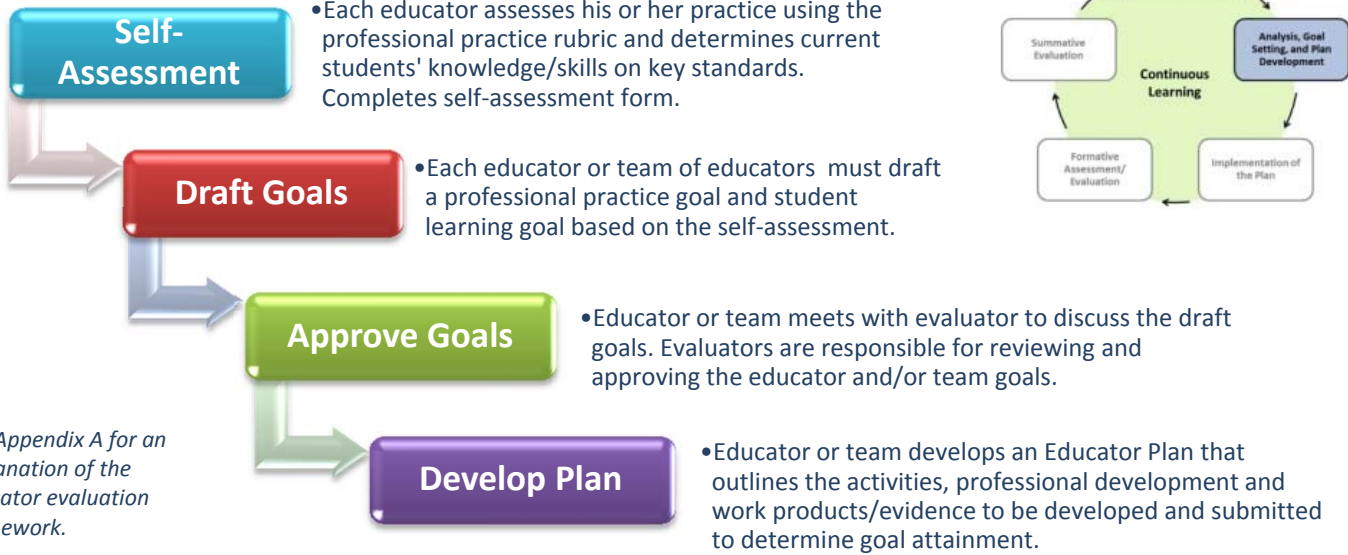




Student Learning Goal Guidance



Overview



Understanding What Constitutes a Goal: The regulations indicate that a **goal** “shall mean a specific, actionable and measurable area of improvement as set forth in an educator’s plan,” and that **measurable** “shall mean that which can be classified or estimated, in relation to a scale, rubric or standards.”

In developing **student learning goals**, educators should be asking two fundamental questions:

- **Teachers:**
 - What specifically do I want my students to learn and/or be able to do as a direct result of instruction?
 - What are the standards that are guiding this instruction?
- **Caseload Educators:**
 - What specifically do I want my students to learn and/or be able to do as a direct result of my professional interactions with them?
 - What are the standards that are guiding these interactions?
- **Administrators:**
 - What specifically do I want either students or educators for whom I am responsible to learn and/or be able to do as a direct result of my instructional leadership?
 - What are the standards that are guiding my instructional leadership strategies?

EDUCATOR PLANS MUST HAVE A STUDENT LEARNING GOAL – NOT A STUDENT PERFORMANCE GOAL.

There is a temptation to simply state a learning goal as a specific outcome – such as a specific percentage of students performing on a certain assessment. However, that is not actually a specific, actionable and measurable area of **student learning**.

A test score is not a definition of learning – it is a performance measure. A test score may be used as one piece of evidence that a student has learned a specific body of knowledge. However, learning is the body of knowledge – not the score. The body of knowledge **MUST** be the *specific, actionable and measurable area of improvement*. This means that the educator identifies where students are starting (part of the self-assessment) and defines the body of knowledge or skills that students will learn from that starting point over the instructional period.



The regulations define **measurable** as: *that which can be classified or estimated, in relation to a scale, rubric or standards*. So a goal must be measurable, but the measure is not required, and MTA recommends that it not be part of the goal. The new educator evaluation framework is based on evidence from multiple measures. The use of a single measure undercuts this basic premise. Evidence of goal attainment should not be a part of the goal itself, but rather should be included in the Educator Plan that addresses the goal. In addition, the evidence should list multiple and specific ways for students to demonstrate their learning: for example, completed visual inventories (oral or written), assessment of color and shape identification.





KINDERGARTEN ELA EXAMPLE

By the end of the school year, all of my students will actively engage in small-group reading activities using emergent-reader texts with purpose and understanding [*MA ELA Reading Standards: Literature, K-10; Informational Text, K-10; Foundational Skills, K-4*].

Rationale: In the MA ELA Framework, both the Kindergarten Standard 10 in Reading Literature and Reading Informational Text state: *Actively engage in group reading activities with purpose and understanding*. This involves identifying the topic of a text, recognizing the beginning, middle and end of a story, interpreting illustrations and answering questions about the title, cover, author, illustrator, etc. All of these are fully defined in the MA ELA Framework document.

