth module will provide an overview of ESE's June 2012 guidance on student learning measures and ratings of educator impact on student learning.

### **Outcomes:**

By the end of Module 9, participants will be able to:

- Reliably and accurately rate teachers' impact on student learning according to State regulations
- Identify assessments eligible for use to in assessing teachers' impact on student learning
- Utilize multiple measures of teachers' impact on student learning to inform performance evaluations
- Articulate the rationale for including measures of student learning as a component in teacher evaluations
- Use student growth percentiles to assign teachers' impact on student learning
- Interpret divergent impact on student learning and observation ratings, and provide responsible prescriptions
- Evaluate student growth based on portfolios of student work
- Evaluate student growth in non-MCAS tested subjects

# Rubric for Caseload Eductors

## Standards and Indicators of Effective Teaching Practice: Caseload Educator Rubric

**Standard I: Curriculum, Planning, and Assessment.** *promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.*

<b>Indicator I-A. Curriculum and Planning: Has strong knowledge specific to subject matter and/or professional responsibility, has a good grasp of child development and how students learn, and designs effective and rigorous plans for support consisting of well-structured lessons with measurable outcomes.</b>				
I-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-1. Professional Knowledge	Demonstrates limited professional knowledge; relies heavily on outdated practices as opposed to current practices supported by research. Rarely engages students in academic, behavioral, and social/emotional learning experiences through the use of educational and/or clinical practices.	Demonstrates factual knowledge of the professional content and delivery and sometimes applies it to engage students in academic, behavioral, and social/emotional learning experiences through the use of educational and/or clinical practices.	<b>Demonstrates sound knowledge and understanding of professional content and delivery by consistently engaging students in academic, behavioral, and social/emotional learning experiences through the use of educational and/or clinical practices that enable students to acquire knowledge and skills.</b>	Demonstrates mastery of professional content and its delivery by engaging all students in academic, behavioral, and social/emotional learning experiences, through the use of educational and/or clinical practices, that enable students to synthesize knowledge and skills. Is able to model this element.
I-A-2. Child and Adolescent Development	Demonstrates little or no knowledge of child and adolescent development; typically develops one learning experience, and/or type of support or assistance for all students that does not adequately address intended outcomes.	Demonstrates general knowledge of child and adolescent development but does not apply this knowledge when providing differentiated learning experiences, support, and/or assistance that would enable all students—as opposed to just some—to move toward meeting intended outcomes.	<b>Demonstrates knowledge of students’ developmental levels and the different ways these students learn or behave by providing differentiated learning experiences, support, and/or assistance that enable all students to progress toward meeting intended outcomes.</b>	Demonstrates expert knowledge of the developmental levels of individual students and students in the grade or subject more generally and uses this knowledge to differentiate and expand learning experiences, supports, and/or types of assistance, enabling all students to make significant progress toward meeting stated outcomes. Is able to model this element.

*Note:* At the *Exemplary* level, an educator’s level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by “Is able to model.”

## Standards and Indicators of Effective Teaching Practice: Caseload Educator Rubric

I-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
1-A-3 Plan Development <sup>1</sup>	Develops or contributes to the development of plans that are not timely and/or not tailored to the needs of individual students; or, plans do not include appropriate supports or measurable outcomes that would enable students to meet the goals and objectives of the plan.	Develops or contributes to the timely development of plans that respond to some but not all relevant individual student needs, and/or plans that lack sufficient measurable outcomes or supports that enable students to meet all goals and objectives of the plan.	<b>Develops or contributes to the timely development of well-structured plans with measurable outcomes that respond to all relevant individual student needs, and include supports that enable students to meet the goals or objectives of the plan.</b>	Develops or contributes to the timely development of comprehensive, well-structured plans with measurable outcomes that respond to all relevant individual student needs, are coordinated with other plans relevant to those students, and include supports that enable students to meet all goals or objectives of the plan. Is able to model this element.
I-A-4. Well-Structured Lessons	Develops lessons (which may include individual and group activities or sessions) with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping.	Develops lessons (which may include individual and group activities or sessions) with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	<b>Develops well-structured lessons (which may include individual and group activities or sessions) with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.</b>	Develops well-structured and highly engaging lessons (which may include individual and group activities and sessions) with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student's needs. Is able to model this element.

<sup>1</sup> "Plan" is used throughout this document to refer to a variety of plans, including but not limited to: lesson plans, unit plans, Individualized Education Programs (IEPs), Individualized Health Care Plans (IHCPs), Career Plans, and 504 Plans. The type of plan that an educator is responsible for depends on the educator being evaluated; both the educator and evaluator should understand and agree upon the definition relevant to the educator's role.

**Note:** At the *Exemplary* level, an educator's level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

## Standards and Indicators of Effective Teaching Practice: Caseload Educator Rubric

<b>Indicator I-B. Assessment: Uses a variety of informal and formal methods of assessments to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction.</b>				
<b>I-B. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
I-B-1. Variety of Assessment Methods	Administers assessments and/or collects only the data required by the school and/or measures only point-in-time student achievement or development.	May design and administer assessments and/or collect some data to measure student learning, growth, or development, but uses a limited range of methods.	<b>Designs and administers assessments and/or collects data to measure student learning, growth, and/or development through a variety of methods, including informal and formal assessments and common interim assessments where applicable.</b>	Uses an integrated, comprehensive assessment system, including informal and formal assessment methods and common interim assessments where applicable, to measure student learning, growth, and development. Is able to model this element.
I-B-2. Adjustment to Practice	Makes few adjustments to practice by identifying and/or implementing appropriate differentiated interventions, supports, and programs based on formal and informal assessments.	May organize and analyze some assessment results but only occasionally adjusts practice and identifies and/or implements appropriate differentiated interventions, supports, and programs for students.	<b>Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions, supports, and programs for students.</b>	Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions, supports, or programs for individuals and groups of students and appropriate modifications of plans. Is able to model this element.

