Massachusetts Model System for Educator Evaluation

OVERVIEW

August 2019

This document was prepared by the
Massachusetts Department of Elementary and Secondary Education
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This document printed on recycled paper

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The Purpose of this Guide

This is an overview of the background, context, and key components of educator evaluation in Massachusetts. In this guide, the Massachusetts Department of Elementary and Secondary Education (DESE) outlines the regulatory requirements pertaining to educator evaluation and offers district leaders a resource to support continuous improvement and effective implementation at the school-level.

The guide addresses the following **Practical Requirements and Considerations**:

- What the educator evaluation framework requires

- What the DESE Model System is and how to use it

- What is required if a district "adopts" the DESE Model System, "adapts" the DESE Model System, or "revises" its own educator evaluation system

- What is required for collective bargaining

- Technical assistance and professional development

- How to report educator evaluation ratings

With the practical requirements and considerations established, the guide turns to the following **Implementation Recommendations and Guidance**:

- Streamlining and building coherence into the implementation of the DESE Model System

- Incorporating measures of student learning into the evaluation process

- Self-assessing the district system

The guide includes several **Appendices** that provide more detail on certain topics of district importance, including:

- Evaluating Educators in Multiple Roles

- Aligning Educator Plans and the Individual Professional Development Plan

- Educator Evaluation and Collective Bargaining

- Reporting Requirements and Educator Confidentiality

The regulations require that DESE update the DESE Model System as needed. DESE looks forward to receiving feedback on this guide at educatorevaluation@doe.mass.edu.

Practical Requirements and Considerations

Key Features of the MA Educator Evaluation Framework

The MA educator evaluation framework applies to every educator. School committees evaluate superintendents using the MA educator evaluation framework; superintendents apply the same framework when they evaluate assistant superintendents, principals and other district administrators; and principals apply the framework when they evaluate teachers, specialized instructional support personnel (SISP),[1] and other school-level administrators.

There are six key features of the Massachusetts educator evaluation framework:

1. **Statewide Standards and Indicators for Effective Administrative Leadership and Teaching Practice.** The Standards and Indicators for both teachers and administrators establish a statewide understanding about what effective teaching and administrative practice look like. Each of the four Standards for teachers and for administrators is broken down into 3 to 6 core Indicators. The regulations define the Standards and Indicators for Effective Administrative Leadership Practice and for Teaching Practice (603 CMR 35.04 and 603 CMR 35.03).

Standards for Administrators	**Standards for Teachers**
Instructional Leadership	*Curriculum, Planning and Assessment*
Management and Operations	*Teaching All Students*
Family and Community Engagement	*Family and Community Engagement*
Professional Culture	*Professional Culture*

2. **Role-specific rubrics define the Standards and Indicators.** The regulations require that the Standards and Indicators be "translated" into rubrics that describe practice in detail at different levels of performance (603 CMR 35.08). Educators and evaluators use the rubric most appropriate to the role of the educator as a foundation for self-assessment, formative assessment and summative evaluation. Rubrics give substance to the Standards and Indicators. Each Indicator[2] is broken down into elements that are in turn described at four levels. Rubrics are a tool for making explicit and specific the behaviors and actions present at each level of performance. They can foster constructive dialogue about those expectations and how to improve practice. The rubrics prompt careful analysis and discussion. Detailed information about rubrics can be found in the Guide to Rubrics and Model Rubrics for Superintendent, Administrator, and Teacher.

3. **Three Categories of Evidence.** To assess educator performance on the Standards and Indicators, the regulations require use of three types of evidence (603 CMR 35.07(1)):

   - **Multiple measures of student learning, growth, and achievement**, including classroom assessments, common assessments comparable across grade or subject

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[1] SISP (previously called "caseload educators") are educators who teach or counsel individual or small groups of students through consultation with a classroom teacher, such as school nurses, guidance or adjustment counselors, speech and language pathologists, and some special education teachers.

[2] The Student Learning Indicator (I-F for administrators and II-C for teachers) is the only Indicator without corresponding elements or descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account by an evaluator when determining a performance rating for that Standard.

district-wide, and state-wide growth measures where available, including the MCAS Student Growth Percentile (SGP) and ACCESS for English Learners;

- **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,** including student feedback as a source of evidence when evaluating teachers, and staff feedback when evaluating administrators (603 CMR 35.07(1)).

4. **A 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 that is of such a high level that it could serve as a model.

- *Proficient* performance is understood to be fully satisfactory. This is the rigorous expected 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. For new educators, Needs Improvement can be understood as "developing" in cases where the educator is "on track" to proficiency within three years.

- *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.