Suggested Evidence: Because of the developmental nature of early reading skill acquisition, evidence will vary for each child. However, multiple measures of student work that are both informative and useful to both the educator, and in this case, parents, could include running records of each student's development over the course of the year; student illustrations, scribble writing, or writing; in-class responses to either informational texts or literature read aloud, etc.

GRADE 2 ARTS (FINE ARTS) EXAMPLE

Students will improve their skills in listing images seen in a work of art and in identifying color and shapes in the work. [MA Arts Framework K-12 Standard 5 and PK-4 Standard 5.1]

Rationale: MA Visual Arts Framework, Standard 5, Critical Response states: *Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation*. Standard 5.1 states: *In the course of making and viewing art, learn ways of discussing it, such as by making a list of all of the images seen in an artwork (visual inventory); and identifying kinds of color, line, texture, shape and forms in the work*.

Suggested Evidence: This goal allows for an array of multiple and specific ways for students to demonstrate their learning: for example, completed visual inventories (oral or written), assessment of color and shape identification.

GRADE 10 ENGLISH-HISTORY-ESL TEAM EXAMPLE

In all of our instructional areas, students will learn to write routinely over short time frames, such as a single sitting or a day or two, on a range of tasks, and for different purposes and audiences. [MA ELA Grade 10 writing standard 10].

Rationale: The MA ELA Standard 10 states: *Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. The ELA curriculum framework includes writing across most disciplines, thus providing the rationale for the inclusion of history and ESL teachers*.

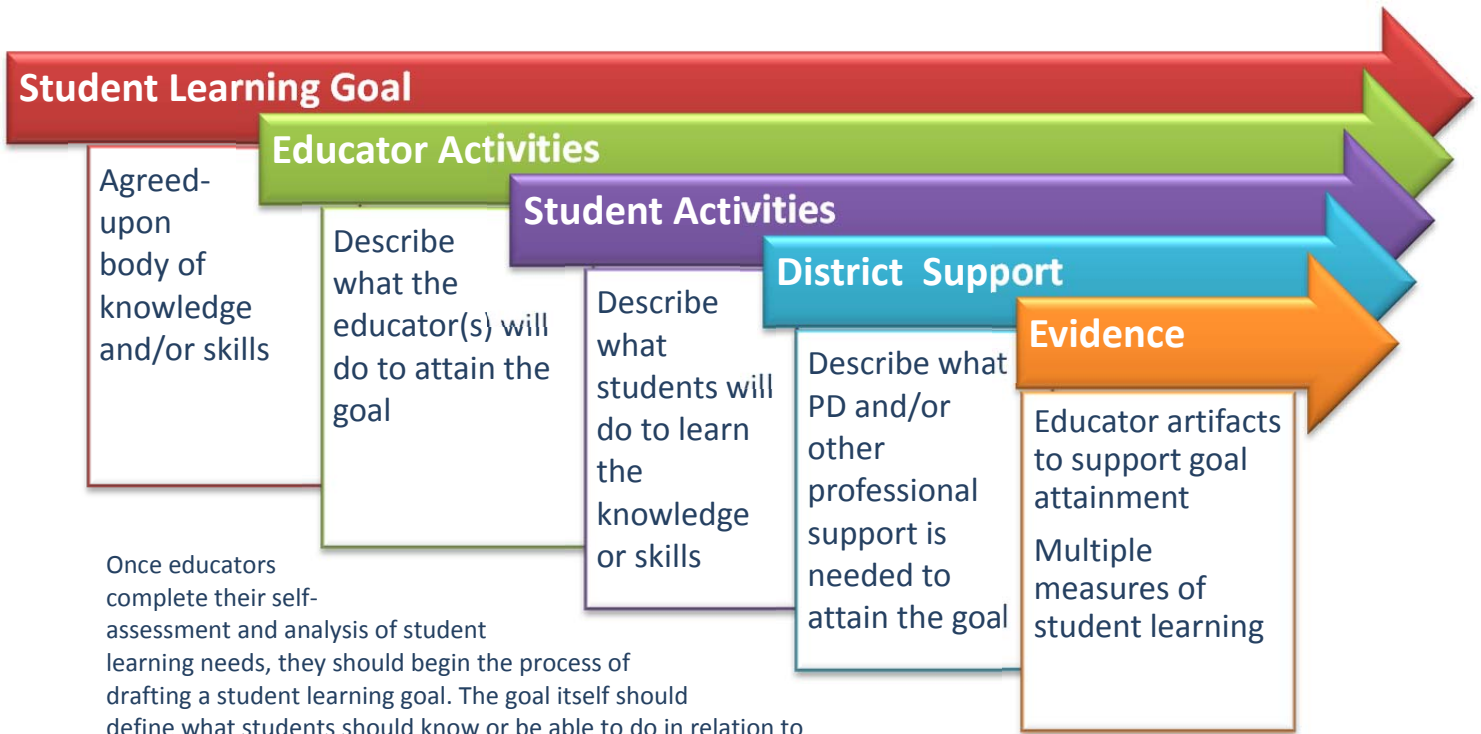
Suggested Evidence: This goal identifies what the team of educators wants the students to be able to do and provides the basis for using multiple measures as evidence of goal attainment. For example, students can respond to writing prompts in class and/or on tests; students can write brief essays connected to content, especially those using textual evidence to support the writing topic; students can write précis of textual readings or class discussions. All such writing may be scored using a common or content-specific rubric.