*Note:* At the *Exemplary* level, an educator's level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

## Standards and Indicators of Effective Teaching Practice: Caseload Educator Rubric

Indicator I-C. Analysis: Analyzes data from assessments, draws conclusions, and shares them appropriately.				
I-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-C-1. Analysis and Conclusions	Does not analyze data and/or draw conclusions from data beyond completing minimal requirements.	Draws conclusions from a limited analysis of data to inform student learning, growth, and development.	<b>Individually and with colleagues, draws appropriate conclusions about programs, plans, and practices from a thorough analysis of a wide range of data to improve student learning, growth, and development.</b>	Individually and with colleagues, draws appropriate, actionable conclusions about programs, plans, and practices from a thorough analysis of a wide range of data that improve short- and long-term planning decisions. Is able to model this element.
I-C-2. Sharing Conclusions With Colleagues	Rarely shares with colleagues conclusions about student progress and/or rarely seeks feedback from them about practices that will support improved student learning and/or development.	Only occasionally shares with colleagues conclusions about student progress and/or seeks feedback from them about practices that will support improved student learning and/or development.	<b>Regularly shares with appropriate colleagues (e.g., classroom teachers, administrators, and professional support personnel) conclusions about student progress and seeks feedback from them about practices that will support improved student learning and/or development.</b>	Establishes and implements a schedule and plan for regularly sharing with all appropriate colleagues (e.g., classroom teachers, administrators, and professional support personnel) conclusions and insights about student progress. Seeks and applies feedback from them about practices that will support improved student learning and/or development. Is able to model this element.
I-C-3. Sharing Conclusions With Students and Families	Provides little or no feedback on student growth or progress except through minimally required reporting or provides inappropriate feedback that does not support students to grow and improve.	Provides some feedback about student growth or progress beyond required reports but rarely shares strategies for students to grow and improve.	<b>Based on assessment results and/or other data, provides descriptive feedback and engages students and families in constructive conversation that focuses on student growth and improvement.</b>	Establishes early, constructive feedback loops with students and families that create a dialogue about student growth, progress, and improvement. Is able to model this element.

*Note:* At the *Exemplary* level, an educator's level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

## Standards and Indicators of Effective Teaching Practice: Caseload Educator Rubric

**Standard II: Teaching All Students.** *Promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.*

<b>Indicator II-A. Instruction: Uses instructional and clinical practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.</b>				
<b>II-A. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
II-A-1. Quality of Effort and Work	Establishes no or low expectations for student work and behavior and/or offers few supports to help students know what is expected of them.	May state high expectations for student work and behavior, but provides few exemplars and rubrics, or limited guided practice, and/or few other supports to help students know what is expected of them.	<b>Consistently defines high expectations for student work and behavior, and the perseverance and effort required to produce it; often provides exemplars, rubrics, or guided practice, and/or models appropriate behaviors.</b>	Consistently defines high expectations for student work and behavior and effectively supports students to set high expectations for each other to persevere and produce high-quality work. Is able to model this element.
II-A-2. Student Engagement	Uses instructional and/or clinical practices that leave most students uninvolved and/or passive.	Uses instructional and/or clinical practices that motivate and engage some students but leave others uninvolved and/or passive.	<b>Consistently uses instructional and clinical practices that are likely to motivate and engage most students during the lesson, activity, or session.</b>	Consistently uses instructional and clinical practices that typically motivate and engage most students during the lesson, activity, or session, and during independent work. Is able to model this element.
II-A-3. Meeting Diverse Needs	Uses limited and/or inappropriate practices and/or supports to accommodate differences.	May use some appropriate practices and/or supports to accommodate differences, but fails to address an adequate range of differences.	<b>Uses appropriate practices, including tiered instruction, scaffolds, and other supports, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.</b>	Uses a varied repertoire of practices and/or supports to create structured opportunities for each student to meet or exceed expectations for growth and development. Is able to model this element.

**Note:** At the *Exemplary* level, an educator's level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

## Standards and Indicators of Effective Teaching Practice: Caseload Educator Rubric

<b>Indicator II-B. Learning Environment: Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.</b>				
<b>II-B. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
II-B-1. Safe Learning Environment	Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students' learning.	May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students' learning.	<b>Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.</b>	Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Is able to model this element.
II-B-2. Collaborative Learning Environment	Makes little effort to teach interpersonal, group, and communication skills or facilitate student work in groups, or such attempts are ineffective.	Teaches some interpersonal, group, and communication skills and provides some opportunities for students to work in groups.	<b>Develops students' interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers.</b>	Teaches and reinforces interpersonal, group, and communication skills so that students seek out their peers as resources. Is able to model this practice.
II-B-2. Student Motivation	Directs all learning experiences, providing few, if any, opportunities for students to take risks or challenge themselves.	Creates some learning experiences that guide students to identify needs, ask for support, and challenge themselves to take risks.	<b>Consistently creates learning experiences that guide students to identify their strengths, interests, and needs; ask for support when appropriate; take risks; and challenge themselves to succeed.</b>	Consistently supports students to identify their strengths, interests, and needs; ask for support; take risks; challenge themselves; set learning goals; and monitor their own progress. Is able to model this element.

