REINVENTING EDUCATOR EVALUATION

CONNECTING PROFESSIONAL PRACTICE WITH STUDENT LEARNING

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A problem that is complex cannot be solved with a pre-packaged solution from the past.

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OVERVIEW

Educators are committed to setting high expectations for student learning. To achieve proficiency in their professional practice, they need the guidance and expertise of supervisors and peers in identifying both strengths and areas for improvement. Educators – teachers and administrators – are interested in meaningful exchanges of information about their practice. The current regulatory framework provides some meaningful guidance. However, critical elements are missing, and district implementation is uneven. This has led to cynicism among some educators about the purpose and intent of both supervision and evaluation.

In a recent survey of over 6,100 MTA members, 76 percent indicated that evaluations identify their strengths, but only 34 percent indicated that evaluations identify professional development that would improve their practice. In addition, evaluations often fail to provide an adequate record of facts for personnel decisions, such as promotion or dismissal. The survey reinforces the sense in the field that current evaluation systems often fail to provide information for continuous professional growth. Addressing these significant disconnects is a key element of the MTA plan.

The current evaluation framework needs to be reinvented because good evaluations provide good feedback, better support and better instruction, resulting in improved student learning. The MTA is actively involved in the Educator Evaluation Task Force appointed by the Department of Elementary and Secondary Education to make recommendations regarding how the state's evaluation regulatory framework should be reformed. This paper is an outgrowth of the research and discussions MTA participated in as part of that task force, but the recommendations are MTA's alone.

Teachers are critically important to the success of their students. Although everyone involved in education agrees on this point, there is also consensus that our current evaluation systems do a poor job of identifying teacher and administrator strengths and weaknesses and providing mechanisms for helping them to improve.

Many teachers contend that they are not evaluated as frequently as required by law and that when they are assessed, the process is often superficial. They complain that they are given too little helpful feedback and too few opportunities to address any problems that may be brought to light. Administrators, for their part, often complain that their workloads are too large. Many have received little or no training in how to do effective evaluations. And they contend that it is too difficult to terminate unsatisfactory teachers. The problem is circular: Terminations may be challenged because the teacher being dismissed has not been properly evaluated or given an opportunity to improve. Both sides are dissatisfied. Ultimately, it is the students who lose when the evaluation and support system breaks down.

Our goal is to break this cycle by proposing a new approach to evaluation – one that would help our schools meet crucial goals, keep promising teachers in the classroom and narrow the achievement gap. In this report, we are calling for a series of changes in the state evaluation framework that would then be incorporated into evaluation systems negotiated at the local level. It is a system that would produce real rewards for our profession and for our schools. All students deserve a high-quality education, and improving the evaluation process is a key step in the right direction.

Clearly, the situation as it exists is flawed. The MTA plan addresses this problem through a framework that evaluates both practice and practitioners using student learning and outcomes as one means to validate judgments. MCAS growth scores – along with local teacher, school and district assessments – will be used to gauge teacher and administrator performance, but not in a superficial or formulaic way proposed by some others. Instead, the MTA plan makes sense because it takes student assessment results into account as one measure among the mix that should be used in a truly effective – and truly fair – evaluation system.

How Students Benefit

The MTA plan connects the analysis of evaluation results to the goals of each educator's professional growth plan. Educators who are evaluated properly, provided with meaningful feedback about their practice and given guidance become better teachers and administrators. Students benefit when:

- Educators become proficient practitioners and stay in the district.

- Educators use measures of student learning and outcomes to guide their own professional learning.

- Teachers enhance instructional skills to address student learning needs.

- Caseload educators (for example, adjustment counselors) enhance their knowledge and skills to address students' well-being in support of learning.

- School administrators have the instructional leadership skills to establish safe, collaborative learning environments.

- District administrators have the leadership skills to ensure that resources are used to support student learning, student well-being and adult learning.

- Intervention with unsatisfactory educators results in improved performance or timely dismissal.

- District resources are expended on professional development rather than extended labor disputes.

Deficiencies in the Current System

State regulations require too many indicators.

Under current Massachusetts law and regulation, educators with Professional Teacher Status[i] are evaluated every two years and educators without PTS every year. Evaluations must include observations, and the resulting performance evaluations must address the seven *Principles of Effective Teaching* supported by 19 behavioral statements and 72 indicators.

> **Principle:** *Currency in curriculum.*
>
>> **Behavioral Statement:** *The teacher is up to date regarding curriculum content.*
>>
>>> **Indicator:** *Demonstrates a working knowledge of the core curriculum of the teacher's assignment.*

The same is true for administrators. Evaluations must address the six *Principles of Effective Administrative Leadership* supported by 23 behavioral statements and 97 indicators.

> **Principle:** *Effective instructional leadership.*
>
>> **Behavioral Statement:** *The administrator facilitates the development of a shared mission and vision.*
>>
>>> **Indicator:** *Recognizes that student learning must be the focus of all school programs and activities.*

There are too many discrete elements, and many of the indicators are neither observable nor measureable, thus making it difficult to assess whether educators are achieving them.

Evaluations are often superficial, based almost exclusively on brief classroom observations.

Current evaluation protocols are subjective judgments that rely almost exclusively on infrequent or brief formal classroom observations. In a typical school district, the veteran teacher is observed once during a two-year evaluation cycle. This may be through an announced or unannounced classroom visit. Often, the teacher finds the summative evaluation report in the school mailbox with a note to see the supervisor if he or she wishes to discuss the content; otherwise, the teacher is asked to sign the evaluation and return it to the supervisor.

A review of the collective bargaining agreements from the 10 commissioner's districts[ii] finds that all comply with current statutory and regulatory requirements. However, that does not guarantee that educators are actually evaluated as required. Significant numbers of teachers and administrators:

- Are rarely or never observed – either formally or informally.

- Are rarely or never evaluated.

- Rarely meet with a supervisor to discuss their practice as a means of improving how they work with and for students and their families.

- Consistently report ineffective or inappropriate professional development provided by their employer.

In February 2010, the Massachusetts Business Alliance for Education released a study of the Boston Public Schools evaluation system,[iii] which reports, "BPS records show that between the 2007-2008 and 2008-2009 school years, only half of all teachers had been evaluated. Even more striking, one quarter of schools did not turn in a single evaluation." An analysis of annual data for novice practitioners, who are supposed to be evaluated annually, is more dire.

- In 2007-2008, only 24 percent of teachers without PTS were evaluated. In 2008-2009, only 17 percent were evaluated.

- The BPS failed to evaluate 76 percent of novice practitioners in 2007-2008 and 83 percent in 2008-2009.

- Out of the 144 schools in Boston, 38 turned in no evaluations to the central office during this two-year period.

While the Boston public schools may have a problem with evaluating teaching staff, this problem may not be as systemic as the MBAE report implies. In a recent MTA survey[iv] of over 6,100 members, the results indicate that the vast majority of teachers are, in fact, evaluated and observed.

Survey Questions	Years of Experience		
	1-3	4-15	16+
Were you evaluated in the past two years, including having a formal feedback meeting with the supervisor and getting your evaluation prior to that meeting?	88	80.0	79
Were you formally observed during the past two years for at least one class period of 40-60 minutes?	90	78	71
Were you informally observed during the past year for at least one class period of 20-40 minutes?	72	63	60

A bigger problem, described below, is that only a minority believe that the evaluations lead to opportunities for professional growth.

Too often administrators are inadequately trained in how to conduct high-quality evaluations.

The current regulations governing administrator licensing provide minimal guidance regarding the knowledge and skills required in the areas of supervision and evaluation. 603 CMR 7.10 identifies two standards out of 36 directly related to supervision and evaluation:

- Uses effective methods of personnel selection, supervision and evaluation.

- Identifies, implements and evaluates content-based instruction based on the Massachusetts Curriculum Frameworks.

Too often administrators are responsible for evaluating too many educators.

The term "span of control" refers to the number of subordinates a supervisor is responsible for evaluating. In the past, hierarchical business organizations commonly had average spans of 1 to 4: one manager supervised four employees. However, as businesses have moved to flatten organizational structures, the average span is now closer to 1 to 10.[v]

Both the Massachusetts Elementary School Principals Association (MESPA) and the Massachusetts Secondary School Administrators Association (MSSAA) report through surveys of their members that the average span of control in schools is 1:35; the ratio is much higher in both elementary schools and urban secondary schools.

WHAT EDUCATORS SAY ABOUT EVALUATION

The MTA conducted two surveys of its members to inform the development of the MTA plan. The first was in April 2010 and the second in November 2010. The second survey explored the subject of evaluation in greater depth.

APRIL 2010 SURVEY RESULTS

From April 20 to April 29, 2010, 3,604 PreK-12 MTA members completed an online survey related to Race to the Top. Sixty-five percent are classroom teachers and 35 percent are counselors, nurses, special subject teachers, paraprofessionals or administrators. Fifty-six percent are suburban educators, 30 percent are urban and 14 percent rural. Forty-three percent are elementary, 30 percent high school and 24 percent middle school, while 3 percent work at multiple school sites or in central offices.

Elements of Teacher and Administrator Evaluation Frameworks

The overwhelming majority of respondents support the following elements as part of a teacher and administrator evaluation framework.[vi]

- Supervisor observations – 87 percent for teachers; 89 percent for administrators.

- Peer observations – 75 percent for teachers; 77 percent for administrators.

- Self-assessment – 90 percent for teachers; 86 percent for administrators.

- Evidence of reflective practice – 78 percent for teachers; 82 percent for administrators.

- Educator artifacts of practice – 67 percent for teachers.

The overwhelming majority support these additional elements as part of an administrator evaluation framework.

- Teacher assessments of administrator work – 91 percent.

- Quality of teacher evaluations – 81 percent.

- Results from surveys, Massachusetts Teaching, Learning and Leading Survey (MassTeLLS) – 80 percent.

Measures of Student Performance For Teacher and Administrator Evaluation

Teachers use a variety of assessments on a daily basis to measure student acquisition of knowledge and skills; therefore, they have great understanding of the uses and abuses of assessment data. These responses do not indicate that teachers think that measures of student performance are NOT important. They are important, but it matters what those measures are. Measures that teachers have more control over are preferred.

Most respondents agreed that the following are important elements of an evaluation system.

- Multiple measures of student performance – 89 percent for teachers; 92 percent for administrators.

- District-based teacher-created pre/post-instructional assessments – 67 percent.

- Portfolio of student work for teachers – 69 percent; portfolio of administrator work for administrators – 68 percent.