The regulations also call for a higher bar for tenure: "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))

5. **Four Educator Plans.** The regulations define four Educator Plans differentiated by both career stage and performance. 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 district:

- The *Self-Directed Growth Plan* is for experienced educators rated Proficient or Exemplary and is developed by the educator. Evaluators apply professional judgement to collected evidence of educator performance to place educators on either a one or two-year plan.

- The *Directed Growth Plan* is for experienced educators rated Needs Improvement and is a plan of one school year or less developed by the educator and the evaluator.

- The *Improvement Plan* is for experienced 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 demonstrate Proficiency across every Indicator or even every Standard in their first years of practice. Therefore, the fourth plan applies to teachers without PTS, administrators 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.

6. **Five-Step Evaluation Cycle.** Every educator participates in a 5-step cycle of continuous improvement. The 5-Step Evaluation Cycle is the centerpiece of the evaluation framework and designed to have all educators play an active, engaged role in their professional growth and development. For every educator, evaluation begins with a self-assessment and concludes with a summative evaluation. It also is a continuous improvement process in which evidence from the summative evaluation becomes important information for the educator's next self-assessment and subsequent goal setting.
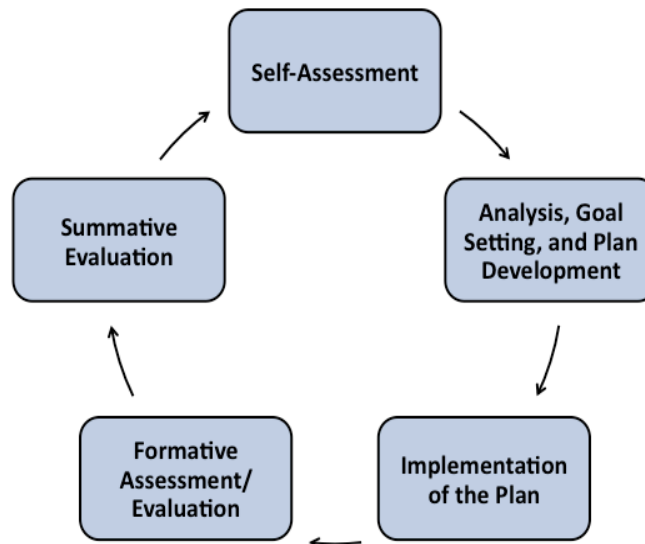
Details about the application of the framework to teachers, school-level leaders, and district-level leaders are available in the following model system guidance documents:

- For the evaluation of teachers and specialized instructional support personnel (SISP), see [Evaluating Teachers and Specialized Instructional Support Personnel](#) and the [Model Collective Bargaining Contract Language](#)

- For the evaluation of school-level leaders, see the [Evaluating Principals and Other School-Level Administrators](#)

- For the evaluation of district-level leaders, see the [Evaluating the Superintendent and Other District Administrators](#)

- For information about the evaluation rubrics and the model rubrics themselves, see [Guide to Rubrics and Model Rubrics for Superintendent, Administrator and Teacher](#)

For more information on the regulations, please see DESE's [Educator Evaluation website](#).

The DESE Model System

Purpose, Components and Development

DESE developed the Model System for educator evaluation to support effective statewide implementation of the educator evaluation framework. The DESE Model System is fully aligned with the regulations and includes:

- A process and procedure for evaluating **superintendents** with directions, a rubric, and suggested forms and resources;

- A process and procedure for evaluating **principals** with directions, a rubric, and suggested forms and resources;

- A process and procedure for evaluating **teachers** and **SISP** with directions, rubrics, contract language, suggested forms, and an extensive guide with resources; and

- Deep dives into key topics embedded into each guidance document, including:

    o SMART Goals

    o Educator Plans

    o Student Learning Measures and Anticipated Student Gains

    o Observations and Feedback

    o Staff and Student Feedback

    o Strategic Evidence Collection

The processes, procedures and resources developed for principals, teachers and SISP can be adapted for evaluating **district- and school-level administrators**, subject to local collective bargaining agreements and the role of the administrator.

To develop the original Model System in 2012, DESE worked with 11 early adopter districts,[3] ten districts implementing the framework in their Level 4 schools,[4] and four Education Collaboratives chosen as pilot sites for early implementation.[5] DESE has continued to engage a wide range of stakeholders from state associations in the ongoing refinement and continuous improvement of the model system; their advice and counsel remains invaluable.[6]