*Note:* At the *Exemplary* level, an educator's level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

## Standards and Indicators of Effective Teaching Practice: Caseload Educator Rubric

<b>Indicator II-C. Cultural Proficiency: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.</b>				
<b>II-C. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
II-C-1. Respects Differences	Establishes an environment in which students demonstrate limited respect for individual differences.	Establishes an environment in which students generally demonstrate respect for individual differences.	<b>Consistently uses strategies and practices that are likely to enable students to demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.</b>	Establishes an environment in which students respect and affirm their own and others' differences and are supported to share and explore differences and similarities related to background, identity, language, strengths, and challenges. Is able to model this element.
II-C-2. Maintains Respectful Environment	Minimizes or ignores conflicts and/or responds in inappropriate ways.	Anticipates and responds appropriately to some conflicts or misunderstandings but ignores and/or minimizes others.	<b>Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities.</b>	Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities in ways that lead students to be able to do the same independently. Is able to model this element.

*Note:* At the *Exemplary* level, an educator's level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

## Standards and Indicators of Effective Teaching Practice: Caseload Educator Rubric

<b>Indicator II-D. Expectations: Plans and implements lessons and/or supports that set clear and high expectations and also make knowledge, information, and/or supports accessible for all students.</b>				
<b>II-D. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
II-D-1. Clear Expectations	Does not make specific standards for student work, effort, interactions, and behavior clear to students.	May communicate specific standards for student work, effort, interactions, and behavior, but inconsistently or ineffectively enforces them.	<b>Clearly communicates and consistently enforces specific standards for student work, effort, and behavior.</b>	Clearly communicates and consistently enforces specific standards for student work, effort, interactions, and behavior so that most students are able to describe them and take ownership of meeting them. Is able to model this element.
II-D-2. High Expectations	Gives up on some students or communicates that some cannot accomplish challenging goals. .	May tell students that a goal is challenging and that they need to work hard but does not model ways students can accomplish the goal through effective effort. .	<b>Effectively models and reinforces ways that students can set and accomplish challenging goals through effective effort, rather than having to depend on innate ability.</b>	Effectively models and reinforces ways that students can consistently accomplish challenging goals through effective effort. Successfully challenges students' misconceptions about innate ability. Is able to model this element.
II-D-3. Access to Knowledge	Rarely adapts instruction, services, plans, communication, and/or assessments to make curriculum/supports accessible to all students for whom the educator has responsibility.	Occasionally adapts instruction, services, plans, communication, and/or assessments to make curriculum/supports accessible to all students for whom the educator has responsibility.	<b>Consistently adapts instruction, services, plans, communication, and/or assessments to make curriculum/ supports accessible to all students for whom the educator has responsibility, including English learners and students with disabilities.</b>	Individually and with colleagues, consistently adapts instruction, services, plans, communication, and/or assessments to make curriculum/supports accessible to all students for whom the educator has responsibility, including English learners and students with disabilities. Is able to model this element.

*Note:* At the *Exemplary* level, an educator's level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

## Standards and Indicators of Effective Teaching Practice: Caseload Educator Rubric

**Standard III: Family and Community Engagement.** *Promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.*

<b>Indicator III-A. Engagement: Welcomes and encourages every family to become active participants in the classroom and school community.</b>				
<b>III-A. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
III-A-1. Parent/Family Engagement	Does not welcome families to become participants in the classroom and school community or actively discourages their participation.	Makes limited attempts to involve families in school and/or classroom activities, meetings, and planning.	<b>Uses a variety of strategies to support families to participate actively and appropriately in the classroom and school community.</b>	Successfully engages most families and sustains their active and appropriate participation in the classroom and school community. Is able to model this element.

<b>Indicator III-B. Collaboration: Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.</b>				
<b>III-B. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
III-B-1. Learning Expectations	Does not inform parents about learning, behavior, and/or wellness expectations.	Sends home only a list of rules/expectations and an outline of the student learning, behavior, or wellness plan for the year.	<b>Consistently provides parents with clear, user-friendly expectations for student learning, behavior, and/or wellness.</b>	Successfully conveys to most parents clear, user-friendly student learning, behavior, and wellness expectations. Is able to model this element.
III-B-2. Student Support	Rarely, if ever, communicates with parents on ways to support learning and development at home or at school.	Sends home occasional suggestions on how parents can support learning and development at home or at school.	<b>Regularly communicates with parents to create, share, and/or identify strategies for supporting learning and development at school and home.</b>	Regularly communicates with parents to share and/or identify strategies for supporting learning and development at school and home, successfully encourages most families to use at least one of these strategies, and seeks out evidence of their impact. Is able to model this element.

**Note:** At the *Exemplary* level, an educator's level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

## Standards and Indicators of Effective Teaching Practice: Caseload Educator Rubric

<b>Indicator III-C. Communication: Engages in regular, two-way, and culturally proficient communication with families about student learning, behavior and wellness.</b>				
<b>III-C. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
III-C-1. Two-Way Communication	Rarely communicates with families except through required reports; rarely solicits or responds promptly to communications from families.	Relies primarily on sharing general information and announcements with families through one-way media and usually responds promptly to communications from families.	<b>Regularly uses two-way communication with families about student learning, behavior, and wellness; responds promptly and carefully to communications from families.</b>	Regularly uses a two-way system that supports frequent, proactive, and personalized communication with families about individual student learning, behavior, and wellness. Is able to model this element.
III-C-2. Culturally Proficient Communication	Makes few attempts to respond to different family cultural norms and/or responds inappropriately or disrespectfully.	May communicate respectfully and make efforts to take into account different families' home language, culture, and values, but does so inconsistently or does not demonstrate understanding and sensitivity to the differences.	<b>Always communicates respectfully with families and demonstrates understanding of and sensitivity to different families' home language, culture, and values.</b>	Always communicates respectfully with families and demonstrates understanding and appreciation of different families' home language, culture, and values. Is able to model this element.

