

## Evaluation Overview

On June 28, 2011 the Massachusetts Board of Elementary and Secondary Education adopted new regulations to guide the evaluation of all educators serving in positions requiring a license – teachers, principals, superintendents, and other administrators. The regulations are designed first and foremost to promote leaders' and teachers' growth and development. They place student learning at the center of the process by using multiple measures of student learning. This guide is intended for all educators including teachers, principals, and other administrators.

### Purpose

We are hopeful that this new evaluation system can help us as teachers and administrators focus on a common definition of effective educating and what it looks like across the city. All educators, including administrators, are also evaluated in this new system. BPS is committed to ensuring that all evaluators/principals are well-trained, and that those being evaluated understand the process because when you invest time in an educator evaluation, you:

- promote more effective teaching and administrative leadership practices in your school, resulting in improved outcomes for students.
- provide a great opportunity for BPS central office and school leaders to target professional development resources toward areas of need, leading to more effective support for teacher professional growth.
- cultivate a learning culture among all members of your school community.
- fulfill state regulations and the BPS-Boston Teachers Union (BTU) contractual requirements.

### How it Works

#### Educators and Evaluators:

- assess his/her own performance and propose one or more goals for improving his/her own practice. A formal process for reflection and self-assessment creates a new opportunity for educators to chart their own course for professional growth and development.
- consider their students' needs using a variety of methods to assess student growth and propose one or more challenging goals for improving student learning. They will be able to monitor progress carefully and analyze the impact of their hard work.
- use a rubric that offers a detailed picture of practice at four levels of performance. A common rubric used across BPS sets the stage for both deep reflection and rich dialogue about practice that our profession seeks.
- consider team goals, a clear indication of the value the new process places on both collaboration and accountability.
- compile and present evidence and conclusions about their performance and progress on their goals, ensuring that the educator's voice is included in the process.

### Key Features

- Role-specific rubrics with four statewide standards and uniform performance rating scale.
- Reliance on multiple measures of student learning, growth and achievement (See: artifacts and observations).
- Four evaluation plans
- A five-step evaluation cycle of [Self-Assessment](#), [Goals & Action Plans](#), Plan Implementation ([Artifacts](#), [Observations](#)), [Formative Assessment](#), and [Summative Evaluation](#).