Goal Approval to Educator Plan Development

The following examples indicate how educators can start with standards for which they are responsible, define a student learning goal, and specify the following elements to be included in the Educator Plan.



Once educators complete their self-assessment and analysis of student learning needs, they should begin the process of drafting a student learning goal. The goal itself should define what students should know or be able to do in relation to content standards.

As the educator or team develops the goal, the following elements should be considered and included in the resulting educator plan; however, until the goal is actually approved by the evaluator, the plan itself and the elements cannot be completely articulated.

- **Educator Activities:** The practices, strategies and materials that they are planning to use with students to attain the knowledge and skills embedded in the goal;
- **Student Activities:** The student learning activities that they plan to use.
- **District Support:** The professional development and other district support that is needed in order to successfully attain the goal.
- **Evidence:** The evidence of goal attainment they are planning to use. Evidence may take the form of educator work products, such as lesson or unit plans, and student work products, such as classwork, homework, and a variety of assessment samples.





Sample Worksheet of Goal to Educator Plan Development

| STUDENT LEARNING GOAL | EDUCATOR ACTIVITIES | STUDENT ACTIVITIES | DISTRICT SUPPORT | EVIDENCE OF GOAL ATTAINMENT |
|--|---|---|--|---|
| <p>Grade 3 Teacher By the end of the year, my students will write an opinion piece related to informational text.</p> <p><i>MA ELA Curriculum Framework, Grade 3 Writing Standard 1</i></p> | <ul style="list-style-type: none"> • Educator developed lessons/units plans, classwork and homework assignments on developing a point of view with reasons about informational text. • Educator developed and scored and assessments of students' opinion writing • Educator analysis of assessment data | <p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ol style="list-style-type: none"> Introduce the topic or text, state opinion and create organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases to connect opinion and reasons. Provide a concluding statement or section. | <ul style="list-style-type: none"> • PD in developing writing tasks for science, math and social studies • Grade 3 common planning time for reviewing student work • Observation of two or three groups by peer and/or evaluator with verbal and written feedback | <ul style="list-style-type: none"> • Lesson plans • Assessments including opinion writing • Student writing – drafts and final copies • Charting of student progress from September through June |
| <p>Grade 8 Guidance Counselor By the end of the year, the students in my Grade 8 lunch groups, student advisory groups and small at-risk groups will learn decision-making strategies that will assist them in understanding and handling difficult situations.</p> <p><i>MA Comprehensive Health Curriculum Framework, Mental Health Strand, Standards 5.18 and 5.19</i></p> | <ul style="list-style-type: none"> • Educator developed small group plans with follow-up homework assignments about difficult decision-making. • Educator assessment of student application of decision making techniques • Educator analysis of assessment data. | <p>Through the study of decision-making, students will</p> <ol style="list-style-type: none"> Identify ways in which decision-making is influenced by sound character, family and personal beliefs (standard 5.18) Explain positive techniques for handling difficult decisions (standard 5.19) | <ul style="list-style-type: none"> • PD in tracking student performance from multiple assessments to determine beginning, mid-term and final performance • Observation of two or three groups by peer and/or evaluator with verbal and written feedback | <ul style="list-style-type: none"> • Lesson plans • Decision-making assessment outcomes • Contributions to small group discussions • Role-playing participation and quality of work • Charting of individual student progress from September through June |
| <p>High School Mathematics Chair By the end of the year, math teachers will develop two standards-based units related to number systems using a backwards-design approach.</p> <p><i>Administrator Professional Practice Rubric Indicator 1-A-1, Standards-based Unit Design</i></p> | <ul style="list-style-type: none"> • Instruct and support high school mathematics teachers in learning and using the backward-design strategy in unit planning related to numbers and number systems as defined in the N content standards. • I will observe and provide actionable feedback. | <ul style="list-style-type: none"> • Math teachers will understand and use “backward- design,” in developing and teaching two units. | <ul style="list-style-type: none"> • PD in adult learning theory. • Observation of my interactions with teachers by peer and/or evaluator with verbal and written feedback | <ul style="list-style-type: none"> • Lesson plans used with math teachers • Teachers’ unit plans developed using backward design • Student work demonstrating solutions to challenging tasks and using higher- order thinking skills. • Examples of actionable feedback to educators. |





GOAL DRAFTING AND SETTING PROCESS

After individual or teams of educators complete their self-assessment – which includes an analysis of their students’ learning needs – the process of goal setting begins with the educators drafting goals that are then approved by the evaluator and lead to the Educator Plan defining the educator activities, student activities, district support and evidence. This process is outlined in the following steps. See Appendix C for DESE guidance checklists on the self-assessment, goal proposal, goal setting and plan development steps of the process.