*Note:* At the *Exemplary* level, an educator's level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

## Standards and Indicators of Effective Teaching Practice: Caseload Educator Rubric

**Standard IV: Professional Culture.** Promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

<b>Indicator IV-A. Reflection: Demonstrates the capacity to reflect on and improve the educator’s own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.</b>				
<b>IV-A. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
IV-A-1. Reflective Practice	Demonstrates limited reflection on practice and/or use of insights gained to improve practice.	May reflect on the effectiveness of instruction, supports, and interactions with students but not with colleagues and/or rarely uses insights gained to improve practice.	<b>Regularly reflects on the effectiveness of instruction, supports, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student outcomes.</b>	Regularly reflects on the effectiveness of instruction, supports, and interactions with students, both individually and with colleagues; and uses and shares with colleagues insights gained to improve practice and student outcomes. Is able to model this element.
IV-A-2. Goal Setting	Participates passively in the goal-setting process and/or proposes goals that are vague or easy to reach.	Proposes one goal that is vague or easy to achieve and/or bases goals on a limited self-assessment and analysis of student data.	<b>Proposes challenging, measurable professional practice, team, and student learning goals that are based on thorough self-assessment and analysis of student data.</b>	Individually and with colleagues builds capacity to propose and monitor challenging, measurable goals based on thorough self-assessment and analysis of student data. Is able to model this element.

**Note:** At the *Exemplary* level, an educator’s level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by “Is able to model.”

## Standards and Indicators of Effective Teaching Practice: Caseload Educator Rubric

<b>Indicator IV-B. Professional Growth: Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles.</b>				
<b>IV-B. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
IV-B-1. Professional Learning and Growth	Participates in few, if any, professional development and learning opportunities to improve practice and/or applies little new learning to practice.	Participates only in required professional development and learning activities and/or inconsistently or inappropriately applies new learning to improve practice.	<b>Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities.</b>	Consistently seeks out professional development and learning opportunities that improve practice and build expertise of self and other educators in instruction, academic support, and leadership. Is able to model this element.

<b>Indicator IV-C. Collaboration: Collaborates effectively with colleagues on a wide range of tasks.</b>				
<b>IV-C. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
IV-C-1. Professional Collaboration	Rarely and/or ineffectively collaborates with colleagues; conversations often lack focus on student performance and/or development.	Does not consistently collaborate with colleagues in ways that support productive team effort.	<b>Consistently and effectively collaborates with colleagues through shared planning and/or informal conversation in such work as: analyzing student performance and development and planning appropriate interventions at the classroom or school level.</b>	Facilitates effective collaboration among colleagues through shared planning and/or informal conversation in such work as analyzing student performance and development and planning appropriate, comprehensive interventions at the classroom and school level. Is able to model this element.
IV-C-2. Consultation	Regularly provides inappropriate advice; does not provide advice and expertise to general education teachers or other colleagues unless prompted to do so; and/or fails to offer advice when appropriate.	Provides advice and expertise to support general education teachers and other colleagues to create appropriate and effective academic, behavioral, and social/emotional learning experiences for only some students for whom responsibility is shared, or sometimes provides advice that is inappropriate or poorly customized.	<b>Regularly provides appropriate advice and expertise that is customized to support general education teachers and other colleagues to create appropriate and effective academic, behavioral, and social/emotional learning experiences for students for whom responsibility is shared.</b>	Utilizes a variety of means to regularly provide advice and expertise that is customized to support general education teachers and other colleagues to successfully create appropriate and effective academic, behavioral, and social/emotional learning experiences for students. Is able to model this element.

**Note:** At the *Exemplary* level, an educator's level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

## Standards and Indicators of Effective Teaching Practice: Caseload Educator Rubric

<b>Indicator IV-D. Decision-Making: Becomes involved in schoolwide decision making, and takes an active role in school improvement planning.</b>				
<b>IV-D. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
IV-D-1. Decision-Making	Participates in planning and decision making at the school, department, and/or grade level only when asked and rarely contributes relevant ideas or expertise.	May participate in planning and decision making at the school, department, and/or grade level but rarely contributes relevant ideas or expertise.	<b>Consistently contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level.</b>	In planning and decision-making at the school, department, and/or grade level, consistently contributes ideas and expertise that are critical to school improvement efforts. Is able to model this element.

<b>Indicator IV-E. Shared Responsibility: Shares responsibility for the performance of all students within the school.</b>				
<b>IV-E. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
IV-E-1. Shared Responsibility	Rarely reinforces schoolwide behavior and learning expectations for all students and/or makes a limited contribution to their learning by rarely sharing responsibility for meeting their needs.	Within and beyond the classroom, inconsistently reinforces schoolwide behavior and learning expectations for all students, and/or makes a limited contribution to their learning by inconsistently sharing responsibility for meeting their needs.	<b>Within and beyond the classroom, consistently reinforces schoolwide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs.</b>	Individually and with colleagues, develops strategies and actions that contribute to the learning and productive behavior of all students at the school. Is able to model this element.