Teachers do not support the inclusion of standardized test scores:

- MCAS results – 20 percent for teachers; 25 percent for administrators.

- Standardized tests – 22 percent for teachers; 25 percent for administrators.

Uses of Evaluation Information

Survey respondents solidly support the use of teacher and administrator evaluations to inform decisions about:

- Awarding teachers PTS – 87 percent.

- Continued employment for principals – 89 percent.

- Termination decisions – 81 percent.

- Advancement on career path for teachers – 81 percent.

- Promotion for administrators – 85 percent.

- Teacher class or grade assignment – 71 percent.

- Administrator school assignment – 75 percent.

- Compensation decisions – 45 percent for teachers; 65 percent for principals.

DECEMBER 2010 SURVEY RESULTS

From November 29 to December 13, 2010, 6,189 PreK-12 MTA members participated in an online survey related to educator evaluation, and 5,127 of them completed it. Of those, 59 percent are suburban educators, 27 percent are urban and 14 percent rural. Forty-two percent are elementary, 28 percent high school and 24 percent middle school, while 6 percent work at multiple school sites or in central offices. Fifty percent teach MCAS- tested grades or subjects and 50 percent do not.

MTA respondents reported greater compliance with current evaluation regulations than did the BPS teachers cited in the MBAE report. In the MTA survey:

- 80 percent of respondents indicated they had been evaluated in the past two years.

- 76 percent had been formally observed, and 62 percent had been informally observed.

- 76 percent indicated that the evaluation process had identified their strengths as practitioners.

However, only 34 percent responded in the affirmative to the question: *Does the supervision and evaluation system identify specific professional development that would allow you to improve your practice?*

Uses of Student Learning and Outcomes

Teachers continue to support the use of multiple measures that include teacher-created tests and quizzes, classroom and school-based student projects, portfolios, performances, and district pre/post assessments.[vii]

However, a majority of teachers disagree with the inclusion of measures that are created by textbook and testing companies or the state:

- Textbook-based, publisher-created tests – 57 percent oppose, 24 percent support and 19 percent are unsure.

- State assessment annual results – e.g., MCAS, MELA-R/W, DIBELS – that would inform evaluations but not determine overall ratings – 47 percent oppose, 35 percent support and 18 percent are unsure.

- Composite Performance Index for the school – combined ELA or math performance of all students in the school currently used to judge school performance – 51 percent oppose, 26 percent support and 23 percent are unsure.

- Other standardized test results – e.g., Terra Nova, CAT, Iowa – 56 percent oppose, 18 percent support and 26 percent are not sure.

There appears to be greater support for the inclusion of measures of student growth if some standardized test results are to be used. In response to the question below, 23 percent oppose, 54 percent agree and 23 percent are unsure.

> RTTT requires evaluation systems to use multiple measures of student performance that must include student growth data as a significant factor. Please indicate if you agree, disagree or are not sure about the following student growth data proposal: <u>Three-year trends in MCAS growth scores: Changes in actual student performance from year to year, rather than comparing one class's performance to the previous class's performance.</u>

Finally, respondents were evenly split about informal documented assessments of student progress through formative assessments to be developed by DESE .

Elements of the Evaluation Framework

Respondents continue to support supervisor evaluations (90 percent), peer assistance (71 percent) and teacher artifacts (60 percent). There is also support for walk-throughs (65 percent) and instructional rounds (59 percent). Support for peer observation declined to 47 percent, with 15 percent unsure.

STANDARDS OF PROFESSIONAL PRACTICE FOR TEACHERS

The new *Standards of Professional Practice for Teachers* are adapted from the core propositions of the National Board for Professional Teaching Standards (NBPTS) and the Interstate New Teachers Assessment and Support Consortium Standards (INTASC). Teachers should be evaluated based on the degree to which their practice achieves each of these five standards.

The indicators align with both Charlotte Danielson's and Kim Marshall's teacher evaluation rubrics. These indicators describe the critical behaviors that should inform decisions about the standards. District evaluation systems may adopt these indicators or others as long as they describe essential activities related to the standards.

The standards apply to all licensed teachers – from classroom teachers to guidance counselors – but, the indicators should be adapted to the job requirements and responsibilities of the individual teacher.

STANDARD 1: HIGH EXPECTATIONS

Teachers are committed to their students and their learning.

1. Teachers plan and prepare lessons that set high expectations and make knowledge accessible for all students.

2. Teachers address individual differences among students.

3. Teachers demonstrate knowledge of how students develop and learn.

4. Teachers demonstrate cultural competence about students' family differences.

5. Teachers address their students' social, emotional and behavioral needs.

6. Teachers assist students with character development and civic responsibility.

STANDARD 2: CURRICULUM AND INSTRUCTION

Teachers know the subjects they teach and how to teach those subjects to students.

1. Teachers demonstrate mastery of content and understand its history, structure and real-world applications.

2. Teachers address gaps in skills and the preconceptions that students may bring to the subject.

3. Teachers deliver effective instruction and move fluently through a range of instructional techniques.

4. Teachers demonstrate skills in keeping students motivated, engaged and focused.

5. Teachers maintain a disciplined learning environment organized to meet instructional goals.

STANDARD 3: ASSESSMENT

Teachers are responsible for managing, monitoring and improving student learning.

1. Teachers determine students' prior knowledge and address learning gaps.

2. Teachers assess the progress of individual students as well as the whole class through formal and informal measures.

3. Teachers use multiple methods for measuring student growth, learning and understanding.

4. Teachers clearly explain student performance to parents.

STANDARD 4: REFLECTIVE PRACTICE

Teachers think systematically about their practice and learn from experience.

1. Teachers model what it means to be an educated person – they read, question, create and are willing to try new things.

2. Teachers demonstrate understanding of learning theories, instructional strategies and current issues in education.

3. Teachers critically examine their practice on a regular basis to deepen their knowledge and expand their repertoire of skills.

STANDARD 5: PROFESSIONAL RESPONSIBILITY

Teachers are members of learning communities.

1. Teachers collaborate with others to improve student learning.

2. Teachers work with other professionals on instructional policy, curriculum development or professional development.

3. Teachers evaluate school progress and allocation of resources in order to meet state and local education objectives.

4. Teachers communicate and partner with parents to engage them in their children's education.

PROPOSED REGULATORY CHANGE

- *Replace the current* Principles and Indicators of Effective Teaching *with the* Standards and Indicators of Professional Practice for Teachers.

- *All district evaluation systems must address the five standards.*

- *Districts may adopt the indicators or articulate their own if the indicators are aligned to the five standards and agreed to through collective bargaining.*

- *Districts must file their indicators with the DESE.*

APPLICATION TO DISTRICT EVALUATION SYSTEM

School committees and associations/unions must collectively bargain to determine the:

- Inclusion of the *Standards of Professional Practice* into the evaluation system.

- Adoption or adaptation of evaluation models developed, such as those by Danielson, Marshall or Jon Saphier.

- Inclusion of the indicators.

- Substitution and/or inclusion of other indicators.

STANDARDS OF PROFESSIONAL PRACTICE FOR ADMINISTRATORS

The new Massachusetts *Standards of Professional Practice for Administrators* are adapted from the Interstate School Leaders Licensure Consortium Standards (ISLLCS) and the NBPTS Core Propositions for Accomplished Educational Leaders. Administrators should be evaluated based on the degree to which their practice achieves each of these standards.

The indicators align with ISLLCS and NBPTS and Kim Marshall's administrative evaluation rubrics. These indicators describe the critical behaviors that should inform decisions about performance on the standards. District evaluation systems may adopt these indicators or others as long as they describe essential activities related to the standards.

The standards apply to all licensed administrators, from directors to superintendents; however, the indicators should be adapted to the job requirements and responsibilities of the individual administrator.

STANDARD 1: INSTRUCTIONAL LEADERSHIP

Administrators implement a clear vision and engage stakeholders so that all students are academically successful.

1. Administrators collaborate to articulate and communicate core goals informing educational programs, plans and actions.

2. Administrators implement data-informed plans that include specific objectives and strategies.

3. Administrators measure progress toward goal attainment, identify and address barriers and revise plans.

4. Administrators monitor the teaching and learning process.

5. Administrators employ supervisory and evaluation models using multiple sources of information.

6. Administrators implement pupil personnel programs to meet the needs of students and their families.

STANDARD 2: MANAGEMENT AND OPERATIONS

Administrators manage operations and resources to ensure a safe, efficient and effective learning environment.

1. Administrators employ knowledge of learning, teaching and student development to inform management decisions.

2. Administrators manage and leverage systems and processes to achieve desired results.

3. Administrators schedule instructional time and co-curricular activities to maximize student learning.

4. Administrators employ problem-solving skills to confront, manage and resolve conflict in a timely manner.

5. Administrators use effective group-processing and consensus-building skills.

STANDARD 3: FAMILY AND COMMUNITY RELATIONS

Administrators collaborate with families and community members, respond to diverse community interests and needs and mobilize community resources.

1. Administrators use community resources and external partnerships to strengthen programs and support school goals.

2. Administrators integrate community, youth and family services with school programs.

3. Administrators implement comprehensive community relations and media relations programs.

STANDARD 4: REFLECTIVE PRACTICE

Administrators demonstrate ethical, culturally proficient and reflective leadership.

1. Administrators demonstrate their understanding of leadership and the change process.

2. Administrators demonstrate interpersonal, written and verbal communications and active listening skills.

3. Administrators manage their time by prioritizing tasks and meeting deadlines.

STANDARD 5: PROFESSIONAL RESPONSIBILITY

Administrators are fair and active members of a professional learning community.

1. Administrators advocate on behalf of their schools, communities and profession.

2. Administrators support adult learning related to trends, policies, issues and potential changes in education.

3. Administrators participate in professional learning communities in the school and district and within the profession.

4. Administrators implement plans fostering adult learning.

5. Administrators ensure that the school community works within the framework of policies, laws and regulations enacted by local, state and federal authorities.

6. Administrators understand and value good employee relations and the working conditions defined in collective bargaining agreements.

PROPOSED REGULATORY CHANGES

- *Replace the current* Principles and Indicators of Effective Administrative Leadership *with the* Standards and Indicators of Professional Practice for Administrators.

- *All district evaluations for administrators must address the five standards.*

- *Districts may adopt the indicators or articulate their own if the indicators are aligned to the five standards and agreed to through collective bargaining for administrators covered by agreements.*

- *Districts must file their indicators with the DESE.*

APPLICATION TO DISTRICT EVALUATION SYSTEMS

If appropriate, school committees and associations/unions must collectively bargain the following elements:

- Inclusion of the *Standards of Professional Practice* into the evaluation system.