- 1. **Initial Draft of Goals:** Each educator is responsible for drafting a student learning goal. The regulations state that each Educator Plan must include “at least one goal related to the improvement of practice [and] one goal for the improvement of student learning.” The supervisor must review the goals and approve them before the educator develops his/her Educator Plan.

The goal-setting process is meant to be collaborative and not coercive. As the DESE Model System Part II, states: *Approaching educator evaluation thoughtfully and strategically requires attention to coherence, connection, collaboration and conversation. Attending to each will help create the synergy needed to ensure that the new educator evaluation system will achieve its twin goals of supporting educator growth and student achievement.*

In drafting a student learning goal, it is suggested that educators consider the following:

- a. Feedback from formative assessments, formative evaluations and summative evaluations
 - b. Standards and indicators from the appropriate professional practice rubric (teacher, administrator, caseload educator/specialized instructional support personnel, superintendent)
 - c. Appropriate curriculum frameworks and local curriculum document
 - d. Self-assessment data
 - e. School improvement goals
 - f. Student learning needs
 - g. Educational challenges presented by the student population
 - h. Individual or team/department/grade-level goal(s) for improving student learning
- 2. **GOAL:** A specific, actionable and measurable area of improvement as set forth in an Educator Plan. Goals may be developed by individual educators, by the evaluator or by teams, departments or groups of educators who have the same role. A student learning goal is related to the analysis of student learning and specifies improvement in student learning, growth and/or achievement.
 - 3. **GRADE-LEVEL/SUBJECT-AREA INDIVIDUAL/TEAM GOAL-SETTING CONFERENCE WITH EVALUATOR:** In general, individuals or teams of educators are established based on grade level, content area, job-alike, or some other meaningful connection, to draft a goal and meet with the evaluator. A team might consist of all third-grade teachers in the school, or all elementary art specialists, all department heads, all school-based administrators, or all high school guidance counselors.
 - a. The individual educator or team of educators drafts a student learning goal and meets with the supervisor.
 - b. During a goal-setting conference, the individual or team and supervisor discuss and agree upon at least one professional practice and/or one student learning goal.
 - c. The individual or team then outlines the student learning activities and educator profession learning activities to be incorporated into the Educator Plan.
 - 4. **Educator Plans:** All educators must have an Educator Plan. The regulations require the following:
 - a. The plan must be aligned with performance standards.

| For Teachers/Caseload Educators | For Administrators |
|-------------------------------------|---------------------------|
| Curriculum, planning and assessment | Instructional leadership |
| Teaching all students | Management and operations |
| Family and Community Engagement | |
| Professional Culture | |



- b. The plan must be consistent with district and school goals, which should be provided to each educator. Examples of district or school goals that may apply to student learning are:
 - i. *All instructional units will have a literacy component.*
 - ii. *Students will explain their thinking through completion of writing prompts.*
 - iii. *All instructional units will define specific academic language that students will be taught.*
- c. The plan must include:
 - i. A minimum of one goal to improve the educator's professional practice tied to one or more performance standards.
 - ii. A minimum of one goal to improve the learning, growth and achievement of the students under the educator's responsibility.
 - iii. An outline of actions the educator must take to attain these goals, including but not limited to specified professional development activities, self-study and coursework, as well as other supports that may be suggested by the evaluator or provided by the school or district.
 - iv. Benchmarks to determine progress toward the goals over the course of the Educator Plan.
- d. All elements of the Educator Plan are subject to the evaluator's approval.

5. **Type of Educator Plans:** There are four types of Educator Plans.

- a. **Educators on Self-Directed Growth Plans:** An educator with Professional Teacher Status whose overall practice is rated *proficient* or *exemplary*. The goals are the professional practice and student learning goals.
- b. **Educators on Directed-Growth Plans:** An educator with PTS whose overall practice is rated *needs improvement* must have an individual conference with the evaluator to define goal(s) directly related to areas of underperformance.
- c. **Educators on Improvement Plans:** An educator with PTS whose overall practice is rated *unsatisfactory* must have an individual conference with the evaluator to define goal(s) directly related to areas of underperformance.
- d. **Educators without Professional Teacher Status:** In addition to participating in grade-level or subject- area team meetings, the educator without PTS in his/her first year of practice shall have an individual conference with the evaluator or designee to formulate the **Developing Educator Plan**. The evaluator will assist the educator in developing goals. An educator in his/her second or third year of practice may have additional induction and/or mentoring as determined by the evaluator or designee. An educator in a new assignment may also have a Developing Educator Plan at the discretion of the evaluator.





SMART-ER STUDENT LEARNING GOAL ANALYSIS PROTOCOL FOR INDIVIDUALS OR TEAMS

DESE suggests the use of a SMART goal process, but MTA recommends a SMART-ER goal approach because it adds evaluation and revision making the process a continuous and collaborative one.