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[3] Ashland, Attleboro, Everett, Franklin, Greater Lawrence Regional Vocational Technical High School, Mashpee, Reading, Revere, Wachusett, Wareham and Whitman-Hansen
[4] Boston, Chelsea, Fall River, Holyoke, Lawrence, Lowell, Lynn, New Bedford, Springfield and Worcester
[5] BiCounty Collaborative, Collaborative for Educational Services, Lower Pioneer Valley Educational Collaborative, and South Coast Educational Collaborative
[6] State associations whose representatives worked with DESE staff in the development of the Model System include, in alphabetical order: Massachusetts Association of School Committees (MASC), Massachusetts School Counselors Association (MASCA), Massachusetts Association of Supervision and Curriculum Development (MASCD), Massachusetts Association of School Personnel Association (MASPA), Massachusetts Association of School Superintendents (MASS), Massachusetts Association of Vocational Administrators (MAVA), Massachusetts Elementary School Principals Association (MESPA), Massachusetts School Nurses Organization (MSNO), Massachusetts School Administrator Association (MSAA), Massachusetts Association of Vocational Administrators (MAVA).

The regulations anticipated learning from the field and from research, and therefore require DESE to update the model "regularly." Since its inception, DESE has augmented the Model System with new training supports and resources (e.g. Teacher Training Workshops, Calibration supports, and Quick Reference Guides), updated the Model System per amended regulatory requirements, streamlined and updated the model rubrics, and will continue supplementing the Model System as best practices emerge and lessons are learned from the field.

Teacher and SISP Evaluation. Evaluating Teachers and Specialized Instructional Support Personnel is an extensive guide to teacher evaluation with practical tools and guidance for implementing a system that promotes educator growth and development.

> See Evaluating Teachers and Specialized Instructional Support Personnel for more information, including a step-by-step implementation guide and suggested forms and resources.

The teacher evaluation guide articulates the knowledge, capacity, and systems required at the school level to support effective implementation in a way. The guide provides school and district leaders with practical information such as:

- Process, roles, and timeframe of each step of the cycle

- Conditions for effective implementation, action steps, and suggested resources; and

- Step-specific Deep Dives that provide in-depth guidance on particular considerations or recommendations that warrant further detail or clarification.

Model contract language is also available as part of the Model System. The Model Collective Bargaining Language was originally developed by DESE in 2012 and updated in 2019 to reflect the 2017 regulatory changes (described here).

Each guide identifies relevant forms and templates to facilitate the evaluation process. Available here, these forms are fully aligned with the regulations and the model contract and support consistent, thoughtful implementation of each step of the educator evaluation cycle.

Principal Evaluation. Evaluating Principals and School-Level Administrators provides guidance to both principals and their evaluators on setting meaningful goals, collecting evidence, and observing the principal's practice at the school site. The model for principal evaluation places a greater emphasis on goals, calling on principals and other school-level administrators (subject to local collective bargaining agreements) to develop, in collaboration with evaluators, 2 to 4 school improvement goals to complement student learning and professional practice goals required in the framework. The Model Rubric for School-Level Administrators is based on the Standards and Indicators detailed

> See Evaluating Principals and School-Level Administrators for more information, including a step-by-step implementation guide and suggested forms and resources.

in the regulations, breaking them down into 38 elements, each with descriptors of practice at four levels of proficiency. With few, if any, modifications, the rubric can be applied to other school-level administrators, again, consistent with local collective bargaining.[7]

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[7] The model evaluation for principals was developed in close collaboration with representatives from the Massachusetts Elementary School Principals Association and the Massachusetts Secondary School Administrator Association (now the Massachusetts School Administrator Association), as well as representatives of the Massachusetts Association for School Superintendents. Each organization sees strengthening principal evaluation as an opportunity for superintendents and principals to model the culture and practices of collaboration and accountability that are at the heart of the evaluation framework.

Superintendent Evaluation. The DESE Model System applies the educator evaluation regulations to superintendent evaluation, adapting them to meet the requirements of the open meeting and public records laws. Similar to the model system for principal evaluation, the requirement for every educator to propose at least one student learning goal and one professional practice goal is expanded for superintendents to include 2 to 4 district improvement goals, thereby making setting and meeting ambitious goals a more central aspect of superintendent evaluation. Including district-wide goals helps school committees and superintendents collaborate to establish a coordinated plan for addressing high priority district needs.

The regulations anticipated that the Standards and Indicators for Effective Administrative Leadership Practice may be adapted for superintendents because those Standards and their Indicators have a school-level focus. The Model Rubric for Superintendents makes modest changes to the descriptors, capturing the district-wide focus of the superintendent's work. With minor revisions, the Superintendent Rubric may be used for assistant superintendents and, subject to local collective bargaining, other district administrators.[8]

Evaluation of Other School-Level Administrators and "Non-Unit A" Educators. As mentioned above, the rubric developed to describe the Standards and Indicators for Effective Administrative Leadership Practice is well-matched to the responsibilities of most school-level administrators, and the evaluation process and forms detailed in the guide are also applicable. Model contract language for school-level administrators and other "non-Unit A" educators is available in the Model System's Collective Bargaining Language.