*Note:* At the *Exemplary* level, an educator's level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

## Standards and Indicators of Effective Teaching Practice: Caseload Educator Rubric

<b>Indicator IV-F. Professional Responsibilities: Is ethical and reliable, and meets routine responsibilities consistently.</b>				
<b>IV-F. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
IV-F-1. Judgment	Demonstrates poor judgment and/or discloses confidential student information inappropriately.	Sometimes demonstrates questionable judgment and/or inadvertently shares confidential information.	<b>Demonstrates sound judgment reflecting integrity, honesty, fairness, and trustworthiness and protects student confidentiality appropriately.</b>	Demonstrates sound judgment and acts appropriately to protect student confidentiality, rights and safety. Is able to model this element.
IV-F-2. Reliability & Responsibility	Frequently misses or is late to assignments, makes errors in records, and/or misses paperwork deadlines; frequently late or absent.	Occasionally misses or is late to assignments, completes work late, and/or makes errors in records.	<b>Consistently fulfills professional responsibilities; is consistently punctual and reliable with paperwork, duties, and assignments; and is rarely late or absent from school.</b>	Consistently fulfills all professional responsibilities to high standards. Is able to model this element.

*Note:* At the *Exemplary* level, an educator's level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

# Frequently Asked Questions

Boston Public Schools:

## Supporting Effective Teaching through Educator Performance Evaluation

Frequently Asked Questions  
Spring 2012

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### Self-assessment

- Q** While completing the self-assessment, I found that my performance fit into two performance levels, “Needs Improvement” and “Proficient.” Is this possible?
- A** It is expected that your assessment of your performance will not be uniform, as you will feel more skilled in some areas than in others. Focus on each element separately, and think about your practice only in this area.
- Q** Can I modify the self-assessment if I teach students with multiple disabilities?
- A** You should speak with your evaluator in order to determine the priorities for your practice. The self-assessment process itself and the rubric descriptions will not be modified, but you and your evaluator may determine that your time will best be spent focused on certain areas of the rubric.
- Q** Is the self-assessment private, or do I have to share it with my evaluator?
- A** The purpose of the self-assessment is to help inform both the goals you will set as well as the work you and your evaluator do for the year. You do not need to share this document with your evaluator.

### Rubric

- Q** How is the rubric used?
- A** The rubric is a cornerstone document that is used throughout the entire evaluation process, including during the self-assessment process, to generate goals, while observing practice, and to deepen shared knowledge of proficient practice. We encourage teams of teachers, as well as whole faculties, to use the guides BPS has produced to help educators to “unpack” the rubric, creating lists of “teacher actions” for each element’s performance descriptor.
- Q** Are there different rubrics for teachers in non-self-contained classrooms or in different roles (for example, counselors, PTs, OTs, etc.)?
- A** Currently we have a rubric for teachers, for administrators, and for caseload educators. In the future, some other specialized rubrics will become available. However, for now, all teachers being evaluated should use either the teacher or the caseload educator rubric.
- Q** What if my content area does not lend itself to a particular part of the rubric?
- A** It is possible that not every part of the rubric will apply to your content area. In this case, the evaluator would note that it is N/A (“not applicable”).
- Q** Is the expectation that the evaluator would assess all parts of the rubric every evaluation cycle?

- A** The educator and the evaluator will know up front what the educator will be held accountable for through the Plan. The intention is to not self-assess against all 14 pages of the rubric. You and your evaluator will focus on the priorities of the district and school so that your conferences and observations are streamlined and productive.

## **Goals**

- Q** What is a goal related to professional practice, and how do I go about setting one?
- A** This is a goal about the work you do in your classroom, and it is based on the elements of the rubric. Professional practice goals are distinguished in two primary ways: first, the manner in which a teacher is able to support student progress toward learning goals may vary by teacher. A novice teacher is very likely to have a different professional focus than a veteran teacher. Second, professional practice goals should support the learning of the teacher – an opportunity to deepen or acquire a skill or knowledge of content, pedagogy, or professional leadership, for example. Individual teacher practice and learning shapes and informs professional practice goals.
- Q** What is a goal related to student learning, and how do I go about setting one?
- A** Student learning goals are driven by the needs of the students for whom an educator or team has responsibility. Student data shapes and informs student learning goals. A goal related to student learning needs to specify what your students are going to achieve – the student outcome – and how you will know how students reached the goal (how it will be measured).
- Q** Are my goals private?
- A** No. You will work with your evaluator to determine your goals, and your evaluator has ultimate say about which goals you use.
- Q** How are the goals used?
- A** Your evaluator will determine if you have made sufficient progress on your goals.
- Q** I know what types of goals I want to have and where I need to get my students, but I'm having a hard time figuring out how to get them there. Therefore, I'm having a hard time setting those goals and then creating an action plan to help me meet them. Part of the reason this is hard is because of the stigma that evaluation is punitive.
- A** Look at the models at different levels and look at the school goals (ask your principal to clarify what your school's priorities are). We know that thinking about the improvement of practice as an outcome-oriented process is a huge shift for many teachers, and we are working in our training sessions with both principals and teachers to give educators the tools they need to do this work.
- Q** What if the goal my evaluator and I decide on is not aligned with the resources that I have? I am worried that the school environment will not be conducive to me reaching those goals.

- A This is a dialogue between the educator and the evaluator – you will have to have conversations about what goals and outcomes are attainable.

### **Formative assessment/evaluation**

**Q How does the formative assessment and formative evaluation work?**

- A Formative review (either formative assessment or formative evaluation) ensures an opportunity for educators to receive feedback and suggestions for improvement. Formative assessment may be most valuable when it is ongoing and used to prompt reflection, promote dialogue between educators and evaluators, and plan changes to practice, goals, or planned activities when adjustments are necessary. If there are patterns of evidence that demonstrate performance that is either Unsatisfactory or Needs Improvement, this is a critical time for evaluators to discuss this evidence so that there are “no surprises” during the summative evaluation and, more importantly, to provide the educator with the opportunity to address areas of concern.