- Adoption or adaptation of evaluation models that align with the standards, such as Marshall's.

- Inclusion of the indicators.

- Substitution and/or inclusion of other indicators.

PERFORMANCE CATEGORIES

The Massachusetts Triangulated Standards-Based Evaluation Framework should result in educators being rated based on the Standards of Professional Practice. As a departure from current practice, in which the number of rating categories and their names are determined locally, the new framework requires that all licensed educators with and without PTS receive one of the following four ratings:

Category	Definition as Applied to Standards of Professional Practice
Exemplary	Practice is consistently and significantly above proficiency on the standard.
Proficient	Practice demonstrates skilled performance on the standard.
Needs Improvement	Practice demonstrates lack of proficiency on the standard.
Unsatisfactory	Practice demonstrates lack of competence on the standard.

PROPOSED REGULATORY CHANGE

The overall rating of educator performance shall be in four categories: exemplary, proficient, needs improvement and unsatisfactory.

District evaluation systems must incorporate these four categories to rate individual performance on each standard.

APPLICATION TO DISTRICT EVALUATION SYSTEM

School committees and associations/unions must collectively bargain to determine how to:

- Include the four rating categories for overall performance: *exemplary, proficient, needs improvement* and *unsatisfactory*.

- Determine the inclusion of the indicators.

- Identify substitute and/or additional indicators.

- Develop rubrics that articulate the specific performance for each standard at each rating.
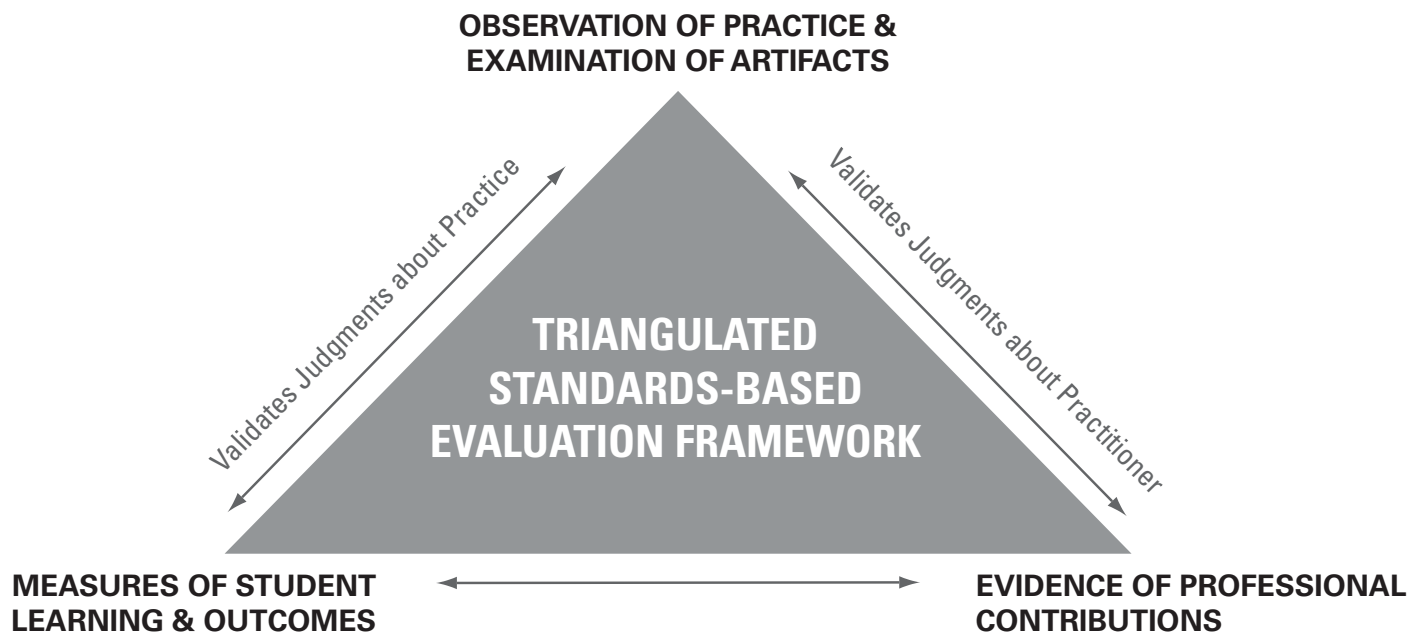
TRIANGULATED STANDARDS-BASED EVALUATION FRAMEWORK

This framework is a significant change from current practice, which involves an observation-based, subjective evaluation procedure. The MTA plan begins with observation of practice and examination of artifacts, but incorporates two more elements: validation of the initial judgment by examining measures of student learning and outcomes and assessing evidence of professional contributions. The various elements are combined effectively to create a unified system. All three elements are essential for providing educators with the information they need to grow professionally and to improve student learning.

All licensed educators will be evaluated on the five standards using a triangulated framework. The purpose of evaluation is to:

- Provide information for the continuous improvement of educator performance that directly impacts student learning and well-being.

- Create a factual record to inform personnel decisions (for example, about awarding PTS, eligibility for teacher career path roles, promotion to administrative positions, and dismissal or demotion).

Teacher & Administrator Evaluation Framework

OBSERVATION OF PRACTICE & EXAMINATION OF ARTIFACTS

Validates Judgments about Practice

Validates Judgments about Practitioner

TRIANGULATED STANDARDS-BASED EVALUATION FRAMEWORK

MEASURES OF STUDENT LEARNING & OUTCOMES

EVIDENCE OF PROFESSIONAL CONTRIBUTIONS

The entry point for this framework is the observation of practice and examination of artifacts in relation to the five standards. Key elements include:

- Self-assessment during which the educator rates his or her performance and identifies artifacts that validate the ratings.

- Observations of practice by administrators and peers using a scoring rubric related to the standards.

- Examination of artifacts of practice by administrators and peers.

To validate judgments and inform ratings for the first three standards for either teachers (High Expectations, Curriculum & Instruction, Assessment) or administrators (Instructional Leadership, Management & Operations, Family & Community Engagement), administrators, peers and educators should use measures of student learning and outcomes, including trends in MCAS growth scores, where available, and other locally agreed-upon assessments, such as district-based tests or student projects.

To validate judgments and inform ratings for the last two standards for teachers and administrators (Reflective Practice and Professional Responsibilities), administrators, peers and educators should use evidence of contributions to the school, district or the profession.

Together these three elements are combined to provide the overall evaluation of the educator based on the *Standards of Professional Practice*. This results in a rating: *exemplary, proficient, needs improvement* or *unsatisfactory*. The three factors are not separately weighted, nor are they assigned specific percentages of the overall evaluation – all are interdependent.

The overall rating determines an educator's professional growth plan or improvement plan: *proficient* or *exemplary* result in a self-determined growth plan; *needs improvement*, a directed growth plan; and *unsatisfactory*, an improvement plan.

This triangulated framework rests on the strong belief that high-quality practice leads to good student learning. The goal is to rate practitioners in a way that results in professional growth and identifies those who need more intensive intervention as well as those eligible for career advancement. The basic principle is that one measure is insufficient for formulating judgments; the more measures used, the more likely it is that the overall rating will be valid.

Statewide standards and indicators guide the process, which begins with self-assessment followed by observation of practice and examination of artifacts, such as lesson plans, Individual Education Plans, school schedules and district improvement plans. Judgments about practice are *validated* by using multiple measures of student learning and outcomes. Judgments about the practitioner are *validated* with evidence of contributions to the school, district and/or profession.

- For all licensed teachers and administrators:

  - Four performance categories: *exemplary, proficient, needs improvement, unsatisfactory.*

  - Two-year supervision and evaluation cycle for those with PTS, as per current law.

  - Annual supervision and evaluation cycle for those without PTS, as per current law.

  - Professional growth plans connected to school needs and practitioners' learning goals.

  - Improvement plans for those rated *unsatisfactory*.

- For those observing, supervising and evaluating educator practice:

  - Successful completion of DESE-approved professional development program.

  - Successful completion of performance assessment tasks.

  - Endorsement of the teacher or administrator license indicating qualifications as an evaluator.

Triangulation of Data Sources

In many places, an evaluator currently observes practice by sitting in a classroom for 40 to 45 minutes; a pre-conference and post-conference may or may not occur; the observation is written up and becomes the "evaluation." There is no requirement for the evaluator to justify the ratings or validate the judgments made during the observation process.

The underlying theory behind the MTA framework is the construct of *triangulation*, which acknowledges the richness and complexity of teaching and administrative practice by evaluating each from more than one vantage point. Multiple data sources are used to gather information about both the practice and the practitioner, including observations, artifacts, student work, teacher work, administrator work, assessment results and survey data.

The term "triangulation" comes from surveying, where locating a specific place requires at least two settings (e.g. longitude and latitude). Triangulation requires that one measure be validated by others, leading to greater confidence in the overall ratings educators receive. The different methods and measures are designed to validate one another and support the same conclusion. Educators have greater confidence in evaluation systems that reduce subjectivity.

Triangulation is used extensively in the social sciences and qualitative research. The logic behind triangulation is that no one method reveals sufficient or reliable information and that multiple data points provide richer and more accurate results. Judgments based on one method are vulnerable to erroneous conclusions, while multiple pieces of evidence using different types of data are more likely to result in valid judgments.[viii]

If the different sources of information agree under a system of triangulation, there is greater confidence that the original assessment was accurate. If the data sources differ, that triggers a need for the evaluator to assess the educator again more deeply to figure out why. Triangulation also addresses the limitations of each source of information. Judgments about practice are limited by subjectivity, while judgments based on student performance are limited by technical considerations.

Significance

Race to the Top (RTTT) requires the implementation of rigorous, transparent and fair evaluation systems that differentiate effectiveness using multiple rating categories that take into account data on student growth, defined as "the change in student achievement for an individual student between two or more points in time," as a significant factor.

In order to achieve a *proficient* rating, the educator's students (classroom teacher's total students; caseload educator's total roster; principal's total school enrollment; superintendent's total district enrollment) must achieve acceptable rates of student growth that must be determined through *multiple measures*. RTTT guidance suggests as examples, for administrators, "High school graduation rates and college enrollment rates, as well as evidence of providing supportive teaching and learning conditions, strong instructional leadership and positive family and community engagement"; and for teachers, "Multiple observation-based assessments of teacher performance ."

