



# Educator Evaluation

TRAINING FOR FIRST YEAR EDUCATORS



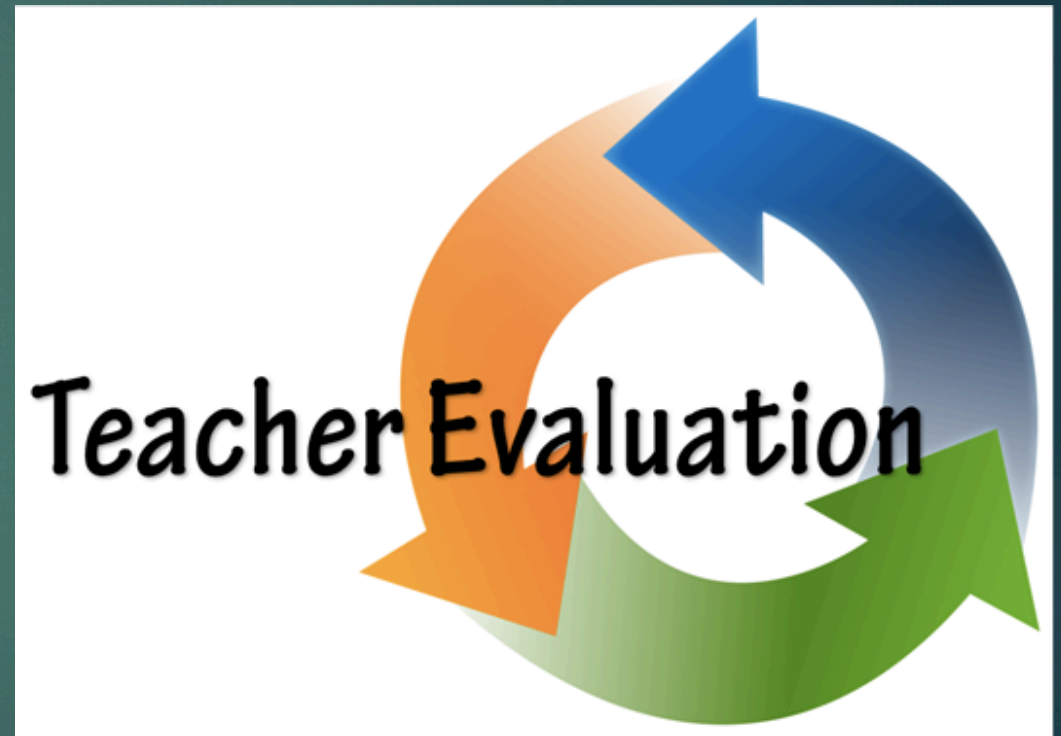
# Purpose of Evaluation

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



# Evaluation Reminders

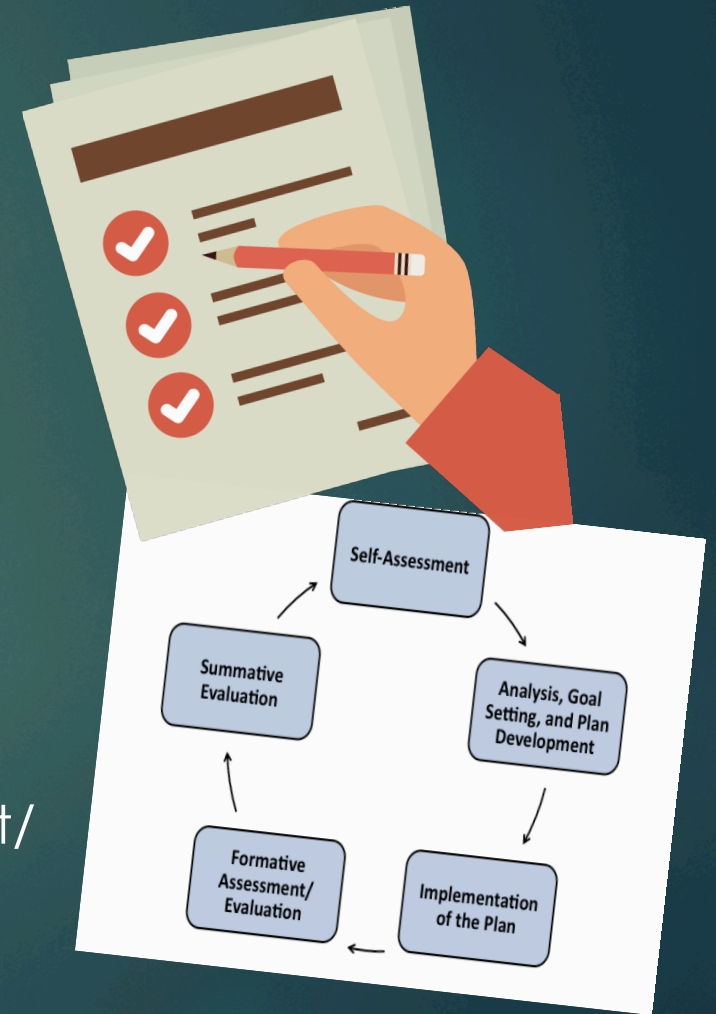
- ▶ The Educator Evaluation System will not to be used as a punitive or disciplinary measure
- ▶ The focus of the system is on continuous growth where the educator, as an active participant, works with the supervisor in a non-threatening setting
- ▶ The process is intended to lead to professional growth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





