Educator Evaluation e-Newsletter

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

EDUCATOR EFFECTIVENESS

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Implementation Spotlight: Evidence Collection

Evidence collection is a critical opportunity for educators to provide evaluators with a representative picture of their practice. When done well, this process will support educators to reflect on their performance and progress.

In the first years of implementation, questions about the evidence collection process are to be expected. How much is enough? What should be included? The surest way to resolve questions is for districts to engage their administrators and teachers in establishing and communicating clear expectations for evidence collection that will result in a meaningful and informative experience for both educators and evaluators, rather than a compliance exercise.

Best Practices for Schools and Districts. The following strategies will help districts set clear expectations for evidence collection.

- ✓ Develop a list of suggested artifacts related to specific Standards, Indicators, or elements of the district's performance rubrics.
- ✓ Collect artifacts to use as a resource for calibrating expectations and analysis of evidence across evaluators and share these examples/exemplars with educators and evaluators.
- ✓ Determine where and how evidence will be stored and for what length of time.
- ✓ Ensure that evaluators' expectations regarding evidence collection are consistent within and across schools. Districts should provide guidance on questions such as:
  1. Are educators expected to provide evidence on specific Standards, Indicators, and/or elements? If so, which?
  2. Are there required minimums/maximums for the number of pieces of evidence?
  3. What are the "must-haves," i.e., those pieces of evidence that all educators must submit?
  4. Will educators be expected to provide a summary or analysis of their evidence, either for individual pieces or for a collection?
  5. When and how should educators submit evidence to their evaluators?

Suggested Tips & Strategies for Educators.

- ✓ Try to select evidence that demonstrates practice connected to multiple areas of the performance rubric.
- ✓ Evidence should include artifacts of the work you are already doing, not manufactured or created to meet requirements.
- ✓ Focus on going from "evidence to rubric," not "rubric to evidence." Rather than searching for a piece of evidence to demonstrate your practice on a particular area of the rubric, first select high quality pieces of evidence that are a good reflection of your performance, then identify the Standard(s), Indicator(s), and/or element(s) to which they connect.

How Are We Doing?

Share your feedback about the Educator Evaluation e-Newsletter! Please complete this quick survey (2-3 minutes) to let us know how useful you find the newsletter and ways we can improve it.

You can take the survey here: http://www.surveygizmo.com/s3/1451425/Educator-Evaluation-e-Newsletter-Feedback.

New Resources Available

- **Using Current Assessments in District-Determined Measures: Leveraging the Curriculum-Embedded Performance Assessments From the Model Curriculum Units**

- *New Webinar Added—*DDMs and Assessment Literacy Webinar 7: Ramping up for Next Year: Strategies for Using Current Assessments in DDMs. Register **here**.

- Recording of Part 6 of the DDM and Assessment Literacy Webinar Series. Download **here**.

- **New Quick Reference Guide: Educator Evaluation & the MA Curriculum Frameworks**

- **Examples of Aligned Activities: Educator Evaluation & the MA Curriculum Frameworks**

- **Guidance on Using EWIS Data in Educator Evaluation**

- ✓ When developing your educator plan, make notes about what kinds of evidence will demonstrate progress toward your goals.
- ✓ Create a folder (electronic or paper) to collect your evidence throughout the year, so you do not need to sift through a full school year's worth of work at the end of the year.

Do you have highlights or success stories about educator evaluation implementation that you would like to share? To submit your story, please send an email to EducatorEvaluation@doe.mass.edu.

Using Current Assessments in District-Determined Measures—New Resource Available!

Many districts have expressed interest in leveraging existing assessments as a foundation for District-Determined Measures (DDMs). In response to this interest, ESE has just released a new guidance document that describes a three-step process for building a DDM by bringing together existing assessments to create one measure of an educator's impact on student learning. Download *Using Current Assessments in District-Determined Measures: Leveraging the Curriculum-Embedded Performance Assessments From the Model Curriculum Units* here: http://www.doe.mass.edu/edeval/ddm/UsingAssessments.pdf.

Using current assessments has many advantages:

- **First,** it is often more feasible for a district to use existing assessments when compared to the costs associated with commercial assessments and the time required to build new assessments.
- **Second,** choosing to modify familiar assessments allows educators to build on a valuable preexisting base of expertise.
- **Finally,** because these assessments are already in use, educators have most likely already completed the work of aligning the assessments to the curricula and determining that the assessments are sufficiently informative, two of the key questions discussed in Technical Guide B.