Unlike other states, Massachusetts resisted the urge to attach specific weight or percentage to measure student growth. The Massachusetts RTTT application uses the word *significant* without definition. To determine its meaning, we must turn to the dictionary.

The Merriam-Webster Online and Collegiate Dictionaries define *significant* as:

- *Having meaning.*

- *Having or likely to have influence or effect: important.*

- *Probably caused by something other than mere chance.*

- *Of a noticeably or measurably large amount.*

The triangulated standards-based evaluation framework uses student growth as a significant factor as one of multiple measures of performance to validate judgments made by administrators and peers through self-assessment, observations of practice and examination of artifacts.

Self-Assessment

Educator evaluation begins with self-assessment through the use of an agreed-upon instrument and process that is differentiated for classroom teachers, caseload educators and various administrators. Using a self-assessment rubric, the educator rates his or her own performance at the beginning of the year and reflects on his or her performance throughout the year. Educators clearly support the use of self-assessment; 90 percent of MTA survey respondents indicated this element is important.

We recommend the adaptation of the North Carolina self-assessment instrument, which is standards-based and provides suggested artifacts the educator might use to validate judgments.[ix] North Carolina educators have reported that the self-assessment contributes to their professional growth and is a key benefit of their new model.

The following example illustrates how a teacher may assess his or her performance at the beginning of the year on each indicator. The teacher has rated performance on this standard as *proficient* and indicated three artifacts that support this assessment.

Teachers plan and prepare lessons that make knowledge accessible and set high expectations for all students. Teachers set high expectations based on the learning standards of the curriculum frameworks and plan and prepare their lessons so that the learning needs of distinct groups of students are addressed through tiered and whole class instructional activities.			
Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
☐ Lesson plans set low expectations and include only whole class instruction.	☐ Lesson plans set moderate expectations and include whole class instruction and some tiered instruction but reasons for student grouping are unclear.	☒ Lesson plans set high expectations and whole class and tiered instruction for two distinct groups of students.	☐ Lesson plans set challenging expectations and use tiered instruction based on student readiness with some whole class activity.

Artifacts to support rating:

☒ Examples of instructional expectations.

☒ Standards-based lesson plans, unit plans.

☐ Articulation of standards-based instructional strategies.

☐ Tiered learning activities for distinct student groups based on such things as readiness, language status, interests, etc.

☒ Student work.

☐ Evidence of work with colleagues in sharing instructional practices.

Once the self-assessment was completed at the beginning of the school year, the educator would meet and discuss the results with the supervisor, peers or both.

PROPOSED REGULATORY CHANGE

Educator evaluation begins with self-assessment directly related to the five standards of practice.

The DESE will work with MassPartners for Public Schools to develop a guidance document related to a statewide self-assessment instrument for classroom teachers, caseload educators and administrators.

APPLICATION TO DISTRICT EVALUATION SYSTEM

School committees and associations/unions must collectively bargain the design and implementation of evaluation systems that begin with a self-assessment followed by a professional conversation with the educator's supervisor, peers or both.

Observation & Artifacts

Once the educator has completed the self-assessment and has had a conference with the supervisor or observer, observation of practice and examination of artifacts should occur.

Educators support supervision and evaluation of their practice based on these elements. Research finds that the systematic use of observation protocols with well-developed research-based rubrics to examine teaching has been associated with student achievement gains and helps teachers improve both their practice and effectiveness.[x]

The use of standards-based rubrics that describe the behaviors of practice in the four categories is essential to adopting protocols that define what educators need to know and be able to do to improve student learning and well-being. This is an example of such a rubric applied to one indicator under *High Expectations* for teachers and *Instructional Leadership* for administrators based on those proposed by Kim Marshall.

Sample Evaluation Rubric: Four Performance Categories – One Indicator for Teachers and One Indicator for Administrators

Standard	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard for Teachers: *High Expectations* **Indicator:** *Teachers plan and prepare lessons to set high expectations and make knowledge accessible for all students.*	Plans lessons aimed primarily at entertaining students or covering textbook chapters.	Plans lessons with unit goals in mind.	Designs lessons focused on measurable outcomes aligned with unit goals and state standards.	Designs lessons with clear, measurable goals closely aligned with standards and unit outcomes.
Standard for Administrators: *Instructional Leadership* **Indicator:** *Administrators monitor the teaching and learning process.*	Leaves teachers without clear direction on student learning outcomes for each grade level.	Refers teachers to district or national scope-and-sequence documents for curriculum direction.	Tells teachers exactly what students should know and be able to do by the end of each grade level.	Gets all teachers to buy into clear, manageable standards aligned grade-level goals with exemplars of proficient work.

Adapted from K. Marshall's rubrics for teachers and principals.[xi]

Districts must determine the specific observation protocols, rubrics, artifacts of practice and timelines for implementation through the collective bargaining process.

PROPOSED REGULATORY CHANGE

Educator evaluation includes formal and informal observations of practice and examination of artifacts using a variety of protocols agreed upon through collective bargaining at the district level. All observations of practice and examinations of artifacts must be conducted by trained administrators and/or peers.

APPLICATION TO DISTRICT EVALUATION SYSTEM

School committees and associations/unions must collectively bargain the design and implementation of evaluation systems that emphasize the importance and centrality of multiple observations of practice and examination of artifacts conducted by trained administrators and peers. The resulting evaluation system must include:

- Clear indicators aligned with the five standards.
- Scoring rubrics that clearly define the performance on each indicator for each performance category.
- A variety of observation protocols applicable to classroom teachers, caseload educators and school-based and central office administrators.

Examples of Observation Processes

- Formal Observations – at least one instructional block or one student encounter for caseload educators.
- Informal Observations – approximately 20 minutes in length.
- Learning Walks or Walk-Throughs – with specific protocols and feedback provided.
- Instructional Rounds – process for observing, discussing and analyzing teaching and learning.[xii]

Examples of Artifacts

- Teachers: lesson/unit plans, student assignments, student work: products, performances, portfolios, tests & quizzes, reports, etc.

- Caseload educator: IEPs, 504 Plans, non-confidential reports, student work if applicable.

- School administrator: school newsletters, completed evaluations, evidence of support for new and struggling teachers, educator work related to administrative coaching/supervision.

- District administrator: district professional development plan, budget, reports analyzing school performance, presentation materials for school committee meetings.

Multiple Measures of Student Learning and Outcomes

Measures of student learning and outcomes should be used to validate judgments about teachers and administrators on the first three standards of practice:

- Teachers: High Expectations, Curriculum & Instruction, and Assessment.

- Administrators: Instructional Leadership, Management & Operations, and Family & Community Relations.

Judgments of educator practice made through self-assessments, observations and artifacts must be validated by multiple measures of student learning and outcomes. A fair and transparent evaluation system must use student learning outcomes that are respected by educators. Teachers strongly believe that evaluation frameworks that include student learning and outcomes must be based on multiple measures. When surveyed, MTA members showed more support for classroom-, school- and district-based assessments than for MCAS and other standardized tests. However, when given the choice between using trends in MCAS growth scores or comparing MCAS scores from two different classes, a majority preferred the trends in growth scores. The system must be supported by research and include at least three independent metrics, such as teacher-designed tests, student projects or performances and trends in student growth on state assessments.

It is important to remember that the term "student growth" refers to more than MCAS growth scores. First, MCAS growth scores can only be calculated for 17 percent of Massachusetts educators. Other measures are clearly needed for the other 83 percent. In addition, even for those who have MCAS growth scores, multiple measures of student performance must be used for validation. Student performance measures may inform an educator's evaluation. However, the MTA plan defines the appropriate role for student learning and outcomes as validation of judgments made about practice. *High-stakes decisions about educators must not be made based on student test scores alone.*

PROPOSED REGULATORY CHANGE

Multiple measures of student learning must be used to validate the judgments about practice made by administrators and peers through their observations of practice and examination of artifacts. For any individual educator, there must be at least three distinct measures encompassing a variety of classroom, school and district assessments, as well as trends in MCAS growth scores, if applicable.

APPLICATION TO DISTRICT EVALUATION SYSTEM

School committees and associations/unions collectively bargain to identify the specific array of multiple measures of student learning and outcomes that may be used to validate judgments based on observation of practice and examination of artifacts. These must be appropriate to the specific educator.

Examples of Multiple Measures for Teachers

- District-based pre/post-assessments tied to learning standards.

- Assessment continuum: informal checks of understanding, classroom observations and discussions, tests and quizzes, academic prompts, performance tasks.

- Projects, portfolios, internships, culminating activities.

- Three-year trends in MCAS student growth scores.

Examples of Multiple Measures for Administrators

- Teacher retention rates.

- Student attendance and tardiness; dropout, graduation, promotion rates, etc.

- Participation rates in collaborative decision-making teams and committees.

- Evidence of effective support for new teachers and those on improvement plans.

- Evidence of the fair and transparent application of teacher evaluations.

- Three-year trends in MCAS student growth scores.

Evidence of Contributions to the School, District or Profession

As educators gain more experience and ability, their focus often becomes working not only with students, but also with the adults within the school community or profession. Evidence of contributions to the school, district or profession should be used to validate judgments about teachers and administrators on the Reflective Practice and Professional Responsibilities standards of practice.

The expectation for novice practitioners is to focus their attention on learning their practice. While novice practitioners can be expected to contribute to their school and district communities in certain ways, such as actively participating in grade level teams, there are other activities they may not be ready for, such as serving on a DESE advisory committee. The evaluation under this section must take experience into consideration. Veteran teachers seeking additional roles for which a rating of *exemplary* is required would be expected to make greater contributions to the school or district.

Veteran educators, especially those whose practice is rated as *exemplary*, should have made multiple contributions to the school, district or profession.

PROPOSED REGULATORY CHANGE

Evidence of the educator's contributions to the school, community and/or profession must be used to validate the judgments about the practitioner made by administrators and peers through their observation of practice and examination of artifacts.

APPLICATION TO DISTRICT EVALUATION SYSTEM

School committees and associations/unions must collectively bargain to identify the specific array of contributions to the school, district, community or profession that may be used to validate ratings the educator achieves through the evaluation process. This must include differentiated expectations for novice and veteran educators.

Examples of Contributions to the School or District

- Participating actively in grade level or subject teams.

- Conducting model lessons within the classroom.

- Producing materials, lessons or activities resulting from district/school professional development.

- Developing curriculum materials.

- Creating/leading a parent engagement program.

- Serving on a school or district committee.