Goals do not require the answers to all of the questions below. Rather, the individual or team should use the SMART-ER elements in crafting the proposed goal and use the questions to complete the Educator Plan, which explains what will be done by educators and students in order to succeed.

| SMART-ER Element | Guiding Questions |
|--|---|
| SPECIFIC – Goal is clear and direct in defining the body of content, knowledge and/or skills that students are expected to learn over the instructional period. | <ul style="list-style-type: none"> Does the goal clearly state what the educator or the team wants students to know and/or be able to do? |
| MEASURABLE – The educator or team can identify concrete criteria for measuring progress toward attainment of the goal. | <ul style="list-style-type: none"> What are the educator work products that can be used as evidence? What are the multiple measures that can be used as evidence of student progress? Can we determine where different students start and end on the learning continuum? Will interim assessments allow for regrouping and re-teaching? |
| ATTAINABLE – An attainable goal stretches the individual or team in order to achieve it, but it must not be extreme. | <ul style="list-style-type: none"> Is the goal academically realistic for most, if not all, of the students? Can the goal be accomplished within the given time frame? Can the goal be accomplished with the available resources? |
| RELEVANT – The goal relates to teaching, learning, leadership, parent engagement and/or professional culture. | <ul style="list-style-type: none"> If attained, will student learning be positively affected? If attained, will our students be better prepared for the next year’s academic challenges? If not attained, will we learn what did and did not work with students? |
| TIME-BOUND – Goal is to be achieved within a time frame. Time frame must be appropriate to the educator’s role. | <ul style="list-style-type: none"> By when? Is the time frame appropriate for the content knowledge and/or skills defined in the goal? |
| EVALUATE – A goal will change from time to time. Periodic evaluation is essential to address evolving factors that must be taken into consideration: changes in student composition as a result of mobility; the need for significant re-teaching due to gaps in students’ prior knowledge, or attaining or exceeding the goal within a short period of time. | <ul style="list-style-type: none"> How will the educator or the team evaluate its progress toward goal attainment? <ul style="list-style-type: none"> Short term? Long term? Should the goal be revised? |
| REVISE – After careful evaluation, revise the goals based on analysis while retaining the spirit of the original goal. | <ul style="list-style-type: none"> Why is the goal being revised? Is the revision addressing barriers encountered that impede progress? Is the revision addressing benefits that have sped up progress? |





STUDENT LEARNING GOAL ANALYSIS TEMPLATE GUIDANCE

Individual or teams of educators and the evaluator should use the template on the following page as a means of assessing the proposed goal submitted. Each number corresponds to a numbered element in the template.

- 1.** Indicate the educator(s) names(s).
- 2.** Write out the proposed goal.
- 3.** Indicate the instructional or learning standards that the goal is addressing.
- 4.** Indicate the supervisor's name who reviewed the goal with the educator or team and the date on which the review occurred.
- 5.** The educator(s) and supervisor should discuss if the proposed goal addresses the seven SMART-ER goal elements and determine if the answer is "yes," "partially" or "no."
- 6.** If the determination is "partially" or "no," the supervisor should suggest revisions to the goal that will guide the educator(s) redrafting.
- 7.** The supervisor should indicate the steps to be taken in refining the goal, including the date by which this should be completed.
- 8.** The same form should then be used for the revised goal, steps 1-7 are completed again. Once the goal is in its final form, the supervisor signs and dates his/her approval.





STUDENT LEARNING GOAL ANALYSIS TEMPLATE

1. EDUCATOR(S): _____

2. PROPOSED GOAL FINAL GOAL

3. STANDARD(S): _____

4. SUPERVISOR REVIEW: _____ DATE: _____

| SMART-ER Element | 5. Address Element | | | 6. Suggested Revisions |
|------------------|--------------------|-----------|----|------------------------|
| | Yes | Partially | No | |
| SPECIFIC | | | | |
| MEASURABLE | | | | |
| ATTAINABLE | | | | |
| RELEVANT | | | | |
| TIME-BOUND | | | | |
| EVALUATE | | | | |
| REVISE | | | | |

7. Next Steps in Refining Goal:

8. SUPERVISOR APPROVED FINAL GOAL: _____ DATE: _____





EXAMPLE OF COMPLETED SELF-ASSESSMENT FOR STUDENT LEARNING GOAL

This DESE form has been adapted to include only references to student learning goals. In this case, the educator assesses his/her students' writing performance, which then contributes to a team goal.

Analysis of Student Learning, Growth and Achievement

Briefly summarize areas of strength and high-priority concerns for students under your responsibility for the upcoming school year. Cite evidence such as results from available assessments. This form should be individually submitted by educator. 603 CMR 35.06 (2)(a)1

Area(s) of Strength:

Last year, my students demonstrated understanding of nonfiction texts by identifying main ideas and supporting details, and drawing conclusions in the course textbook.

Evidence:

- Assessments that measure student understanding of nonfiction texts through their reading and responding to the course textbook:
- Main idea and supporting details
- Drawing conclusions

High-Priority Concern(s):

- The students I am working with this year have difficulty in constructing their own responses to writing prompts related to nonfiction.
- I find that their responses often fail to use the core elements of the writing prompt in their topic sentence and the details used are less than compelling in many of the paragraphs.