The formative review can occur at any time during the evaluation cycle. However, it typically occurs at the midpoint of an educator’s plan. For example, an educator on a one-year Development Plan is likely to participate in a formative assessment in December or January. Educators on a two-year Self-Directed Growth Plan participate in a formative evaluation in May or June, the midpoint of their evaluation cycle.

### **Putting it all together**

**Q How do I determine how much / what type of evidence is sufficient? Do I (and my evaluator) have to have evidence for each element?**

- A In order to arrive at a rating for an element, your evaluator needs to have some type of evidence gathered by either one of you. Sometimes this evidence will be observed – what was the teacher doing? What were the students doing? – and sometimes this evidence will be something tangible, like a lesson plan or a piece of student work or a classroom display. You and your evaluator will have to have a discussion about which elements you are being evaluated on.

**Q Is there a number of indicators or elements that indicates that then a teacher would get an overall proficient rating? (in other words, how many “proficient” ratings do I have to get on elements in order to get a “proficient” overall?)**

- A The system doesn’t work this way – there is not a specific calculation to add up your score. It is possible that a teacher will not have a rating on every single element. If the evaluator does not have evidence for an element, there will be no rating; it will be “not observed.” The principal should indicate priority areas for a school, and these priority areas will inform which elements are rated.

## Types of Plans

- Q How will my evaluator determine if I have a one-year or a two-year self-directed growth plan?**
- A** Self-directed growth plans are reserved for any experienced educators who receive an evaluation rating of Exemplary or Proficient. Until we have data related to educators' impact on student learning (beginning in 2013-2014, *not* in 2012-2013), the evaluator will decide the type of plan on which to place educators. Once we have the appropriate growth data on student learning, however, educators with either of those ratings **and** a moderate or high impact on student learning will be placed on a two year self-directed growth plan. Educators with exemplary or proficient ratings **and** low impact on student learning ratings are placed on one year self-directed growth plans.
- Q Is there a minimum amount of time for me to be on a Directed Growth Plan?**
- A** No. It could be for as little as 30 days and as long as a year.
- Q If you are rated Unsatisfactory and have an Improvement Plan, how long will that Improvement Plan last?**
- A** No less than 30 days and no more than a year.
- Q Can I move from any Plan at any time?**
- A** Yes, you can move from any Plan when an evaluator has collected enough evidence to move you from that plan. You would receive a formative assessment (an official "formative assessment" document) to indicate such a move.

## Miscellaneous

- Q How will we measure student learning?**
- A** Until the state and the district issue guidance around using student growth data to measure impact (June 2012, for use beginning in 2013-2014), educators will examine their students' performance through the goals they set. During these first years of the new evaluation system, the district must develop a plan related to how to measure non-MCAS grades and content areas. We want to be careful about how to use student formative assessment data – it is used to inform your instruction and we don't want to make it evaluative. The big question is: How do educators set a goal about student learning without changing the nature of what a student formative assessment should be? The district does not yet have an answer but intends to give guidance on this issue.
- Q One of the issues with evaluations in the past has been time. How has that been addressed, for both the teacher and the evaluator? What's the plan for that?**
- A** The system is clearly going to take time. Although there is no easy solution for now, BPS has developed tools to help evaluators determine an appropriate caseload of educators to evaluate and to help them budget their time appropriately. Additionally, we encourage educators to work together in teams in order to unpack the rubric, set goals, and have conversations about practice; if groups of teachers are working on the same priority areas,

evaluators will be able to save valuable meeting time by meeting with groups. The Superintendent and the Office of Teacher and Leadership Effectiveness are very aware of this challenge, and are working to address it.

**Q Will my rating hold weight this year, given that it's the first year of implementation?**

**A** Yes.

**Q How will this be rolled out next year to 5,000 teachers?**

**A** We have developed a collaborative strategy to introduce, train, and support all teachers and all evaluators in BPS. Additionally, with the assistance of educators in turnaround schools, we are learning best practices to distribute to educators in all of BPS.

**Q How will BPS make sure that different evaluators are weighting different components (like the goals) consistently?**

**A** We are spending a great percentage of the principals' time in professional development calibrating their observations of teaching with the rubric. We are also having conversations about how evaluators are implementing all of the pieces of the evaluation system in order to learn where important areas of coordination are. All evaluators will be trained – including creating inter-rater reliability – over the summer of 2012.

# Online Evaluation System Screenshots



# Online Performance Evaluation System

April 2012 Screen Shots

# Login Page

Boston Public Schools Eval. x

eval.mybps.org/Evals/

 **EVALUATIONS**



User ID:

Password:  [login](#)

This system will log you out after 20 minutes of non-activity. Please keep this in mind while working in the system.

In logging on to this website, I certify that I have read and agree to all the terms of the Boston Public Schools' Acceptable Use Policy. I also certify that I understand that, pursuant to state and federal law, I am responsible for the security of all student data to which I may have access.