Examples of Contributions to the Profession

- Attending professional association conferences and meetings.

- Serving in a leadership capacity for professional organizations.

- Serving on DESE advisory committees.

- Supervising a student teacher.

PEER ASSISTANCE AND REVIEW

One means of reducing the span of control for administrators is the introduction of a Peer Assistance and Review (PAR) program in which endorsed Peer Reviewers (PRs) address issues and concerns that are related to instructional skills.[xiii]

PAR programs will only work in those districts that have agreed upon a clear standards-based evaluation system and have positive labor-management relationships. These are complex programs that will take time to establish. In addition, the cost is estimated at $4,000-$7,000 per teacher served.[xiv] Some of this may be covered by repurposing existing professional development funding.

A PAR program is overseen by a PAR panel that consists of equal numbers of teachers and administrators, recommended by their respective unions and appointed by the superintendent. The panel would validate judgments that an educator is *unsatisfactory* and should be placed on an improvement plan or that an educator is *exemplary* and should be eligible for additional roles and responsibilities.

In general, PAR panels recruit, interview, select and evaluate teachers serving as Consulting Teachers (exemplary teachers who have been trained to be peer reviewers). The panel reviews reports submitted by principals and CTs and makes personnel recommendations related to the granting of PTS, successful completion of an improvement plan, or dismissal.

In the Novice Program, CTs provide assistance and make recommendations about novice teachers whose performance is generally above *needs improvement*. They provide ongoing support for teaching, model lessons, observe and provide feedback. They submit progress reports to the PAR panel and make recommendations regarding continued employment.

In the Intervention Program, CTs provide assistance to veteran teachers whose performance is rated as *needs improvement* or *unsatisfactory*. The CTs plan and implement an intensive program of intervention and support that includes a minimum number of formal observations, ongoing communication with the teacher, analysis of student data and demonstration lessons. The CTs also make recommendations regarding future employment.

PAR panels do not, however, make the final personnel decisions. Massachusetts law is clear in stating that principals hire and fire personnel with the superintendent's approval.

PROPOSED REGULATORY CHANGE

Define the knowledge and skills required for an endorsement to be a peer reviewer.

Create an endorsement process for teachers and administrators to add this credential to their teaching and/or administrative licenses.

APPLICATION TO DISTRICT EVALUATION SYSTEM

Should school committees and associations/union decide that a PAR program may be worthwhile for the district, all aspects of the program are subject to collective bargaining. This would include:

- Composition of the PAR Panel.
- Roles and responsibilities of PAR Panel members.
- Roles and responsibilities of Consulting Teachers.
- Selection process for Consulting Teachers.
- Procedures, process and protocols related to the Novice Program.
- Procedures, process and protocols related to the Intervention Program.
- Compensation for Consulting Teachers.
- Compensation for PAR Panel members.

Peer Assistance for Proficient and Exemplary Teachers

A second means of reducing the span of control for administrators is the introduction of peer assistance for those educators rated at *proficient* or above. Seventy-one percent of MTA survey respondents agree with receiving assistance/coaching from peers to improve practice. Peer assistants would work with their colleagues on an ongoing basis as they go through the two-year program growth cycle. The work would include:

- Discussions related to the self-assessment and the professional growth plan.

- Formal and informal observations of practice with pre/post-conferences to discuss findings recorded on the observation rubric.

- Examination of artifacts using established protocols such as *critical friends groups.*

- Examination of student work as part of a reflective practice protocol.

- Examination of student outcomes to inform instructional decision-making.

Administrators would maintain contact with teachers through informal classroom walk-throughs or engaging in instructional rounds, two less formal and less time-consuming observational practices. Administrators would make the final determination of the educator's performance ratings, which may be informed by recommendations from the peer assistant.

PROPOSED REGULATORY CHANGE

Define the knowledge and skills required for an endorsement to be a peer reviewer.

Create an endorsement process for teachers and administrators to add this credential to their teaching and/or administrative licenses.

APPLICATION TO DISTRICT EVALUATION SYSTEM

Should school committees and associations/union decide that peer assistance may be worthwhile for the district, all aspects of a program are subject to collective bargaining. This would include:

- Roles and responsibilities of peer assistants.

- Selection process for peer assistants.

- Procedures, process and protocols related to the peer assistance in the two-year professional growth cycle.

- Compensation for peer assistants.

APPLICATION TO RATING CATEGORIES

Not all educators need the same kind of monitoring, nor do administrators have the time to provide the same level of monitoring for all. To address one critical problem with current evaluation systems – the large span of control for current administrators – the application of the rating categories reduces the supervisory obligation on administrators for teachers who are *proficient* or *exemplary* and increases the administrator's supervisory obligation for teachers who are rated as *needs improvement* or *unsatisfactory*. This differentiation is designed to focus the attention of the supervisor on educators who need the most attention.

Basic application principles of the framework:

1. Differentiate supervisory function based on performance ratings.

2. Increase the number of individuals observing and judging practice through peer assistants.

3. Reduce the administrative span of control to a reasonable number.

4. Focus supervisory attention on those teachers who need it.

Overall Rating	Plan & Duration	Evaluation Protocol
Exemplary Proficient	Self-determined growth plan 2-year evaluation cycle	• Peer assistance and observation • Supervisor walk-through • Overall rating determined by supervisor
Needs Improvement	Directed growth plan Annual evaluation cycle	• Supervisor evaluation • Peer assistance and observation • PAR program if bargained at local level • Overall rating and PTS decision determined by supervisor
Unsatisfactory	Improvement plan - *Educators with PTS only* At least 1 year	• Supervisor assistance, benchmarking and evaluation • Peer assistance and observation • PAR program if bargained at local level • Decision to dismiss or renew by principal

Elements of Self-Determined Professional Growth Plan

Every educator whose evaluation results in a rating of *proficient* or *exemplary* will have a two-year self-determined professional growth plan that identifies goals and strategies or support to attain them.

Consistent with the two-year evaluation cycle, the self-determined plan describes goals to be attained over the two-year period and outlines the specific professional learning and work products that will be used to gauge goal attainment. At the end of the two-year period, the educator and the supervisor review the plan along with evidence from observations, artifacts, student learning and outcomes, other measures and contributions to the school or profession to form the summative judgment for the following evaluation cycle.

1. Goals are aligned with the evaluation standards and informed by the individual educator's needs and interests and the school goals.

2. Description of professional learning activities that may include such elements as:
   - Study group with peers.
   - Graduate level coursework.
   - Curriculum development.
   - Development and implementation of family engagement project.

3. Methods for getting feedback, such as:
   - Peer observation and feedback.
   - Critical friends group.
   - Instructional rounds.

4. Description of work products that the educator anticipates producing, such as:
   - Lessons, units of instruction.
   - Curriculum maps.
   - Reports from critical friends meetings.
   - Family engagement program materials/evaluations.

5. Timeline for plan implementation that includes continual feedback with peers or administrators or both.

Elements of Directed Professional Growth Plan

All educators without PTS and those educators with PTS whose evaluation results in a rating of *needs improvement* will have a one-year professional growth plan that identifies goals, strategies and support to attain them.

Given the one-year evaluation cycle, the directed plan describes goals to be attained over the one-year period and outlines the specific professional learning and work products that will be used to gauge goal attainment. At the end of the one-year period, the educator and the supervisor review the plan along with evidence from observations, artifacts, student learning and outcomes, other measures and contributions to the school or profession to form the summative judgment for the following evaluation cycle.

1. Goals are aligned with the evaluation standards:
   - For teachers and administrators without PTS, the goals should include the acquisition of knowledge and skills needed to become *proficient*.
   - For teachers and administrators with PTS who have been rated *needs improvement*, the goals should address the specific areas rated as *needs improvement* in order to avoid a future *unsatisfactory* rating.

2. Description of professional learning activities that may include such elements as:
   - Induction and mentoring program.
   - Graduate level coursework on new knowledge or practices.
   - Coaching sessions with peer reviewer.

3. Methods for getting feedback, such as:
   - Peer observation and feedback.
   - Formal supervisor observations.
   - Walk-throughs with feedback.
   - Meetings with peers to discuss progress and practice.

4. Description of work products that the educator anticipates producing, such as:

-   Lessons, units of instruction.
-   Curriculum maps.
-   Reports from critical friends meetings.
-   Projects and papers for graduate courses.

5. Timeline for plan implementation that includes specific dates for observations by peers and administrators, meetings with peer assistants and administrators.

Elements of Improvement Plan

An educator with PTS rated *unsatisfactory* would be placed on a one-year improvement plan. Educators without PTS rated unsatisfactory should not be rehired. Educators in this category have not demonstrated good practice through observations and artifacts that is validated by multiple measures of student performance and other performance measures.

An improvement plan defines specific standards-based goals the educator must make acceptable progress toward attaining in a 12-month period; the expectation is that the time frame begins on June 1 and ends the following May 31 to allow the district to make the statutory June 15 deadline for informing teachers about future employment.

The plan clearly describes the professional learning activities that the educator must complete and the work products that must be produced as benchmarks toward improvement and for final judgment. The plan must clearly articulate the supervisory support and assistance, along with peer assistance, that the educator will receive during this 12-month period.

At the end of the 12-month period, the educator and the supervisor will review the plan along with evidence from observations, artifacts, student outcomes, perceptual measures and contributions to the school or profession to form the summative judgment for the following evaluation cycle.

1. Goals: based on a diagnosis of the areas of unsatisfactory practice articulated in the standards and indicators.

2. Description of exactly what the educator must do in order to improve practice sufficiently to move to at least a directed growth plan.

3. Description of prescribed professional learning activities connected directly to the diagnosed areas for improvement.

4. Specific supervisory support to be provided to the educator, such as:

-   Biweekly meetings to discuss progress.
-   Biweekly observations of practice with follow up conferences.
-   Monthly review of benchmarked work products.

5. Specific peer assistance to be provided to the educator, such as:

-   Weekly observations of practice with follow-up conferences.
-   Critical friends group reviewing educator work products.

6. Description of work products that must be produced, such as:

-   Lessons, units of instruction.
-   School improvement plan and action plan.
-   Evidence of successful teacher evaluation implementation.
-   Evidence of communication and/or interaction with parents.

7. Timeline for plan implementation that outlines a week-by-week plan that includes all supervisor and/or peer observations, conferences and deadlines for benchmarked work products.