# Some Definitions

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





# Who are we talking about?

- ▶ **Teacher = Educator**

- ▶ **Classroom Teacher:** WREA educators who teach preK-12 whole classes, and teachers of special subjects such as art, music, library, and physical education. May also include special education teachers and reading specialists who teach whole classes.

- ▶ Use the Teacher Rubric to set goals, provide feedback and evaluate.

- ▶ **Caseload Educator:** WREA educators who teach or counsel individual or small groups of students through consultation with the regular classroom teacher, for example, school nurses, guidance counselors, speech and language pathologists, and some reading specialists and special education teachers.

- ▶ Use the SISP Rubric to set goals, provide feedback and evaluate.



# Evidence Used in Evaluation

- ▶ Common assessments measuring progress towards Mass Curriculum Frameworks or other student learning goals set between the educator and the evaluator
  - ▶ For Educators whose primary role is not as a classroom teacher, the appropriate measures of the Educator's contribution to student learning, growth, and achievement set by the district based on the Educator's role and responsibility
- ▶ Judgments based on observations and artifacts of practice including announced and unannounced observations of practice, that result in written feedback
- ▶ Evidence relevant to performance on the teacher rubric, progress towards professional practice and student learning goals, student and staff feedback, and other relevant evidence from any source that the Evaluator shares with the Educator



# 5-Step Cycle





# Educator Plans: Developing Educator Plan

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





# Evaluation Cycle: Self-Assessment

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



# Educator Goal Development

- ▶ Educators must consider school, grade-level, or subject-area goals when drafting their goals
  - ▶ Educators may meet with teams to consider establishing team goals.
  - ▶ To do this, the Educator fills in the **Goal Setting Form**
- ▶ For Educators on a Developing Educator Plan in their first year of practice, the Evaluator or his/her designee will meet with each Educator by **October 1<sup>st</sup>** to assist the Educator in completing the self-assessment and drafting their goals.
  - ▶ Purpose of meeting is to assist the Educator in completing the self-assessment and drafting their goals



# Evaluation Cycle: Development of the Educator Plan

- ▶ Every Educator develops an Educator Plan that includes at least one goal related to the improvement of practice and one goal for the improvement of student learning
  - ▶ The Plan outlines actions the Educator must take to attain the goals and benchmarks to assess progress
  - ▶ Use the Educator Plan Form
- ▶ Educators meet with the Evaluator by **October 15<sup>th</sup>** to draft their Educator Plan
- ▶ The Evaluator completes the Educator Plan by **November 1st**.



# Observations-New Teachers

## Educators without Professional Teacher Status (Non-PTS)

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





# Observations-PTS

## Educators with Professional Teacher Status (PTS)

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



# Observations

- ▶ The Evaluator's first observation of the Educator should take place by **November 15<sup>th</sup>**
- ▶ The minimum number of observations required by the Educator Plan should be completed by **May 15<sup>th</sup>**
  - ▶ The Evaluator may conduct additional observations after this date
- ▶ The Evaluator is not required nor expected to review all the indicators in a rubric during an observation
- ▶ All educators can respond to any observation or evaluation by using the **Educator Response form**