District Options: Adopt, Adapt, or Revise

Districts are not required to adopt the DESE Model System. School committees and school districts can adopt the DESE Model System, adapt the DESE Model System, or revise their evaluation systems to align with the regulatory framework. That said, the Board established a critical role for DESE:

> *All evaluation systems and changes to evaluation systems shall be subject to the Department's review to ensure the systems are consistent with the Board's Principles of Evaluation.*[9]

The educator evaluation regulations apply to four educators or groups of educators:

1. Superintendents and other district administrators serving under employment contracts;

2. Principals;

3. Teachers/SISP (caseload educators); and,

4. Other administrators represented through collective bargaining.

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[8] The model evaluation for superintendents was developed by representatives of the Massachusetts Association of School Committees (MASC) and the Massachusetts Association of School Superintendents (MASS) with feedback from the two state principal associations, the Massachusetts Elementary School Principals Association (MESPA) and the Massachusetts Secondary School Administrators' Association (MSSAA).
[9] See CMR 603 35.10(1)

For each group of educators, a district has three options:

- **Adopt** – A district that adopts the DESE Model System for one or more groups of educators will be using the rubrics and protocol created by DESE without making any changes. When DESE updates the rubrics or protocol, the district will follow the implementation timeline detailed by DESE for transitioning to the new components of the model.

- **Adapt** – A district that adapts the DESE Model System for one or more groups of educators will be using the model rubrics and protocol as its starting point, then altering them in some way(s), remaining consistent with the regulatory framework.

- **Revise** – A district with an existing system for one or more groups of educators that it considers stronger than the DESE Model System may choose to revise that system to ensure alignment with all of the principles of educator evaluation detailed in the regulations.

In the case of rubrics, the regulations require that DESE assure that any alternatives to the DESE Model Rubrics are "comparably rigorous and comprehensive."[10]

Collective Bargaining

The procedures for conducting educator evaluation are a mandatory subject of collective bargaining in Massachusetts.[11] As such, all districts engage in collective bargaining in order to implement the framework for teachers, SISP and administrators represented by bargaining agents. Formal negotiations are only one step in an ongoing process of collaboration that is needed to build, monitor, update, and revise an educator evaluation process that is fair, transparent, credible, and leads to educator growth and development.

Districts approach educator evaluation differently. Some include every detail of the evaluation process in their collective bargaining agreements. Others include some aspects of the process in the contract and others in side letters or other documents. Still other districts bargain more general procedures and some of the details lie outside of formal agreements. The Model Collective Bargaining Contract Language developed by DESE contains very specific language. A district that chooses to adopt the DESE Model System adopts the contract language in its entirety. Districts may choose to adapt it to local conditions by adding, deleting and/or revising language. Still others may choose not to use the model language as a starting point. They may choose to revise their existing contract language to make sure it conforms with the regulations.

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[10] See CMR 603 35.08(2).
[11] M.G.L. c 71 s 38. See Appendix C

Technical Assistance and Professional Development

DESE works closely with Massachusetts schools and districts to learn what support is most needed for effective implementation of the educator evaluation framework. To that end, DESE continues to develop resources to support training and knowledge-building, including:

- Quick Reference Guides on critical components of the evaluation system (e.g. educator plans, the 5-Step Cycle, staff and student feedback, performance rubrics, data collection, etc.);

- Educator Evaluation in Massachusetts: The Model System is an online module that walks educators through the key components of the educator evaluation framework as articulated in the Model System, including the 5-Step Cycle, the three categories of evidence, the Standards and Indicators of Effective Practice and related model rubrics, and the process for determining performance ratings.

- Training Workshops for Teachers for non-evaluators, including an orientation and four workshop sessions designed to prepare teachers and other educators to be active participants in their evaluation;

- The T.E.E.M. (Transforming Educator Evaluation in Massachusetts) Video Series, which provides schools and districts with concrete examples of transformative evaluation systems across a diverse set of MA districts; videos highlight aspects of the 5-Step Evaluation Cycle, as well as innovative district systems that support effective evaluation implementation;

- A suite of resources to support calibration training, including OPTIC: Online Platform for Teaching and Informed Calibration, a video library of classroom instruction, and calibration training protocols; and

- Educator-developed implementation resources including S.M.A.R.T. goal protocols and evidence collection toolkits.

Districts may choose to supplement or adapt these materials to align with local priorities and local evaluation systems. DESE encourages districts to train all educators on evaluation through collaborative and transparent approaches.

