

# EDUCATOR EVALUATION FRAMEWORK OVERVIEW

A Transformational Partnership Between the  
Franklin School Committee,  
Franklin Educator's Association and Franklin  
Schools Administration

# Introduction

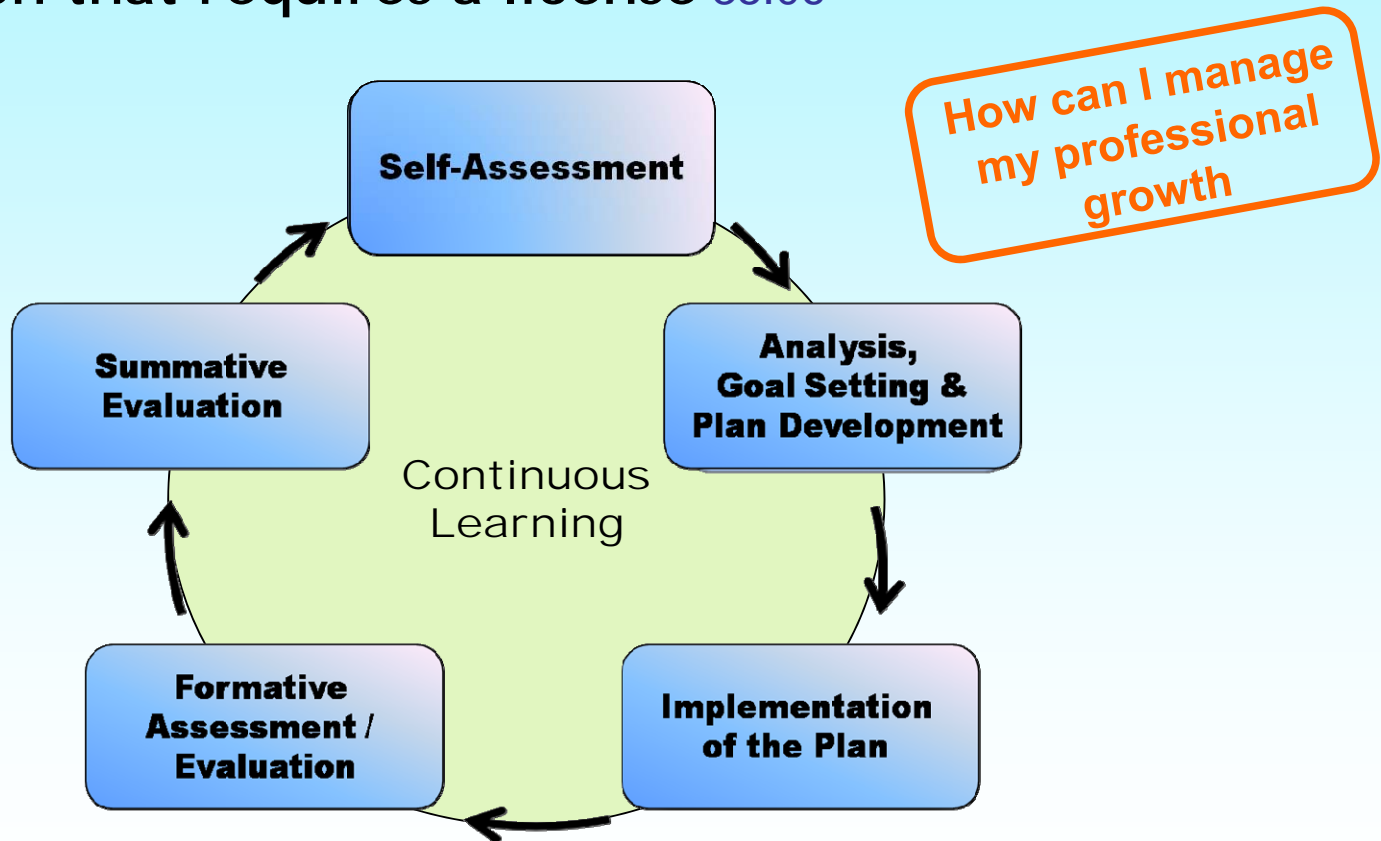
- Goals of New Educator Evaluation System
  - 5 Step cycle for all educators that facilitates continuous learning
  - Fosters Labor/Management Collaboration
  - Empowers teachers/teams to design individual growth plan(s) to inform instruction