Evidence:

- My analysis of samples of students' constructed responses to writing prompts over the first three weeks of the school year suggests that students are less able than last year's students to use salient details to support their topic sentence.

| | |
|----------------------------|---|
| SL Goal Idea | Have students explain their thinking about the content area through writing tasks. |
| Initial SL Goal | Properly compose a response to a writing prompt using a three- to five-paragraph format: introduction, details and conclusion. |
| Final SL Goal | <i>In all of our content areas, students will learn to write informative/explanatory texts to examine a topic and convey ideas and information clearly.</i> (Related to MA ELA Writing Standard 2, kindergarten-Grade 12) |
| Educator Activities | <ol style="list-style-type: none"> 1. Develop common rubric; common lessons about the rubric; common lessons about the elements of informative/explanatory writing. 2. Develop individual lessons, classwork assignments, homework assignments, and test elements requiring students to respond to writing prompts appropriate to the content area but judged by the common rubric. |
| Student Activities | <ol style="list-style-type: none"> 1. Samples of student work that reflect the range of ability at the beginning, middle and end of the year. 2. Assessment of students' understanding of academic language related to writing, such as: topic, topic sentence, supporting details, textual evidence, sentence structure, transitional words and phrases, introduction, conclusion. |
| District Support | To accomplish this goal, the district will provide us with 1) professional development in creating content-area-specific writing prompts connected to our common scoring rubric and 2) assistance from a district writing coach. |
| Evidence | <ol style="list-style-type: none"> 1. Lesson plans, classwork and homework assignments, tests and other assessments of student writing, formative analysis of student work. 2. Completed classwork and homework assignments, tests and other assessments of student writing. |





EXAMPLE OF A COMPLETED EDUCATOR PLAN FOR STUDENT LEARNING GOAL

| | | | | | |
|------------------|--------------------------|------------------------|------------------------------------|--------------------|---------|
| Educators | Mary, Graham, Jose, Lucy | Team Leader | Lucy | School Year | 2013-14 |
| Grade(s) | Any grade | Subject Area(s) | ELA, math, science, social studies | | |
| Evaluator | Francine | School | Anytown | | |

| | |
|---|---|
| 1. Student Learning Goal | <i>In all of our content areas, students will learn to write informative/explanatory texts to examine a topic and convey ideas and information clearly.</i> |
| 2. Student Activities: Baseline, Formative and Final Assessment Data | <p>During this academic year, in all major content areas, the students will create constructed responses to informative or explanatory writing prompts that will be judged using a common writing rubric.</p> <ol style="list-style-type: none"> At the beginning and end of the year, students will complete a baseline and final performance task which will be scored using the same rubric by all team members. During the course of the year, students will complete writing prompts on unit tests, in-class writing assignments and homework assignments that will be collected into a portfolio of evidence illustrating student progress toward the goal. |
| 3. Educator Activities: Individual or Team Tasks | <ul style="list-style-type: none"> Develop a shared rubric for scoring student's expository writing. Develop common lesson plans to be used with all students in introducing the elements of the rubric, informative/explanatory writing, and academic language related to writing. Develop individual lesson and/or unit plans that include either classwork assignments or homework assignments requiring responses to writing prompts. Develop student assessments that include some responses to writing prompts. Develop a beginning and ending assessment of student writing knowledge and skills and a scoring method. |
| 4. Time Frame | Beginning of October to mid-May. |
| 5. District Support: Resources Needed | <ul style="list-style-type: none"> Professional learning about writing rubric development, scoring and analysis. Professional learning about creating writing tasks that are informative/explanatory using the grade-appropriate elements in Writing Standard 2 of the MA ELA Framework. Assistance from a district writing coach to observe and provide feedback. Assistance from a district writing coach during at least three team meetings as we review and formulate judgments about student work using the rubric. |
| 6. Anticipated Evidence of Goal Attainment | <ul style="list-style-type: none"> Educator work products: Lesson/unit plans, classwork assignments, homework assignments, tests and other assessments that have informative/explanatory writing prompts. Formative analysis of student work for the purpose of regrouping and re-teaching. Student work products: Completed classwork assignments, homework assignments, tests and other assessments that have informative/explanatory writing prompts |





Student Learning Goal vs. District-Determined Measures

The educator's student learning goal is used to develop one half of the Educator Plan; the other half of the plan addresses the professional practice goal. Evidence determining the degree to which the educator attained the goal is used in formulating the formative and summative evaluation ratings (see Appendix A, Measures of Effectiveness chart for a graphic and written explanation.)

The **STUDENT LEARNING GOAL** is developed based on the educator's self-assessment of his/her practice using the appropriate professional practice rubric and an analysis of the learning needs of the current students in relation to the standards to be taught.

A student learning goal focuses on the learning needs of the students with whom the individual or team of educators works.

Educator progress toward student learning goal is not reported to DESE.

The educator's progress toward attaining the goal is one element of the six informing the summative evaluation rating.

The goals are developed by the educator and approved by the evaluator at the goal-setting step of the evaluation cycle

Progress toward the goal is determined through educator and evaluator evidence, which may include that described in the Educator Plan.

The educator's impact on student learning rating is determined through at least two multiple measures of student learning that must include the MCAS Student Growth Percentile and/or improvement on ACCESS, if applicable, and district-determined measures after at least two years of assessment data has been collected for the educator.

The purpose of **DISTRICT-DETERMINED MEASURES** is to determine each educator's impact on student learning as high, moderate or low. This determination is separate from and not part of the summative rating of practice. The MCAS Student Growth Profile and/or ACCESS must be used, if applicable.