Reporting Requirements and Educator Confidentiality

The regulations require districts to provide DESE with individual educator evaluation data for each educator. The regulations are explicit that educator evaluation data for each educator will not be made public. The single exception is the superintendent whose evaluation must be conducted in public and whose summative evaluation is a public document, consistent with state open meeting and public records laws. For all other educators, the regulations guarantee that any information concerning an educator's formative assessment, formative evaluation or summative evaluation is considered personnel information and is not subject to disclosure under the public records law. However, aggregate data that do not identify individual educators may be made public. Appendix D details district reporting requirements.

Implementation Recommendations and Guidance

Opportunities to Streamline

The regulations that establish the educator evaluation framework (603 CMR 35.00) lay out the major components of the evaluation process used in each district but leave room for local flexibility. This flexibility allows district leaders to consider implementation strategies that make the evaluation process both meaningful and doable, while still meeting the requirements laid out in the regulations and codified in collective bargaining agreements. The following recommended strategies support a streamlined and focused implementation approach, while keeping educator growth and development and student learning at the forefront of the evaluation process.

Widening the pool of evaluators. The educator evaluation framework calls for educators to receive ongoing, actionable feedback from trained evaluators, but this can become unwieldy if evaluators' caseloads are too large. The regulations define an evaluator as "any person designated by the superintendent"[12] and charge the superintendent with ensuring that all evaluators are trained.[13] As districts continue to explore models of distributed leadership, the broad regulatory definition of "evaluator" may be helpful in identifying additional educators to serve as evaluators. Allocating evaluator responsibilities to a wider pool of people such as other school and district administrators or teacher leaders not only lessens the burden on just one or two evaluators, but helps to ensure that individual educators have an opportunity to receive ongoing, actionable feedback on their practice.

Identifying priority Indicators or elements. The Standards and Indicators of Effective Teaching Practice and Administrative Leadership Practice, which form the basis of DESE's model rubrics, are described in the regulations.[14] Many districts find it useful to identify a subset of the elements in the model rubric as "priority" elements. By prioritizing a subset of elements, districts can establish shared expectations and supports for practice in areas aligned to school and district improvement plans, and better focus and streamline the evidence educators collect. Establishing priority elements does not mean that evaluators disregard other components of rubric.

Collecting evidence strategically. In the educator evaluation framework, evaluators make informed judgments about educator performance based on a reasonable amount of evidence related to practice in all four Standards, sufficient to support a rating in each Standard. The regulations identify the types of evidence that must be considered in the evaluation process: multiple measures of student learning, growth, and achievement; observations; artifacts of practice; and additional evidence related to one or more of the Standards, including student and staff feedback.[15] However, the amount and format of evidence is determined locally.

When determining evidence collection practices, districts should make sure that the process is helpful to both educators and evaluators; educators should benefit from reflecting on authentic artifacts of their practice, and evaluators should learn something new about the educator's practice from reviewing the collected evidence. In evidence collection, quality supersedes quantity: collecting meaningful evidence aligned to educator, school, and/or district goals and priorities contributes to a more productive dialogue and helps evaluators make informed judgments. For suggestions for streamlining and improving

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[12] 603 CMR 35.02
[13] 603 CMR 35.11
[14] 603 CMR 35.03 and 603 CMR 35.04
[15] 603 CMR 35.07

evidence collection, see [DESE's Evidence Collection Toolkit](#) and the Deep Dive: Strategic Evidence Collection embedded within each evaluation guide.

Streamlining paperwork. Paperwork and forms associated with the evaluation process should provide a meaningful way to document the educator's progress while facilitating an ongoing dialogue between educators and evaluators. The regulations do not prescribe the paperwork and forms that must be used in the evaluation process. In considering ways to streamline the evaluation system, the forms may be a useful place to start. For example, simple observation forms that provide educators with actionable, evidence-based feedback related to the district's priorities can be more effective than longer forms that encourage evaluators to comment on every aspect of the rubric, or worse, promote use of the rubric as an observation checklist. District leaders benefit from consulting educators and evaluators about the parts of the forms that they believe best promote reflection and ongoing dialogue and which do not.

Considering the granularity of educator ratings. Districts might also think about the level of granularity at which educators earn ratings. The regulations require educators to receive ratings on the four Standards, which inform an overall rating.[16] However, some districts have decided locally to determine ratings at the Indicator or even the element level. Still others provide ratings after each observation. Districts should consider the benefits and challenges of these approaches, taking into account the impact on the amount of documentation collected as part of the evaluation process.

Setting a strategic timeframe for the 5-Step Cycle. While the 5-Step Cycle is described in regulations, timelines are set locally. Thus, each district decides how to map the cycle onto the school year. Some districts have found it helpful to support educators to begin their self-assessments at the end of the school year, just after they receive their summative evaluations. This way, the feedback they receive can be a catalyst for refining or setting new student learning and professional practice goals. Moving this step to the end of the school year also ensures that educators can have their Educator Plans in place early in the following school year, thereby increasing the likelihood that educators and evaluators will have sufficient time to reflect without bumping up against the always busy opening of school.