# Home Page: All Teachers

Public Schools Eval x

eval.mybps.org/Evals/EmplList.aspx

**BOSTON**  
Public Schools  
Focus on Children

## EVALUATIONS

Welcome Cynthia Paris Jeffries! | [logout](#) **Manager** ▾

Home ▶ School Wide Goals Assigned Evaluators ▶

Ahern, Denise K (028082) 	Albert, Anita S. (078200) 	Alicea, Margarita (046331) 	Barnes, Marlene Annmarie (110768) 	Barros, Cheryl E (094815) 
Barton, Christopher J. (093446) 	Benford, Sharrié L. (097798) 	Bernstein, Heather E. (099599) 	Berrios, Socorro (048215) 	Blanchard, Michelle (120645) 
Briceno, Salome L (114414) 	Browne, Russell V (038694) 	Burns, Sara (109639) 	Caban, Daisy (083333) 	Carbona, Carolina (045811) 

# Individual Teacher View

Boston Public Schools Eval. x

eval.mybps.org/Evals/PlanList.aspx

**BOSTON Public Schools**  
Focus on Children

## EVALUATIONS

Welcome Cynthia Paris Jeffries! | [logout](#) **Manager** ▾

Home ▶ School Wide Goals Assigned Evaluators ▶

Albert, Anita S. (078200) Evaluator: Lineweaver, Lisa R Plan: Self-Directed 09/12/2011 - 06/21/2013

 Future Functionality Self Assessment	 SET GOALS Goals	 Future Functionality Action Steps	 Future Functionality Evidence	 Future Functionality Observations	 Future Functionality Evaluations
--	---	--	---	---	--

# Goals Review Page

Boston Public Schools Eval. x

eval.mybps.org/Evals/PlanGoal.aspx

**BOSTON Public Schools**  
Focus on Children

## EVALUATIONS

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Home ▶ School Wide Goals Assigned Evaluators ▶

Home Self Assessment **Goals** Action Steps Evidence Observations Evaluations

Albert, Anita S. (078200) Evaluator: Lineweaver, Lisa R. Plan: Self-Directed 09/12/2011 - 06/21/2013



No goals have been entered.

No comments yet.

View School Wide Goals  
Goal Help  
Add Comment

# School Wide Goals

The screenshot shows a web browser window with the URL `eval.mybps.org/Evals/PlanGoal.aspx#`. The page header includes the Boston Public Schools logo and the word "EVALUATIONS". A navigation menu at the top has "Home", "School Wide Goals", and "Assigned Evaluators". A secondary navigation bar includes "Home", "Self Assessment", "Action Steps", "Evidence", "Observations", and "Evaluations". The main content area displays "Albert, Anita S. (078200)" and "Evaluator: Lineweaver, Lisa R". A message box states "No goals have been entered." On the left, there is a "SET GOALS" chalkboard graphic and buttons for "Goal Help" and "Add Comment". A modal dialog box titled "SCHOOL WIDE GOALS" is open, containing the text "Click the 'Create New Goal' Button to enter your first school wide goal..." and a "Close" button.

# Goals Sort Options

The screenshot shows a web browser window with the URL `eval.mybps.org/Evals/EmpList.aspx`. The page header includes the Boston Public Schools logo and the word "EVALUATIONS". A navigation bar contains "Home", "School Wide Goals", and "Assigned Evaluators". A search box is located on the right. A dropdown menu is open under "Assigned Evaluators", listing various goal status options: "All Employees", "No Goals Entered", "Goals Not Submitted for Approval", "Goals Needing Approval", "Goals Returned", "Goals Approved", "Needs Plan", and "Assigned Evaluators". The main content area displays "Results for: Goals Returned" and a single card for "Ahern, Denise K (028082)" with a blue icon of a person with arms raised.

Boston Public Schools Evaluations

Home School Wide Goals Assigned Evaluators

Welcome Cynthia Paris Jeffries! | [logout](#) Manager

Search

Results for: Goals Returned

Ahern, Denise K  
(028082)

javascript:(function(){})()

# Plan Development: Start

Boston Public Schools Eval. x

eval.mybps.org/Evals/PlanList.aspx

**BOSTON Public Schools**  
Focus on Children

**EVALUATIONS**

Welcome Michael Sabin! | [logout](#) | **Manager** ▾

Home ▶ School Wide Goals Assigned Evaluators ▶

Results for: Needs Plan  
Evaluator: Sabin, Michael A

Arias, Luz Alba (105673)



Start Plan

eval.mybps.org/Evals/EmplList.aspx

The image shows a web browser window displaying the 'EVALUATIONS' page for Boston Public Schools. The page is titled 'EVALUATIONS' and shows the user 'Michael Sabin' is logged in as a 'Manager'. A navigation menu includes 'Home', 'School Wide Goals', and 'Assigned Evaluators'. The main content area displays 'Results for: Needs Plan' for evaluator 'Sabin, Michael A' and user 'Arias, Luz Alba (105673)'. A prominent green power button icon is centered on the page, with the text 'Start Plan' below it. The browser's address bar shows the URL 'eval.mybps.org/Evals/PlanList.aspx'.

# Plan Development: Set Duration

The screenshot shows a web browser window with the URL `eval.mybps.org/Evals/PlanList.aspx`. The page header includes the Boston Public Schools logo and the word "EVALUATIONS". A navigation menu contains "Home", "School Wide Goals", and "Assigned Evaluators". The main content area displays "Results for Needs Plan" for "Arias, Luz Alba (105673)" with an evaluator "Sabin, Michael A.". A large green power button icon is centered on the page. A modal dialog box titled "NEW PLAN" is open in the foreground, containing the following fields:

- Type of Plan: Self-Directed (dropdown menu)
- Start Date: 07/01/2011 (calendar icon)
- Completion Date: 06/30/2013 (calendar icon)

At the bottom of the dialog are "Cancel" and "Create Plan" buttons.