PROPOSED REGULATORY CHANGE

- *Self-determined professional growth plan is for educators rated exemplary or proficient. It is developed by the educator, monitored with peers and reviewed with the supervisor; aligned with individual and school goals.*

- *Directed professional growth plan is for educators without PTS. It is developed, monitored and reviewed by the supervisor with educator input that must include at least induction and mentoring.*

- *Directed professional growth plan is for educators with PTS rated needs improvement that is developed, monitored and reviewed by supervisor with educator input and supported with peer assistance that is aligned with individual and school goals.*

- *Improvement plan is for educators with PTS rated unsatisfactory. It defines specific goals, professional development with administrative support and interim benchmarks to gauge progress. If the educator does not make acceptable progress toward achieving the improvement plan goals after at least one year of intensive support, the educator can be dismissed or demoted.*

- *Appropriate MassTeLLS data should inform professional growth and improvement plans.*

APPLICATION TO DISTRICT EVALUATION SYSTEM

School committees and associations/unions must collectively bargain to design and implement an evaluation system that includes:

- Format, content, process and timeline for developing and implementing professional growth plans.

- Measures by which teachers and administrators will demonstrate the attainment of growth plan goals.

- Roles of administrators and peers in the development and approval of the growth plan.

- Format, content, process and timeline for developing and implementing improvement plans.

- Measures by which teachers on improvement plans must demonstrate acceptable progress toward achieving improvement plan goals.

EVALUATION CYCLE

All educators enter the evaluation cycle with a rating based on the triangulated framework.

Two-Year Cycle: Educators who have an overall rating of *proficient* or *exemplary* will develop a two-year self-determined growth plan that will be monitored by peers who will contribute to the overall summative evaluation rating at the end of a two-year cycle of formative assessments. Provided that their practice continues to be rated in one of these two categories, they continue in a two-year cycle.

Annual Cycle:

- Educators with PTS who have an overall rating of *needs improvement* will develop a one-year directed growth plan that will be monitored by administrators who will determine the overall summative evaluation rating. Educators whose performance improves will enter into the two-year cycle.

- All novice educators (teachers and administrators in their first three years of practice) will be on an annual evaluation cycle. This directed growth plan may require the completion of district induction programs, engagement in mentoring activities and other activities related to the educator's individual needs.

Improvement Plan: Educators who have an overall rating of *unsatisfactory* will be placed on a 12-month improvement plan (June 1 – May 31) that prescribes professional development, administrative support, peer assistance, required work products and benchmarks. Educators whose performance indicates significant progress toward achieving the improvement goals may either move to the annual or two-year cycle, depending on their rating. Educators who do not make significant progress may be dismissed or demoted.

All professional development completed as part of a professional growth plan or improvement plan should be applicable to the educator's Individual Professional Development Plan.
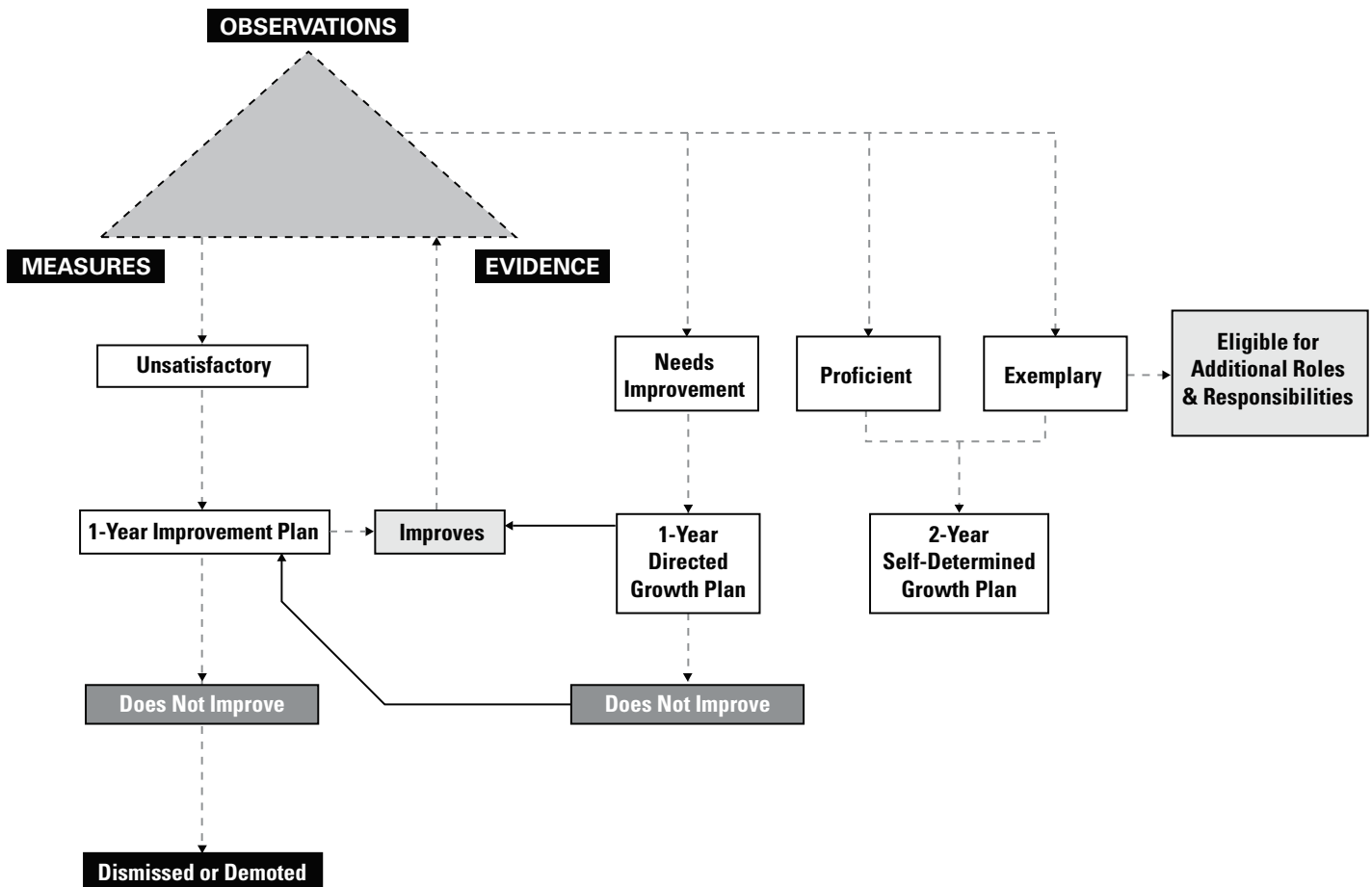
Professional Teacher Status:

To be awarded PTS, the educator must have an overall rating of *proficient*.

Additional Roles and Responsibilities for Additional Compensation:

Teachers who have an overall rating of *exemplary* are eligible to apply for Teacher Career Path positions (see Appendix D for a complete discussion). To qualify, teachers should complete a DESE-approved training program and receive an endorsement to their license indicating they are qualified to be a peer reviewer, mentor, instructional coach, etc.

Advancement into Administration:

Teachers and administrators who have an overall rating of *exemplary* are eligible to apply for administrative positions.

PROPOSED REGULATORY CHANGE

Define Teacher Career Path roles and the requisite knowledge and skills and practice-based experience required to earn an endorsement to the teaching or administrative license.

To attain PTS, the teacher must be rated as proficient.

To be eligible for teacher career path positions, the teacher must be rated exemplary.

To be eligible for administrative positions or administrative promotion, the candidate must be exemplary.

APPLICATION TO DISTRICT EVALUATION SYSTEM

School committees and associations/unions must collectively bargain to identify the Teacher Career Path positions for the district. They should develop:

- Job requirements.
- Job responsibilities.
- Compensation.

OBSERVER IDENTIFICATION

All those who are observing and/or judging teacher or administrator practice – administrators and peers – must have:

- Five years of successful teaching or administrative experience.
- A Professional License.
- Completed a DESE-approved evaluation training program.

The underlying principle is that all educators want fair and constructive evaluations performed by administrators or peers who can provide meaningful feedback. Much of the cynicism concerning this issue comes from having evaluations conducted by individuals with no knowledge or experience doing the work they are judging. Those observing and/or judging:

- Teachers must have teaching experience.
- Caseload educators, such as counselors or therapists or case managers, must have caseload experience.
- Administrators must have administrative experience.

Smaller districts may want to consider working together to create the conditions that would allow educators with similar kinds of professional experience to observe one another.

Observer Preparation

With the advent of a new evaluation framework, all those who will be observing practice, regardless of their previous experience or the licenses held, will need to earn a license endorsement that certifies the completion of a DESE-approved professional development program to:

- Learn how to observe practice.
- Develop and monitor professional growth plans or improvement plans.
- Coach adult learners effectively.
- Conduct difficult conversations about practice.

Upon completion of this program, observers must successfully complete two performance tasks to receive a license endorsement indicating they are qualified to observe and judge practice. They must:

- Pass an inter-rater reliability test observing videotaped practice.
- Develop a personal two-year professional growth plan.

PROPOSED REGULATORY CHANGE

Administrators and peers who will observe and/or judge teacher practice must have five years of teaching experience.

Administrators and peers who will observe and/or judge caseload educators' practice must have five years of caseload experience.

Administrators and peers who will observe and/or judge administrative practice must have five years of administrative experience.

Administrators and peers who will observe and/or judge practice must have a Professional license.

Administrators and peers who will observe and/or judge practice must complete a DESE-approved evaluation training program. There will be no waivers to this requirement.

Define the content and performance tasks required for all administrators and observers to be qualified to implement the new evaluation framework at the local level.

APPLICATION TO DISTRICT EVALUATION SYSTEM

School committees and associations/unions must collectively bargain the design and implementation of evaluation systems that include:

- Qualifications of supervisors and observers.
- Application process for peer assistants and consulting teachers.
- Training requirements, in addition to those mandated by the regulations.

COLLECTIVE BARGAINING

Massachusetts General Laws require that school committees and employee organizations bargain over conditions of employment, including evaluation. Chapter 71, section 38, indicates that the superintendent must" 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 … 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."

However, the procedures for conducting such evaluations, but not the requirement for such evaluations, shall be subject to the collective bargaining provisions of Chapter 150E. The law also requires that "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."[xv]

This new regulatory evaluation framework would guide the development of an Educator Evaluation System at the local level. Through negotiations, the following system elements would be determined:

- Performance indicators to be adopted that align with the five standards.
- Specific procedures related to the observations of practice and examination of artifacts.
- Specific multiple measures of student performance and growth used to judge/validate teacher ratings.
- Specific evidence of contributions to the school and the profession.
- Protocols to develop and implement two-year professional growth plans.
- Protocols to develop and implement one-year directed growth plans.
- Protocols to develop and implement one-year improvement plans.
- Timelines for observations, supervisor meetings, decisions about evaluation ratings.
- If included, details about peer assistance.
- If included, details about a PAR program.