Moderate growth means students accomplished a year's worth of learning in a year. High growth is more than a year. Low growth is less than a year.

The impact on student learning rating may determine the length of the Educator Plan.

DDMs must be standards-based and comparable across grade or subject districtwide.

Impact rating must be based on a pattern of at least two measures and a trend of at least two years .

Each educator's impact on student learning rating will be submitted to the DESE .

MTA's position is that DDMs are identified through collective bargaining.





APPENDIX A: MEASURES OF EFFECTIVENESS CHART AND EXPLANATION

| | | | RATING | | TYPE AND LENGTH OF EDUCATOR PLAN FOR EXPERIENCED EDUCATORS ^A | |
|---|---|---|-------------------|--|--|------|
| EVIDENCE SUCH AS THAT LISTED BELOW: PRACTICE • Self-assessment • Unannounced observations* • Announced observations • Educator work products* • Team, grade, school meetings • School, district committees • Professional development participation and products STUDENT LEARNING • Student learning goals determined by educator & evaluator* • Student work samples • District, school, classroom based assessments • Student portfolios, projects, performance tasks ENGAGEMENT • Self-Assessment* • School-home communications • School-community communications • Student surveys (2013)* • Staff surveys (2013)* • Family engagement • Professional development * Required by regulations | MUST BE USED TO JUDGE EDUCATOR'S PRACTICE • Professional Practice Goal • Standard 1: Curriculum, Planning and Assessment OR Instructional Leadership • Standard 2: Teaching All Students OR Management & Operations • Standard 3: Family and Community Engagement • Standard 4: Professional Culture • Student Learning Goal | RESULTING IN FORMATIVE & SUMMATIVE PERFORMANCE RATINGS | Exemplary | ONE YEAR SELF-DIRECTED PLAN • Goals set by educator with evaluator input; one must address low outcomes. • Summative evaluation at year end. | TWO-YEAR SELF-DIRECTED PLAN • Goals set by educator with evaluator approval. • Plan activities are primarily implemented with colleagues, which could include peer observation if negotiated. • Formative evaluation at end of Year 1. • Summative evaluation at end of Year 2. | |
| | | | Proficient | | | |
| | | | Needs Improvement | DIRECTED PLAN – UP TO ONE YEAR • Goals determined by evaluator with educator input, but must address areas of low performance and/or low outcomes. • Plan activities designed by evaluator with educator input, but must focus on improving identified areas of underperformance related to the four standards, student learning outcomes, or both. • Formative assessment at least mid cycle. • Summative evaluation at end of Plan. If sufficient progress is made, educator is rated Proficient. If progress is insufficient, educator is rated Unsatisfactory. | | |
| | | | Unsatisfactory | UP TO 12-MONTH IMPROVEMENT PLAN • Goals determined by the evaluator with educator input and must address areas of low performance and/or low outcomes. • Plan activities designed by evaluator with educator input and must focus on improving identified areas of underperformance related to the standards, student learning outcomes, or both. • Formative assessment at least mid cycle through the plan. • Summative evaluation at end of Plan. If sufficient progress, educator returns to regular evaluation cycle. Educator may be dismissed/demoted with insufficient progress on improvement goals. | | |
| | | | | LOW | MODERATE | HIGH |
| | | | | TRENDS OF MULTIPLE MEASURES OF STUDENT LEARNING OUTCOMES.^B MULTIPLE MEASURES MUST INCLUDE AT LEAST • District-determined pre/post assessment comparable across grades and subjects – may be district-developed or district-adopted. • MCAS Student Growth Percentile, and ACCESS gain scores if applicable. | | |

Developing Educator Plan
 • Educators without PTS or administrators in first 3 years
 • PTS educators in a substantially new position
 • One-year plan
 • Same elements as the experienced educator plans

A All educators will have an Educator Plan, the type and length determined by the overall summative rating and trends/patterns in student learning outcomes. All Educator Plans must have a professional practice goal and a student learning goal.

B At least 2-year trends using multiple measures of student learning outcomes will be rated as High, Moderate, or Low. Initial guidance from DESE related to this element of the evaluation framework was released in August 2012.

For a full page view of this chart, go to the MTA Educator Evaluation Toolkit at http://www.masteacher.org/advocating/~//media/Files/PDFs/evaluation/measures_of_educator_practice_chart.pdf

This chart outlines the elements of Massachusetts educator evaluation regulations as they apply to district evaluation systems. It is designed to show how all of the pieces fit together. This is an **educator-centered, evidence-based framework**: The five-step evaluation cycle begins with self-assessment and ends with a summative rating and resulting Educator Plan; both the evaluator and the educator share responsibility for providing each other with evidence used to inform judgments.

Evidence used for self-assessment and formative/summative evaluation ratings is defined in the left-hand gray section.

Educators receive a performance rating on each of the four standards of practice and a determination of their progress toward attaining the two Educator Plan goals.