Incorporating measures of student learning into the evaluation process

Updated in 2017, the Massachusetts educator evaluation regulations require that evaluators incorporate evidence of an educator's impact on student learning into performance ratings. For teachers, evidence of their impact on student learning informs their performance rating for Standard II: Teaching all Students. For administrators and superintendents, this evidence informs the performance rating on Standard I: Instructional Leadership. Evaluators and educators should identify the most appropriate assessments of student learning and anticipated student learning gains associated with those measures when developing the Educator Plan.

Identifying Types of Measures. Identifying appropriate measures for each educator is the first step. Evidence from the following types of assessments may be used to inform an educator's evaluation:

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[16] 603 CMR 35.08

- For educators who are responsible for content assessed by statewide testing, statewide student growth measures must be one of the measures used to determine impact on student learning.

- Other educators should use common assessments that are used across the district or multiple classrooms. Common assessments may be measures of learning, growth, or achievement. They should be comparable within grades or subjects and aligned to the MA Curriculum Frameworks or other relevant frameworks.

- For educators where no common assessments are available, they should use data from classroom assessments as evidence of impact on student learning.

- For educators not responsible for direct instruction, the appropriate measures of the educator's contribution to student learning, growth and achievement are set by the district.

Each type of assessment provides unique information that educators can use to improve practice and evaluators can use to provide educators with meaningful feedback about their impact.

Determining Anticipated Student Learning Gains. Once evaluators have selected the appropriate measures, the next step is to identify anticipated student learning gains for each measure. How much do you expect students to learn? Anticipated student learning gains are expectations for student performance on each assessment, against which actual results will be measured. While it may be challenging to determine anticipated learning gains at the beginning of the evaluation cycle, doing so sets up a richer conversation when educators and evaluators reflect on student results during the later stages of the cycle.

The relationship between the actual and anticipated gains on a given measure is ultimately what the evaluator and teacher examine when considering the educator's impact on student learning. Educators and evaluators therefore must have a shared understanding of the anticipated student learning gains associated with these measures.

- DESE determines anticipated student learning gains for statewide growth measures. Evaluators must consider student growth percentiles (SGP) for educators who have 20 or more students who have taken statewide assessments. The anticipated student learning gain associated with statewide assessments is a mean SGP between 35-65. A mean SGP of 65 or above exceeds expected growth, and a mean SGP of 35 or lower does not meet expected growth.

- Districts are responsible for determining anticipated student learning gains for common assessments. These anticipated student learning gains should be consistent across the district.

- When classroom assessments are used as evidence of an educator's impact on students, the educator and the evaluator should agree upon the anticipated learning gains.

More tips and resources for identifying appropriate measures and determining anticipated student learning gains are available on DESE's [Educator Evaluation website](#).

Important note. Evidence of student learning is just one of several types of evidence that inform an educator's evaluation. The MA framework for educator evaluation promotes a holistic, multi-dimensional view of educator performance based on multiple sources of evidence. No single type or individual piece of evidence can be the sole factor when determining a rating.

Self-Assessing the District System

The Massachusetts Educator Evaluation Framework is designed to:

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

District leaders are encouraged to reflect on and continuously improve implementation of the educator evaluation framework in order to ensure that the system is meeting these goals. To guide the continuous improvement process, district leaders may consider the following questions, recommendations, and supporting tools and resources.

Do evaluators have a shared understanding of high-quality practice and feedback?	
☐ Identify priority Indicators or elements aligned to district goals on which to focus professional development and training. ☐ Conduct calibration training of teams of evaluators in order to collectively determine key "look for's" in proficient practice as well as common expectations for the provision of feedback.	Guidance on Rubrics and Model Rubrics OPTIC: Online Platform for Teaching and Informed Calibration Calibration Video Library and Protocols
Is the educator evaluation system being used effectively to promote educator growth and development and recognize excellence?	
☐ Examine the distribution of performance ratings across the district. ☐ Survey educators to capture perceptions of and experiences with the evaluation system. ☐ Plan and implement professional development aligned to needs identified through the evaluation process.	QRG: Educator Evaluation and Professional Development
Does the educator evaluation system place student learning at the center?	
☐ Support educators and evaluators to integrate implementation of the MA Curriculum Frameworks into the evaluation process through goals, Educator Plans, evidence, observations and feedback. ☐ Support educators and evaluators to integrate evidence of student learning into the 5-Step Cycle.	QRG: Educator Evaluation and the MA Curriculum Frameworks Deep Dive: Student Learning Indicator
Is the educator evaluation system reinforcing priority initiatives and focus areas of the district?	