# Why Is This Change Transformational?

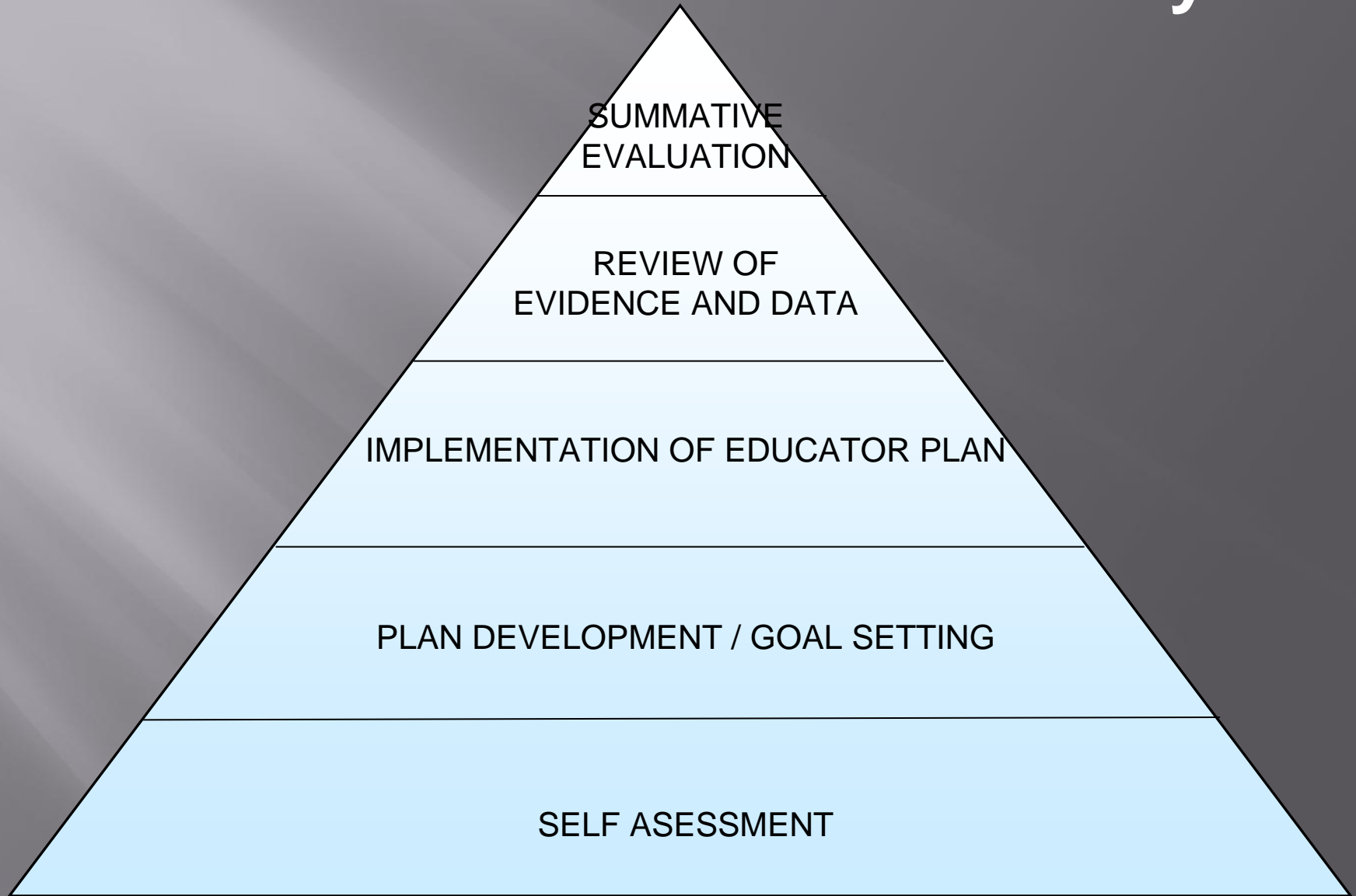
- ▣ Effective Teachers and Leaders Matter
  - No other school based factor has a greater influence on student achievement as school leadership and effective teachers (Darling-Hammond, 2008)
  - Effective leaders create the conditions that enable teachers to be effective in fostering the climate for student learning
  - Historically evaluation systems focused on the teacher on not on student learning outcomes