IMPLEMENTATION

This is a complex evaluation framework, and educators will require time to understand its components and how to implement them.

During the spring of 2010, participating RTTT districts are to have a local evaluation task force review current evaluation practices and programs in relation to the newly adopted regulatory framework. We believe that some will find that they are better poised to implement this new framework.

DESE should identify the key knowledge and skills that all administrators and observers must master in order to be endorsed for this new work. DESE should then identify professional practice vendors who will provide this training over a three-year period. We estimate that approximately 8,000 administrators and teachers should be trained in this time frame.

The DESE should work with superintendents and local association/union presidents to identify those districts most likely to pilot the new framework during the 2011-12 school year. Pilot district staff will be the first to go through the training during the late spring/summer of 2011. These pilot districts should document their progress and report regularly to DESE and MassPartners about all implementation issues.

During the 2012-13 school year, additional RTTT districts will begin the transition from their current evaluation systems to systems aligned with the new framework.

Finally, during the 2013-14 school year, all districts in Massachusetts will transition to the new framework.

APPENDIX A: GLOSSARY OF TERMS

ADMINISTRATOR:

Administrator shall mean any person employed in a school district in a position requiring a license as described in 603 CMR 7.10(34) through (38) or the area of vocational education as provided in 603 CMR 4.00. Administrator roles could include principal/vice principal, superintendent/assistant superintendent, district coordinator, or program director.

ADMINISTRATOR ARTIFACTS:

Products of an administrator's practice that could include a school/district improvement plan, employee evaluations, analysis of student performance data, school schedule, school newsletter, budget documents, strategic plan, evidence of educator support/supervision, etc.

CASELOAD EDUCATOR:

An educator who serves individual or small groups of students through consultation with the regular classroom teacher – for example, special education teacher, guidance counselor or speech and language pathologist.

CASELOAD EDUCATOR ARTIFACTS:

Products of a caseload educator's practice, which could include IEPs, 504 Plans, non-confidential reports, etc.

EVALUATION:

Judgment about an educator's performance based on established criteria and protocols and focused on improvement of practice.

FORMAL OBSERVATION:

Observation of an educator's practice using established criteria and protocols, often including a pre- and post-observation conference between the educator and the supervisor.

FORMATIVE ASSESSMENT:

Evaluation meant to provide teachers with feedback on how to improve performance and what types of professional development opportunities will enhance their practice.

INFORMAL OBSERVATION:

Observation of an educator's practice that is typically unannounced, brief and not specified by an evaluation protocol.

INSTRUCTIONAL ROUNDS:

A form of classroom walk-through (adapted from the medical rounds model) that involves educators and administrators and includes protocols and processes for observing, analyzing, discussing and understanding instruction to develop knowledge and norms of practice.

OUTCOMES:

Evidence of the impact of an educator's practice, which could include demonstration of student learning or behaviors.

PEER ASSISTANCE AND REVIEW PROGRAM:

A formal program established by the district and the association/union through collective bargaining that includes a PAR Panel and peer reviewers who work with novices with proficient practice and veterans with unsatisfactory practice.

PEER ASSISTANT:

A teacher rated as *exemplary* who has been trained and endorsed by the DESE as a peer assistant who works with other teachers who are rated as *proficient* or *exemplary*.

PEER REVIEWER:

A teacher rated as *exemplary* who has been trained and endorsed by the DESE as a peer reviewer who works with other novice teachers who are rated as *proficient* or veteran teachers who are rated as unsatisfactory.

SPAN OF CONTROL:

The number of educators a supervisor is responsible for evaluating.

SELF-ASSESSMENT:

A standards-based process with rubrics on which the educator rates his/her performance at the beginning of the year and periodically through the evaluation cycle, using artifacts as evidence of self-ratings.

SIGNIFICANT:

Has a considerable, important or meaningful role in the educator's evaluation.

STUDENT GROWTH:

The change in an individual student's performance over time. Each student's change in performance is compared to the change in performance of other students who have a similar test score history ("academic peers").

SUMMATIVE EVALUATION:

Evaluation used to make overall decisions on an educator's performance and that may inform personnel decisions such as assignments, transfers, PTS or dismissal.

SUPERVISION:

The process of managing, overseeing and providing direction, support and feedback to an educator's practice.

TEACHER ARTIFACTS:

Products of a teacher's practice that could include preparation materials, lesson plans, units, instructional materials, assignments, scoring rubrics, assessments, student work, units of instruction, classroom management protocols.

TEACHER:

Educator employed in a position requiring a license as described in 603 CMR 7.06(1) through (31), 603 CMR 7.07 (1) through (3),and 603 CMR 7.11 (1) through (4) or in the area of vocational education as provided in 603 CMR 4.00. Teacher roles could include, for example, regular classroom teacher, librarian, guidance counselor or school nurse.

TRENDS IN STUDENT GROWTH:

Three years or more of student growth scores for a classroom, school or district.

TRIANGULATION:

Use of multiple sources of data to confirm and validate conclusions about an educator's practice or performance.

WALK-THROUGH/LEARNING WALK:

Short, focused and informal classroom observation by a supervisor.

APPENDIX B: RACE TO THE TOP EVALUATION REQUIREMENTS

Race to the Top (RTTT) requires a series of priorities:

- Establish clear approaches to measuring student growth and measure it for each individual student.

- Design and implement rigorous, transparent and fair evaluation systems for teachers and principals that:

  - Differentiate effectiveness using multiple rating categories that take into account data on student growth as a significant factor.

  - Are designed and developed with teacher and principal involvement.

- Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes and schools.

- Use these evaluations, at a minimum, to inform decisions regarding:

  - Developing teachers and principals, including providing relevant coaching, induction support and/or professional development.

  - Compensating, promoting and retaining teachers and principals, including providing opportunities for highly effective teachers and principals to obtain additional compensation and be given additional responsibilities.

  - Whether to grant tenure and/or full certification to teachers and principals using rigorous standards and streamlined, transparent and fair procedures.

  - Removing ineffective tenured and untenured teachers and principals after they have had ample opportunities to improve and ensuring that such decisions are made using rigorous standards and streamlined, transparent and fair procedures.

APPENDIX C: MASSACHUSETTS STATUTORY AND REGULATORY REQUIREMENTS

STATUTES: Two Massachusetts General Laws govern educator evaluation:

- Chapter 69, Section 1B, requires the Board of Elementary and Secondary Education (BESE) to:

  - Establish guidelines for systems of personnel evaluation, including teacher performance standards.

  - Encourage districts to develop programs and standards that provide for a rigorous and comprehensive evaluation process.

- Chapter 71, Section 38, goes into greater detail about educator evaluation. It requires:

  - A comprehensive evaluation system for teachers, principals and administrators using the principles established by the BESE.

  - Performance standards and procedures for those school employees represented by associations/unions that are subject to the collective bargaining provisions of Chapter 150E.

  - Evaluation of all administrators must be conducted annually.

  - All teachers without PTS to be evaluated annually.

  - All teachers with PTS to be evaluated at least once every two years.

  - Evaluation results are used to dismiss, demote or remove a teacher or administrator.

REGULATIONS: Massachusetts regulations 603 CMR 35.00 govern the evaluation of teachers and administrators and clearly indicate that:

- The *purpose of evaluation* is to provide:

  - Information for the continuous improvement of performance through an exchange of information between the person being evaluated and the evaluator.

  - A record of facts and assessments for personnel decisions.

- The *purpose of the regulations* is to:

  - Ensure every school district has a system to enhance the professionalism and accountability of teachers and administrators that will enable them to help all students to perform at high levels.

  - Define what teachers and administrators should know and be able to do.

  - Establish a rigorous and comprehensive evaluation process for teachers and administrators consistent with the *Principles of Effective Teaching* and *Principles of Effective Administrative Leadership.*

- The school committee is responsible for ensuring that adequate resources are available to evaluate all administrators and teachers and to assist them in improving their performance.

- The superintendent is responsible for ensuring that:

  - All teachers and administrators are evaluated according to statutory and regulatory requirements.

  - All evaluators are trained in the principles of supervision and evaluation and have, or have available to them, expertise in the subject matter and/or areas to be evaluated.

- The evaluator must use information from a variety of sources, including direct observation and/or other documented information.

- The evaluation results should:

  - Inform improvement plans that specify what the individual needs to do.

  - Ensure a reasonable amount of time to implement the recommendations.

INSTRUCTIONAL LEADERSHIP PATH

Instructional Leadership Teachers (ILTs) are classroom-oriented practitioners who would assume additional roles and responsibilities for additional compensation while remaining within the teaching ranks. In addition to field experience, all ILTs must successfully complete a graduate course in adult learning theory and two additional courses articulated in Table 1.

TABLE 1: INSTRUCTIONAL LEADERSHIP PATH

	INSTRUCTIONAL LEADERSHIP ROLE	COURSE WORK & FIELD EXPERIENCE
1.	**Community Liaisons** identify businesses, cultural organizations, youth agencies, and other community-based organizations with whom the schools may partner and identify other resources to support student learning. ▲	• Identification of and collaboration with community-based organizations • Grant writing skills and strategies, oral and written communication skills
2.	**Content/Instructional Coaches** guide teachers in the use of curriculum materials and instructional strategies, in addition to demonstrated expertise in the content area.	• Presentation, facilitation, coaching skills • Broad repertoire of instructional methods
3.	**Curriculum Developers** guide the development of local curriculum adoption and adaptation with state or national standards and identify appropriate instructional materials and strategies.	• Curriculum models and design • Models of teaching
4.	**Data Analysts** read and interpret a variety of indicators of student, school and district performance. ▲ ❖	• Use and analysis of multiple measures of assessment • Use of school data as a means of informing curriculum and instruction decisions
5.	**Family Engagers** work with parents and families through two-way communication between the school and home to create more home-like schools and school-like homes. ▲ ❖	• Effective engagement of parents and families from different ethnic, linguistic, cultural and socioeconomic groups • Cultural competence
6.	**Induction Leaders** plan, develop and instruct Resident Teachers through onsite seminars, workshops and courses addressing specific learning needs.	• Presentation, facilitation and coaching skills • Topics related to new teacher orientation, induction and mentoring
7.	**Mentors** observe and conference with Resident Teachers through at least their first two years of practice through frequent one-on-one or small group sessions. They also provide feedback and assistance about classroom and professional practice.	• Facilitation and coaching practices • Formative assessment strategies, classroom observation techniques
8.	**New Teacher Developers** work with pre-service teachers completing their field experience by making connections between classroom observations and the content of teacher preparation program courses.	• Facilitation and coaching practices with new educators • Connection of PreK-12 practice with teacher preparation program requirements
9.	**Peer Assistants** provide intense one-on-one support to veteran educators identified as needing assistance in improving their practice.	• Facilitation and coaching practices with veteran educators • Formative assessment strategies, classroom observation techniques
10.	**Staff Developers** plan, develop and present professional learning experiences based on identified needs. ❖	• Development of adult learning experiences • Presentation, facilitation and coaching skills
	▲ *Role included in School Principal preparation.* ❖ *Role included in School Superintendent preparation.*	

EDUCATION MANAGEMENT PATH

Education Managers (EMs) are systems-oriented practitioners who take on additional roles and responsibilities related to school operations. Some may stay within the teaching ranks, while others may become full-time managers. Some roles may be needed at the school level, others at the district level, and some at both. In addition to the field experience, all EMs must successfully complete a graduate course in systems management and two additional courses articulated in Table 2.