# Observations-Unannounced

- ▶ Unannounced observations may be in the form of partial or full-period classroom visitations, Instructional Rounds, Walkthroughs, Learning Walks, or any other means deemed useful by the Evaluator, principal, superintendent or other administrator
- ▶ The Educator will be provided with at least brief written feedback from the Evaluator within 3-5 school days of the observation
  - ▶ The written feedback needs to be delivered via TeachPoint
- ▶ Any observation or series of observations resulting in one or more standards judged to be unsatisfactory or needs improvement for the first time must be followed by at least one observation of at least 30 minutes in duration within 30 school days
- ▶ Educators must digitally sign the observation within 5 days
  - ▶ Signature of the educator does not denote agreement with the contents



# Observations-Announced

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



# Observations-Announced (Cont.)

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



# Evaluation Cycle: Formative Assessment

- ▶ The purpose for evaluation is to promote student learning, growth and achievement by providing Educators with feedback for improvement
  - ▶ Evaluators are expected to make frequent unannounced visits to classrooms
  - ▶ Evaluators are expected to give targeted constructive feedback to Educators based on their observations of practice, examination of artifacts, and analysis in relation to the Standards and Indicators of Effective Teaching Practice
- ▶ **Formative Assessment** – occurs at the mid-point of 1 year plans, but may be used at any time. The Evaluator will use the **Formative Assessment Report form**.
- ▶ The Evaluator rates goal progress, performance on Standards and Indicators of Effective Teaching Practice, or both



# Formative Assessment

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



# Evaluation Cycle: Summative Evaluation

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



# Evaluation Cycle: Summative Evaluation (Cont.)

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



# Summative Ratings

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



# Rating Chart

	Exemplary	Proficient	Needs Improvement	Unsatisfactory
<b>Standard I: Curriculum, Planning and Instruction</b> <b>(8 elements)</b>	<ul style="list-style-type: none"> <li>3 or more Exemplary ratings</li> <li>No Needs Improvement or Unsatisfactory ratings</li> </ul>	<ul style="list-style-type: none"> <li>4 or more Proficient or Exemplary ratings</li> <li>No Unsatisfactory ratings</li> </ul>	<ul style="list-style-type: none"> <li>4 or more Needs Improvement ratings</li> <li>No more than 1 Unsatisfactory rating</li> </ul>	<ul style="list-style-type: none"> <li>2 or more Unsatisfactory ratings</li> </ul>
<b>Standard II: Teaching All Students</b> <b>(8 elements)</b>	<ul style="list-style-type: none"> <li>3 or more Exemplary ratings</li> <li>No Needs Improvement or Unsatisfactory ratings</li> </ul>	<ul style="list-style-type: none"> <li>4 or more Proficient or Exemplary ratings</li> <li>No Unsatisfactory ratings</li> </ul>	<ul style="list-style-type: none"> <li>4 or more Needs Improvement ratings</li> <li>No more than 1 Unsatisfactory rating</li> </ul>	<ul style="list-style-type: none"> <li>2 or more Unsatisfactory ratings</li> </ul>
<b>Standard III: Family and Community Engagement</b> <b>(3 elements)</b>	<ul style="list-style-type: none"> <li>1 or more Exemplary rating</li> <li>No Needs Improvement or Unsatisfactory ratings</li> </ul>	<ul style="list-style-type: none"> <li>4 or more Proficient or Exemplary rating</li> <li>No Unsatisfactory ratings</li> </ul>	<ul style="list-style-type: none"> <li>2 or more Needs Improvement ratings</li> <li>No more than 1 Unsatisfactory rating</li> </ul>	<ul style="list-style-type: none"> <li>2 or more Unsatisfactory ratings</li> </ul>
<b>Standard IV: Professional Culture</b> <b>(5 elements)</b>	<ul style="list-style-type: none"> <li>2 or more Exemplary ratings</li> <li>No Needs Improvement or Unsatisfactory ratings</li> </ul>	<ul style="list-style-type: none"> <li>2 or more Proficient or Exemplary ratings</li> <li>No Unsatisfactory ratings</li> </ul>	<ul style="list-style-type: none"> <li>2 or more Needs Improvement ratings</li> <li>No more than 1 Unsatisfactory rating</li> </ul>	<ul style="list-style-type: none"> <li>2 or more Unsatisfactory ratings</li> </ul>



# Resources

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