# A Culture of Continuous Learning

5-Step Evaluation Cycle for all educators serving in a position that requires a license 35.06



# Evaluation Process Summary



# 2011–2012 Requirements

- All educators and supervisors will complete Self-Assessment
- All educators and supervisors will develop an Educator Plan that outlines 2 goals
  - Student Learning Goal
  - Educator Professional Practice Goal
  - Identify Actions to Achieve Goals
    - Observations (products of practice)
    - Formative Assessment Data
    - Summative Evaluation

# Step 1 / Self-Assessment

## 603 CMR 35.02 (2) (a)

- Required by all personnel / 2 Requirements for goal setting:
- **Professional practice self-assessment**
  - Using performance standards (rubrics) develop goal(s) to inform professional practice
- **Student learning self-assessment**
  - Using evidence to analyze student performance
  - Develop goal(s), using evidence to improve student outcomes

# Goal Setting

## 603 CMR 35.06 (a-c)

- All educators must develop at least:
  - *One goal for student learning, growth and achievement*
  - *One goal to inform professional practice*
- Each Educator and Evaluator **must consider** team, grade or department goals
- Educator proposes goals; supervisor determines goals



# Two Types of Goals

## 603 CMR 35.02

- **Student Learning Goals:**  
“specified improvement in student learning, growth and achievement”
- **Professional Practice Goals:**  
“educator practice as measured in relation to performance standards and indicators

# Goal Setting/ SMART GOALS

- ▣ Goals should be
  - Specific and Strategic
  - Measureable
  - Action Oriented
  - Realistic and Results Oriented
  - Time –bound and Tracked

*Failure is Not An Option (p.91) by Blankstein, 2004*

# Example of Typical Goal (Team Goal/ Focus: Student Learning)

100% of students will advance a reading level as measured by reading comprehension scores.

Is this goal **S**pecific, **M**easureable, **A**ction-oriented, **R**ealistic/Results oriented and **T**ime-bound ?

DESE sample

# SMART Goal Revision

100% of grade eight team's students will advance 1-2 reading levels by the end of the first semester, as measured by the reading comprehension scores on DRA-2, so that by the end of the 2011-2012 school year all students have advanced 2 or more reading levels in reading comprehension.

DESE sample

## DESE Example #2 (Team Goal/ Professional Practice)

The grade four team will create reading comprehension formative assessments and analyze formative data.

# SMART Goal/ Mastery Goal

Beginning in September, the grade four team will create monthly, reading comprehension formative assessments so that 100% of the teachers are using the assessments monthly, analyzing the resulting formative data to inform instruction based on the student outcomes.

DESE sample

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

I. Curriculum, Planning, & Assessment	II. Teaching All Students	III. Family & Community Engagement	IV. Professional Culture
<b>A. Curriculum and Planning</b> i. Alignment ii. Knowledge iii. Higher-Order Thinking  <b>B. Assessment</b> i. Assessment Design ii. Application to Instruction  <b>C. Analysis</b> i. Analysis ii. Feedback	<b>A. Instruction</b> i. Student Engagement ii. Differentiation iii. Learning Expectations iv. Clarity v. Materials vi. Responsiveness vii. Connections  <b>B. Learning Environment</b> i. Relationships ii. Social-Emotional Growth iii. Routines iv. Physical Environment v. Behavior Management  <b>C. Cultural Proficiency</b> i. Advocacy ii. Diversity iii. Perspectives  <b>D. Expectations</b> i. Mindset ii. Student Support iii. Student Ownership	<b>A. Engagement</b> i. Outreach ii. Cultural Sensitivity iii. Community Resources  <b>B. Collaboration</b> i. Academic Involvement  <b>C. Communication</b> i. Frequency ii. Reporting iii. Response to Families	<b>A. Reflection</b> i. Reflection ii. Goal-setting  <b>B. Professional Growth</b> i. Professional Growth ii. Expanding Expertise  <b>C. Collaboration</b> i. Collaboration  <b>D. Decision-making</b> i. Leadership  <b>E. Shared Responsibility</b> i. Enrichment ii. Collaborative Practices  <b>F. Professional Responsibilities</b> i. Attendance ii. Judgment