# Assignment of Caseloads

Boston Public Schools Eval. eval.mybps.org/Evals/MgrSubEval.aspx

**BOSTON Public Schools** **EVALUATIONS** Welcome Cynthia Paris Jeffries! | [logout](#) **Manager** ▾

Home ▶ School Wide Goals Assigned Evaluators ▶

Results for: All Employees

Assigned Evaluator	# of Empl Assigned
Lineweaver, Lisa R	4
Morrissey, Danielle A.	4
Paris Jeffries, Cynthia	80

Employee	Assigned Evaluator
Ahern, Denise K (028082)	Lineweaver, Lisa R ▾
Albert, Anita S. (078200)	Lineweaver, Lisa R ▾
Alicea, Margarita (046331)	Morrissey, Danielle A. ▾
Barnes, Marlene Annmarie (110768)	Morrissey, Danielle A. ▾
Barros, Cheryl E (094815)	Morrissey, Danielle A. ▾
Barton, Christopher J. (093446)	Paris Jeffries, Cynthia ▾
Benford, Sharrie L. (097798)	Paris Jeffries, Cynthia ▾
Bernstein, Heather E. (099599)	Lineweaver, Lisa R ▾
Berrios, Socorro (048215)	Paris Jeffries, Cynthia ▾
Blanchard, Michelle (120645)	Paris Jeffries, Cynthia ▾
Briceno, Salome L (114414)	Paris Jeffries, Cynthia ▾
Browne, Russell V (038694)	Morrissey, Danielle A. ▾
Burns, Sara (109639)	Paris Jeffries, Cynthia ▾
Caban, Daisy (083333)	Paris Jeffries, Cynthia ▾
Carbona, Carolina (045811)	Paris Jeffries, Cynthia ▾
Carver, Ilene S. (041470)	Lineweaver, Lisa R ▾
Collopy, Meghan (115328)	Paris Jeffries, Cynthia ▾
Comb, Meagan Staffiere (119656)	Paris Jeffries, Cynthia ▾
Concepcion, Awilda (044276)	Paris Jeffries, Cynthia ▾
Coombs, Malene (104223)	Paris Jeffries, Cynthia ▾
Cooper, Sarah C hristine (104471)	Paris Jeffries, Cynthia ▾
Curbelo, Ravin T. (094069)	Paris Jeffries, Cynthia ▾

# Supporting Effective Teaching Website



## Supporting Effective Teaching Site:

Shortened Address:

<http://bit.ly/BPSEffectiveTeaching>

Full Address:

<https://connect.mybps.org/groups/effectiveteaching>

# Login

Effective Teaching

connect.mybps.org/groups/effectiveteaching/

my page log in help

Effective Teaching

Please Log In



Effective Teaching

User Name

Password

Remember me

# Home Page

BPS – Support Effective Teaching

connect.mybps.org/groups/effectiveteaching/

my page | log out | help

Effective Teaching

wiki blog Search

Edited Mar 27, 2012 12:42 PM by Joiner, Jared...

## BPS – Support Effective Teaching



Click for full-size image

**03-27-12 Update:** [April-June 2012 Professional Development Offerings](#) Available

**02-14-12 Update:** [Exemplar Goals](#), [Guidance for Writing Goals](#), and [Guidance for Plan Development](#) Available

**12-05-11 Update:** [Cross-Site Visit Documents](#) Available

**11-17-11 Update:** OTLE's [Leading Learning](#) Newsletter Available

**10-26-11 Update:** [Frequently Asked Questions](#) Available

**10-21-11 Update:** [Turnaround Educator Training Modules](#) Available

**10-20-11 Update:** [Administrator Forms](#) Available

**10-12-11 Update:** [Results from Sub-Indicator Prioritization](#) Available

On June 28, 2011, the Massachusetts Department of Elementary and Secondary Education approved new [regulations governing the evaluation of educators](#). Boston Public Schools' adoption of the new regulations will allow the district to fulfill its theory of action:

*If the district delivers effective instruction that is both rigorous and relevant and develops the infrastructure*

**Tags**

**Templates**

- Effective Teaching Rubric  
March 2, 2012 12:09 PM
- Administrator Forms  
October 20, 2011 9:48 AM
- Plan Development Template  
September 23, 2011 9:17 AM
- Self Assessment Template  
September 18, 2011 3:23 PM
- Summative and Formative Assessment Template  
September 19, 2011 3:23 PM

**What's Hot**

No items tagged with hot

**Recent Changes**

- April-June 2012 Professional Development Offerings  
March 27, 2012 12:43 PM
- BPS – Support Effective Teaching  
March 27, 2012 12:42 PM
- Effective Teaching Rubric  
March 2, 2012 12:09 PM
- Guidance for Plan Development  
February 14, 2012 8:42 PM
- Guidance for Writing Goals  
February 14, 2012 8:41 PM

# Navigation

The screenshot shows a Moodle page titled "Effective Teaching" with a breadcrumb trail "BPS – Support Effective Teaching". The page features a logo for "FOCUS On Children Boston Public Schools" and a list of updates. On the right, there are sidebars for "Tags", "Templates", "What's Hot", and "Recent Changes".

Annotations include:

- An arrow pointing to the "Templates" sidebar with the text "To All Forms".
- An arrow pointing to the "Recent Changes" sidebar with the text "Critical Updates".
- A bracket on the left side of the page grouping the update list.

To All Forms

Critical Updates

# Templates & Forms

org/groups/effectiveteaching/search/?sort=modifiedDate&sortDirection=reverse&tag=Templates

my page | log out | help

Effective Teaching wiki blog Search

## Search results in Effective Teaching

Search all wikis and blogs »

**Effective Teaching Rubric**  
[Download file "DRAFT Rubrics of Effective Teaching-1.6.12.doc"]  
March 2, 2012 by Joiner, Jared

**Administrator Forms**  
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