The guide provides two examples using ESE's model curriculum units (MCUs). These units include curriculum-embedded performance assessments (CEPAs) that are consistent with the shift in assessment emphasis represented in the 2011 Massachusetts Curriculum Frameworks. These assessments are well aligned to the Frameworks and target a student's ability to use the information they have learned. Due to these properties, CEPAs make an excellent starting place for constructing a DDM. While the guide features use of the CEPAs, the process described will work with other existing assessments in use in your district as well.

For more information about using current assessments in DDMs, register for Part 7 of our Assessment Literacy Webinar Series. More information about the webinar and registration can be found at: http://www.doe.mass.edu/edeval/ddm/webinar.html.

Creating Cohesion between Curriculum Frameworks and Educator Evaluation Implementation

Earlier this month, over 900 educators from across the Commonwealth took part in the 6th Annual Summit on Curriculum, Instruction and Assessment. At the Summit, ESE staff from the Curriculum & Instruction unit and Educator Evaluation team debuted a process for using current assessments in DDMs. The process (outlined in *Using Current Assessments in DDMs*) uses the curriculum-embedded performance assessments in ESE's model curriculum units as a starting point for developing DDMs. Materials from the Summit will be posted on the Curriculum & Instruction webpage by December 6th.

DDMs for CVTE Educators

ESE is partnering with WestEd for the collection, evaluation, and posting of assessments that districts may elect to use as DDMs for Career/Vocational Technical Education (CVTE) educators. The first step in this process is to convene panels of **CVTE educators** *(CVTE teachers, instructional coaches, school-based curriculum developers, or those in similar roles)* on **January 15** to review potential DDMs for 44 high-enrollment programs in 11 career clusters. The second step is to convene panels of **CVTE leaders** *(CVTE directors, principals, district curriculum developers, assistant superintendents, superintendents, CVTE Advisory Council members or others in similar roles)* on **February 12** to assess the usefulness and feasibility of the educator-recommended assessments.

Register Now! We are now actively recruiting CVTE educators for the January 15 meeting and CVTE leaders for the February 12 meeting. To submit your name for consideration as a potential panelist, please complete this online questionnaire: https://www.surveymonkey.com/s/CVTE-Recruit.

We also invite CVTE educators and leaders to recommend assessments or measures of student learning, growth or achievement that have potential for use as DDMs: http://tinyurl.com/MA-CVTE-DDM. Educator panels and WestEd specialists will evaluate all submissions.

Mark Your Calendar

New Webinar Added—DDMs and Assessment Literacy Webinar 7: Ramping up for Next Year: Strategies for Using Current Assessments in DDMs

Thursday, December 5th
4:00 p.m. – 5:00 p.m.
Register here.

*Note: The dates for the previously scheduled webinars (Part 7: Communicating Results and Part 8: Sustainability) have been shifted. For more information and to register, visit: http://www.doe.mass.edu/edeval/ddm/webinar.html.

New Vendors Approved to Deliver ESE Training Modules to Non-RTTT Districts

Two additional organizations are now pre-approved to deliver ESE's Educator Evaluation training modules to non-RTTT districts at a reduced cost. For more information, please see: http://www.doe.mass.edu/edeval/training/vendors.html.

Questions from the Field

1. What additional resources will ESE be providing to support districts to pilot and implement DDMs? Over the next three months, ESE will begin publishing DDM implementation briefs. These will be short resource documents (similar to our Quick Reference Guides) focused on specific DDM topics such as scoring, fairness, and indirect measures. ESE is also committed to supporting districts in sharing locally-developed DDMs and expanding our list of Example DDMs, including examples for CVTE educators. Districts and educators are encouraged to submit examples here. Additionally, there are three remaining webinars in our Assessment Literacy Webinar Series and past webinars are available on our website.

2. What's happening with the student and staff feedback component of the educator evaluation system? ESE plans to publish model student and staff feedback instruments in July 2014. In the last couple months, ESE has been gathering input from educators on draft survey items that will be used to develop model instruments. Nine districts have volunteered to pilot these items over the next few months. We appreciate the willingness of educators—PK-12 teachers, school administrators, and district administrators—to engage in this work and share their input! Look for a more detailed update in the December newsletter.

Questions or Comments are always welcome at
EducatorEvaluation@doe.mass.edu

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The Department of Elementary and Secondary Education is committed to preparing all students for success in the world that awaits them after high school. Whether you are a student, parent, educator, community leader, taxpayer, or other stakeholder interested in education, we invite you to join us in this endeavor.

"To strengthen the Commonwealth's public education system so that every student is prepared to succeed in postsecondary education, compete in the global economy, and understand the rights and responsibilities of American citizens, and in so doing, to close all proficiency gaps."

- *Strengthen curriculum, instruction, and assessment*
- *Improve educator effectiveness*
- *Turn around the lowest performing districts and schools*
- *Use data and technology to support student performance*

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