Do evaluators have a shared understanding of high-quality practice and feedback?	
☐ Promote school- and district-wide priorities through strategic implementation of the educator evaluation framework and aligned goals.	TEEM Video: Connecting to District Priorities

Are there aspects of the system that could be streamlined to better meet the goals?	
☐ Take stock of current forms, processes, and evidence collection expectations to identify opportunities for improvement. ☐ Explore opportunities to better distribute roles and responsibilities for supervision and evaluation.	QRG: Opportunities to Streamline On Track with Evaluator Capacity An Interactive Planning Guide for Distributed Leadership
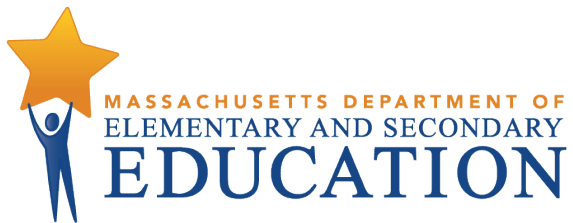
Appendices: Information & Resources to Support Effective Implementation

Appendix A. Evaluating Educators in Multiple Roles

Districts may elect, subject to their bargaining obligations, how they will choose to evaluate educators who serve in multiple roles. However, simplicity and commonsense are useful guideposts when creating sustainable evaluation systems. In many instances it would be a burden to both the educator and the district to conduct separate evaluations for each role that an educator might have in a school or district. Rather than attempt to do so, DESE suggests that the District and the Association/Union agree on the educator's primary role based on a review of the educator's course load and other assignments. Where a primary role is not suggested by such an analysis, the parties could designate a primary role, subject to confirmation by the evaluator's supervisor. Notwithstanding, districts may evaluate educators for each of their multiple roles if they so choose, subject to their collective bargaining agreements.

Whichever approach the district adopts, the role-appropriate Standards, Indicators, rubrics, and student performance measures to be used in evaluating the educator should be discussed as part of the goal-setting and plan development component in the 5-Step Evaluation Cycle, so expectations are clear and agreed upon before evaluation begins.

Example

A large high school has an educator serving in the supervisor/director role as chair of a math department of five teachers. As part of her workload, the educator also teaches two sections of math. The evaluator and educator determine her evaluation will focus on her supervisory, professional development, and team development responsibilities, and designate her department chair duties as her primary role for the purpose of evaluation. Conversely, an educator serving in the supervisor/director role in a small high school with just two math teachers (including the educator) might have a more extensive teaching load. The evaluator and educator conclude that her evaluation will focus on her teaching responsibilities, not her supervisory duties.

Alternately, subject to the requirements of the evaluation system the district adopts, the parties may determine that it is more appropriate to evaluate the educator in both her roles (supervisory and teaching). The parties could create a hybrid rubric including Standards, Indicators, elements, and/or descriptors from both the teacher rubric and the administrator rubric appropriate to the responsibilities of the educator. Should this approach be taken, the parties are advised not to increase the number of elements, but rather to select those Indicators and elements that best apply to the educator's role and responsibilities.

Appendix B. Aligning Educator Plans and the Individual Professional Development Plan

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

The regulations for license renewal (603 CMR 44.04 (1) (c)) do allow for these plans to be the same. Given the license renewal cycle is a five year period and multiple evaluation cycles will occur during that time, there can be some challenges to combining these plans. DESE has released several example forms to help bring these two plans into alignment, including a version of an Educator Plan form and an Educator Plan Addendum. If a district is interested in working with DESE to bring these two plans into greater alignment, please contact EducatorEvaluation@doe.mass.edu.

Are districts required to align approval and endorsement of IPDPs with the Evaluation Cycle?

No. However, in many cases it will make sense to do so and, where appropriate and possible, combining the two processes will reduce the administrative burden on both educators and administrators.

How can the activities in an Educator Plan count toward an Educator's IPDP?

Though governed by two different statues, 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 PD 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 35.00 (evaluation) may meet the requirements of 603 CMR 44.00 (license renewal). 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 Educator Plan may contribute to the satisfaction of the educator's PDP requirements for license renewal.

DESE recommends Educators and Evaluators:

- Use a goal setting and plan development conference at the beginning of the evaluation cycle to review and approve IPDPs and to conduct the bi-annual check-in and end of renewal cycle endorsement that are required under 603 CMR 44.00 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 35.00 to identify activities that meet the PDP requirements for license renewal under 603 CMR 44.00 and its accompanying guidelines. DESE's Educator Plan Form includes a column for educators to track activities eligible for PDPs. The Educator Plan Addendums are resources intended to guide conversations between educators and evaluators when completing Educator Plans.