TABLE 2: EDUCATION MANAGEMENT PATH

	EDUCATION MANAGEMENT ROLE	COURSE WORK & FIELD EXPERIENCE
1.	**Academic Deans:** lead, manage and develop the department to ensure it achieves and maintains the highest possible standards of excellence in all its activities; forecast personnel needs and organize hiring procedures; recruit teachers and paraprofessionals; develop orientation to the curriculum and school; plan for content and pedagogy professional development with input from staff; and oversee textbook and instructional materials selection and adoption. ▲ ❖	• Curriculum models, instructional methods and assessment strategies • Human resources management, professional development and program evaluation
2.	**Athletic Directors:** provide guidance and direction for a school's sports programs; prepare a budget and allocate spending on items like coach's salaries, team travel, equipment purchases, and facility upkeep; work with coaches and leagues to determine scheduling of games and practices; and work with teachers and managers to ensure student athletes are academically eligible for a given sport.	• Intramural and intercollegiate athletic activities planning, publicity and implementation • Budget development • Supervision of coaches
3.	**Budget Developers:** identify budget objectives and factors external and internal to the school that are likely to have the greatest impact on the school budget, including the impact of state/federal mandates or changes in student enrollment; create a budget development calendar; construct the school budget with supporting data; present a recommended budget to decision-makers; and manage budget expenditures and reporting requirements. ▲ ❖	• Financial planning and management methods, accounting systems, purchasing and budget development and monitoring • Municipal and state finance laws and regulations
4.	**Deans of Students:** promote positive school attendance, school safety, student behavior and violence prevention; plan, develop and coordinate school safety and violence prevention programs and activities; maintain positive student behavior management system; communicate with the home about positive and negative student performance; engage teachers and coaches in developing positive school climate programs; and collaborate with social service and criminal justice agencies. ▲	• State and federal laws and regulations related to student behavior management • Violence prevention programs, family involvement practices, social services and criminal justice agency engagement • School climate and cultural competence
5.	**Evaluators:** conduct both formative performance assessments and summative evaluations; assemble data and information collected about a teacher, paraprofessional or administrator; analyze them and make judgments as to whether that educator's performance level meets the pre-specified standards; prepare a summary report and write recommendations; provide feedback directly to the educator. ▲ ❖	• Adult learning theory • Formative assessment and summative evaluation, observation techniques, coaching practices • Oral and written communication regarding job performance
6.	**Plant Managers:** maintain a clean and environmentally safe school plant; promote acceptable use policies, standards and practices that include appropriate classroom, laboratory, and communications equipment; oversee effective day-to-day operations; ensure that the school complies with state and federal legislation regarding education and educational facilities; develop emergencies plans for school evacuations and lockdowns. ▲	• Municipal, state and federal workplace environment laws and regulations • Facilities use management, school safety practices and maintenance management
7.	**Public Relations Specialists:** understands the process and value of internal land external communications; engages parents and community groups in supportive activities; partners with business organizations in support of school projects and activities. ❖	• Municipal and state laws and regulations regarding open meetings and public records • Media strategy development, oral and written communication skills • Family involvement and business community engagement
	▲ *Role included in School Principal preparation.*　❖ *Role included in School Superintendent preparation.*	

EDUCATION MANAGEMENT ROLE	COURSE WORK & FIELD EXPERIENCE
8. **Schedulers**: develop school schedules using appropriate software packages for the school level; engage teachers, paraprofessionals and leaders in decision making related to effective use of school time and facilities; oversee the preparation and distribution of student and teacher schedules; oversee the preparation and distribution of student report cards and progress reports; train teachers in grading procedures and use of software applications. ▲	• State and federal laws and regulations and school board policies and practices regarding time on learning • School administrative software packages, school schedule development • Two-way communication skills
9. **Special Education Case Managers:** oversee the development and implementation of Individual Education Plans (IEPs) and 504 Plans; schedule student testing and follow-up conferences with parents and teachers; communicate with social service and medical agencies regarding student needs; manage the writing of IEPs and 504 Plans; train teachers and paraprofessionals in making the prescribed accommodations; and conduct team meetings.	• State and federal laws and regulations related to students with disabilities • IEP and 504 plan development, two-way communication skills with family and educators • Social services and medical agency engagement
	▲ *Role included in School Principal preparation.* ❖ *Role included in School Superintendent preparation.*

ENDNOTES

i   Teachers, school librarians, school adjustment counselors, school nurses, school social workers and school psychologists earn Professional Teacher Status after three consecutive years of employment. PTS ensures that dismissal may only result from just cause and that due process rights are protected. (MGL, Chapter 71, sections 41 and 42)

ii   Boston, Brockton, Fall River, Holyoke, Lawrence, Lynn, Lowell, New Bedford, Springfield, and Worcester.

iii   Cohen, E. (2010). Human capital in Boston public schools: Rethinking how to attract, develop and retain effective teachers. Washington: National Council on Teacher Quality. Retrieved on November 16, 2010, at www.nctq.org/p/publications/docs/nctq_boston_human_capital.pdf

iv   This survey was conducted from November 29 through December 13, 2010. It was the second of two MTA member surveys that asked questions pertaining to evaluations.

v   See "span of control" at Wikipedia for a complete discussion. http://en.wikipedia.org/wiki/Span_of_control. Hattrup, G. (1993). How to establish the proper span of control for managers. Industrial Management. Retrieved on December 1, 2010, at http://www.allbusiness.com/management/412518-1.html

vi   Respondents were asked to rate each element as very important, somewhat important, not sure, somewhat unimportant or not important. Very and somewhat important responses were aggregated as important, as were somewhat unimportant and unimportant aggregated as not important.

vii   For each item, respondents were asked if they agree, disagree or were not sure.

viii   For a complete discussion of triangulation, see Patton, M.Q. (1999). Enhancing the quality and credibility of qualitative analysis. Health Services Research, 34.5, Part II, 1188-1208. Retrieved November 15, 2010, at www.ncbi.nlm.nih.gov/pmc/articles/PMC1089059/pdf/hsresearch00022-0112.pdf

ix   North Carolina Teacher Evaluation Process. Retrieved November 20, 2010, at www.ncpublicschools.org/docs/profdev/training/teacher/teacher-eval.pdf; North Carolina Principal and Assistant Principal Evaluation Process, www.ncpublicschools.org/docs/profdev/training/principal/evaluationprocess.pdf; North Carolina Superintendent Evaluation Process, www.ncpublicschools.org/docs/profdev/training/superintendent/eval-manual.pdf; North Carolina Central Office Personnel Evaluation Process, www.ncpublicschools.org/docs/profdev/training/superintendent/central-office.pdf

x   Darling-Hammond, L. (2010). Recognizing and developing effective teaching: What policymakers should know and do. Washington: Partnership for Teacher Quality. Retrieved online November 15, 2010, at www.aacte.org

xi   Marshall, K. (2009). Teacher evaluation rubrics, retrieved on December 8, 2010 at http://www.elmle.org/2009Resources/marshall/revised%20rubrics.pdf; Principal evaluation rubrics, retrieved on December 8, 2010, at http://www.thirdmilegroup.com/resources/Sample+Prin+Eval+Rubrics+Jan+10.pdf

xii   City, E.A., Elmore, R.F., Fiarman, S.E., and Teitel, L. (2009). Instructional rounds in education: A network approach to improving teaching and learning. Cambridge: Harvard University Press.

xiii   Johnson, S.M., Papay, J.P., Fiarman, S.E., Munger, M.S., & Qazilbash, E. (2010). Teacher to teacher: Realizing the potential of peer assistance and review. Washington: Center for American Progress. Montgomery County Public Schools Teacher Level Professional Growth Handbook, working draft, 2008-09.

xiv   Johnson, S.M.et.al.

xv   See Appendix B: Statutory and Regulatory Requirements for more information regarding collective bargaining and evaluation.

Paul Toner, *President*

Timothy Sullivan, *Vice President*

Ann Clarke, *Executive Director-Treasurer*

ABOUT THE MASSACHUSETTS TEACHERS ASSOCIATION

The Massachusetts Teachers Association is a member-driven organization, governed by democratic principles, that accepts and supports the interdependence of professionalism and unionism. The MTA promotes the use of its members' collective power to advance their professional and economic interests. The MTA is committed to human and civil rights and advocates for quality public education in which lifelong learning and innovation flourish. The MTA is the 107,000-member state affiliate of the National Education Association.

ABOUT THE CENTER FOR EDUCATION POLICY AND PRACTICE

The Center for Education Policy and Practice, as a division of the MTA, works with local associations, other education professional associations and public- and private-sector organizations interested in framing and advancing education policy issues. CEPP engages in work covering four broad areas.

1) Influence educational policy through collaborative discussions with members of the Board of Elementary and Secondary Education, the commissioner of elementary and secondary education, the governor's education advisors, the House and Senate chairpersons of the education committee and leaders of professional education associations.

2) Inform, educate and improve the understanding of educational issues related to school reform, school improvement, educator preparation, evaluation and retention.

3) Improve practice for teachers, administrators and paraprofessionals through a range of staff development programs.

4) Collaborate with MTA divisions and local association leaders to ensure that teaching and learning focused on student achievement and school improvement become a collective bargaining goal.

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