## Standards and Indicators for Effective Administrative Leadership: Rubric Outline

I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
<b>A. Curriculum</b> i. Student Targets ii. Curriculum  <b>B. Instruction</b> i. Alignment ii. Pedagogy iii. Follow-up  <b>C. Assessment</b> i. Interims ii. Analysis  <b>D. Evaluation</b> i. Supervision ii. Observation iii. Ratings iv. Quality of Feedback for Improvement  <b>E. Data-informed Decision-making</b> i. Strategic Planning ii. Monitoring	<b>A. Environment</b> i. Student Discipline ii. Transitions iii. Cleanliness & Safety  <b>B. Human Resources Management &amp; Development</b> i. Hiring & Recruitment ii. Development iii. Team Culture iv. Shared Leadership  <b>C. Scheduling &amp; Management Information Systems</b> i. Planning & Efficiency ii. Scheduling Team Time iii. Macro Strategies  <b>D. Laws, Ethics, &amp; Policies</b> i. Compliance ii. Bureaucracy Management  <b>E. Fiscal Systems</b> i. Fiscal Systems	<b>A. Engagement</b> i. Family Engagement  <b>B. Sharing Responsibility</b> i. Student Support ii. Outreach  <b>C. Communication</b> i. Frequency ii. Communication Strategies iii. Cultural Sensitivity  <b>D. Family Concerns</b> i. Response to Families	<b>A. Commitment to High Standards</b> i. Meetings ii. Teams iii. Staff Support  <b>B. Cultural Proficiency</b> i. Perspectives  <b>C. Communication</b> i. School-Wide Goals ii. Publicity and School Pride  <b>D. Continuous Learning</b> i. Reflective Practice ii. Development iii. Staff Empowerment  <b>E. Shared Vision</b> i. Shared Vision ii. Relationship Building iii. Transparency & Involvement  <b>F. Managing Conflict</b> i. Managing Conflict



# What Evidence Contributes to the Educator's Evaluation ?

- ▣ Progress on Achieving Mastery Goals
  - Student Learning
  - Professional Practice
  - Achievement data, portfolio of student work, capstone projects, lesson plans, artifacts such as meeting minutes.
- ▣ Products of Practice and Evidence of Student Learning
  - Assessed on 4 Standards
  - Data on *Multiple Measures* of Student Learning
  - *Multiple Measures* Timeline 2015

# How Will Educators Be Rated

- ▣ Educators rated on each standard and receive an overall summative performance rating
- ▣ Formative Assessment
  - On going assessment through conversations with supervisor, review of evidence and re-assessment of goals and progress
  - Informs educational growth plan
- ▣ Evaluative Ratings
  - Exemplary
  - Proficient
  - Needs Improvement
  - Unsatisfactory

# Summative Evaluation

- ▣ Summative formerly known as final evaluation
- ▣ Review of all data and an assessment of educator's impact on student outcomes and learning
- ▣ Evaluation data is used to inform personnel actions (i.e. PTS/Non-renewal)
- ▣ Summative evaluation/rating determines the type and duration of the *Educator Plan*
  - Exemplary/Proficient- two year growth plan
  - NI/Unsatisfactory- shorter more prescriptive intervention plan

# 2011-2012 Implementation

- ▣ Meeting with FEA Leadership, Administration and Staff
- ▣ All Personnel Completed Self-Assessment and Development 2 SMART goals
- ▣ All administration will be evaluated 2011-2012
- ▣ 120 Teacher Volunteers / All Disciplines
- ▣ School Committee, FEA and administration team training opportunity Winter 2012
- ▣ Interest-based Bargaining

# How is the School Committee Involved?

- ▣ Commitment to engage in Interest-Based, Collaborative Bargaining
- ▣ Opportunity to engage with FEA to create a win-win-win for students, personnel and community members
- ▣ Opportunity to establish process for continuous problem solving through joint decision-making

# Next Steps

- ▣ Teachers will consult with principals and review evidence and discuss process at building level
- ▣ District team will continue to meet with DESE as part of pilot program
- ▣ School Committee, FEA and administration will discuss impact and develop contract language as we transition to full implementation
- ▣ Training on IBB and through ACCEPT Collaborative

THANK YOU

Questions/Comments