Can I receive and use PDPs for attaining the professional practice goal(s) or student learning goal(s) of my Educator Plan under the 603 CMR 35.00?

If the underlying activities required to meet those goals are consistent with 603 CMR 44.00 (license renewal) and DESE's guidance on license renewal, an educator may receive PDPs for these activities. Similarly, an educator may be able to receive PDPs for the underlying activities required to attain Team Goals included in an Educator Plan under 603 CMR 35.00, if they are consistent with 603 CMR 44.00 (license renewal) and DESE's guidance on license renewal.

Appendix C. Educator Evaluation and Collective Bargaining

Excerpts from M G.L. c. 71, § 38.

The superintendent, by means of comprehensive evaluation, shall cause the performance of all teachers, principals, and administrators within the school district to be evaluated using any principles of evaluation established by the board of education pursuant to section one B of chapter sixty-nine and by such consistent, supplemental performance standards as the school committee may require, including the extent to which students assigned to such teachers and administrators satisfy student academic standards or, in the case of a special education student, the individual education plan, and the successful implementation of professional development plans required under section thirty-eight Q; provided, however, that such principles and standards be consistent with the anti-discrimination requirements of chapter one hundred and fifty-two B. The superintendent shall require the evaluation of administrators and of teachers without professional teacher status every year and shall require the evaluation of teachers with professional teacher status at least once every two years. The procedures for conducting such evaluations, but not the requirement for such evaluations, shall be subject to the collective bargaining provisions of chapter one hundred and fifty E.

Performance standards for teachers and other school district employees shall be established by the school committee upon the recommendation of the superintendent, provided that where teachers are represented for collective bargaining purposes, all teacher performance standards shall be determined as follows: The school committee and the collective bargaining representative shall undertake for a reasonable period of time to agree on teacher performance standards. Prior to said reasonable period of time, the school district shall seek a public hearing to comment on such standards. In the absence of an agreement, after such reasonable period, teacher performance standards shall be determined by binding interest arbitration. Either the school district or the teachers' collective bargaining representative may file a petition seeking arbitration with the commissioner of education. The commissioner shall forward to the parties a list of three arbitrators provided by the American Arbitration Association. The school committee and the collective bargaining representative within three days of receipt of the list from the commissioner of education shall have the right to strike one of the three arbitrators' names if they are unable to agree upon a single arbitrator from among the three. The arbitration shall be conducted in accordance with the rules of the American Arbitration Association to be consistent with the provisions of this section. In reaching a decision, the arbitrator shall seek to advance the goals of encouraging innovation in teaching and of holding teachers accountable for improving student performance. The arbitrator shall consider the particular socioeconomic conditions of the student population of the school district. Both the parties and the arbitrator may adopt performance standards established by state or national organizations. The performance standards shall be incorporated into the applicable collective bargaining agreement; provided, however, that any subsequent modification of the performance standards shall be made pursuant to the procedures set forth in this section.

Appendix D. Reporting Requirements and Educator Confidentiality

The regulations require districts to provide DESE with individual educator evaluation data for each educator. The regulations are explicit that educator evaluation data for each educator will not be made public. The single exception is the superintendent whose evaluation must be conducted in public and whose summative evaluation is a public document, consistent with state open meeting and public records laws. For all other educators, the regulations guarantee that any information concerning an educator's formative assessment, formative evaluation or summative evaluation is considered personnel information and is not subject to disclosure under the public records law. However, aggregate data that do not identify individual educators may be made public. DESE will also produce detailed collection guidance for the ongoing school year implementations.

The Massachusetts Education Personnel Identifier (MEPID) is used to uniquely identify an educator. DESE will require the following six (6) data elements for each educator MEPID:

Required Data	Data Element
District Level Educator's Professional Teacher Status Educator's professional teacher status as of the end of the school year for which evaluation ratings are being reported.	Yes, No
Overall Annual Summative Evaluation or Formative Evaluation Rating Educator's current school year overall summative evaluation rating or formative evaluation rating.	Unsatisfactory, Needs Improvement, Proficient, Exemplary
Standard (1) Evaluation Rating Educator's current school year evaluation rating on Standard (1).	Unsatisfactory, Needs Improvement, Proficient, Exemplary
Standard (2) Evaluation Rating Educator's current school year evaluation rating on Standard (2).	Unsatisfactory, Needs Improvement, Proficient, Exemplary
Standard (3) Evaluation Rating Educator's current school year evaluation rating on Standard (3).	Unsatisfactory, Needs Improvement, Proficient, Exemplary
Standard (4) Evaluation Rating Educator's current school year evaluation rating on Standard (4).	Unsatisfactory, Needs Improvement, Proficient, Exemplary