- Standard 1: **Curriculum, Instruction, Assessment** for teachers; **Instructional Leadership** for administrators
- Standard 2: **Teaching All Students** for teachers; **Management and Operations** for administrators
- Standard 3: **Family and Community Engagement** for all educators
- Standard 4: **Professional Culture** for all educators
- **Professional Practice Goal** for all educators
- **Student Learning Outcomes Goal** for all educators



The 5-Step Evaluation Cycle

Each educator must receive one of four ratings on each standard and overall: **exemplary, proficient, needs improvement** or **unsatisfactory**. The performance rating will be based on the appropriate **professional practice rubric** – teacher, administrator,



caseload educator or superintendent – for each standard and is informed by the educator’s progress toward attaining each of the two goals.

Educators receive a rearing on each of the four standards, not the individual indicators for each standard. The basis for the overall summative or formative evaluation rating is a combination of the rating on the four standards (exemplary, proficient, needs improvement, unsatisfactory) and the degree to which the educator has attained each of the two goals: professional practice and student learning.

Educator Plan Determination

All educators in their first three years of practice are on a ***Developing Educator Plan***.

Eligible educators with Professional Teacher Status and eligible administrators with good-cause job protection (such as principals) will have one of four educator plans based on the overall summative rating:

- Proficient or Exemplary***: The educator is on a ***Self-Directed Plan***: For those whose impact on student learning is low, this plan is a one-year, as compared to a two-year, plan for those whose impact is moderate or high. **[Green zone on chart.]**
- Needs Improvement***: The plan is an up to one-year ***Directed-Growth Plan***, regardless of student learning impact. **[Yellow zone.]**
- Unsatisfactory***: The plan is an ***Improvement Plan*** of up to 12 months, regardless of the impact on student learning. **[Red zone.]**

District-Determined Measures and Student Growth Percentile (SGP)

Beginning in 2014-15, districts must begin to collect annual baseline and final data from ***at least two measures per educator***, a combination of ***district-determined measures***, which are comparable across grades and schools by subject, and the ***MCAS SGP*** (if applicable to the educator), to establish yearly patterns of multiple measures of student learning outcomes. These lead to annual trends [gray section at bottom right of chart]. At least a two-year trend will be used to determine each educator’s impact on student learning. ***MTA’s model contract language recommends at least a three- year trend to reduce testing error rates.***

Student and Staff Surveys – This mandatory element of the new framework has been delayed until 2014-15.

To learn more about the requirements and implementation of the new educator evaluation framework in Massachusetts, go to the MTA Evaluation Toolkit at www.massteacher.org/advocating/Evaluation.aspx, which includes a YouTube video explaining the SGP determination.

For more information on district-determined measures, go to the MTA District-Determined Measures Toolkit at <http://www.massteacher.org/advocating/toolkits/ddm.aspx>





Appendix B: Excerpts from Regulatory Language: 603 CMR 35.00 - Evaluation of Educators

35.01: Scope, Purpose and Authority

(2) The specific purposes of evaluation under M.G.L. c.71, §38 and 603 CMR 35.00 are:

- (a) To promote student learning, growth and achievement by providing educators with feedback for improvement, enhanced opportunities for professional growth and clear structures for accountability, and
- (b) To provide a record of facts and assessments for personnel decisions.

35.02: Definitions

Artifacts shall mean products of an educator's work that demonstrate the knowledge and skills of the educator with respect to specific performance standards.

Educator Plan shall mean the growth or improvement actions identified as part of each educator's evaluation. The type and duration of the plan shall be determined by the evaluator. The Educator Plan shall include, but is not limited to, at least one goal related to the improvement of practice, one goal for the improvement of student learning, an action plan with benchmarks for goals established in the plan and the evaluator's final assessment of the educator's attainment of the goals. All elements of the Educator Plan are subject to the evaluator's approval. There shall be four types of Educator Plans:

- *Developing-Educator Plan* shall mean a plan developed by the educator and the evaluator for one school year or less for an administrator in the first three years in a district; or for a teacher without Professional Teacher Status; or, at the discretion of an evaluator, for an educator in a new assignment.
- *Self-Directed Growth Plan* shall mean a plan of one or two school years for experienced educators who are rated proficient or exemplary, developed by the educator.
- *Directed-Growth Plan* shall mean a plan of one school year or less for educators who are in need of improvement, developed by the educator and the evaluator.
- *Improvement Plan* shall mean a plan of at least 30 calendar days and no more than one school year for educators who are rated *unsatisfactory*, developed by the evaluator with goals specific to improving the educator's unsatisfactory performance.

Formative Assessment shall mean the process used to assess progress toward attaining goals set forth in Educator Plans, performance on performance standards, or both. This process may take place at any time(s) during the cycle of evaluation.

Formative Evaluation shall mean an evaluation at the end of year one for educators on two-year self-directed plans used to arrive at a rating on progress toward attaining the goals set forth in the plans, performance on performance standards, or both.

Goal shall mean a specific, actionable and measurable area of improvement as set forth in an educator's plan. A goal may pertain to any or all of the following: educator practice in relation to performance standards, educator practice in relation to indicators, or specified improvement in student learning, growth and achievement. Goals may be developed by individual educators, by the evaluator, or by teams, departments, or groups of educators who have the same role.

Measurable shall mean that which can be classified or estimated, in relation to a scale, rubric or standards.

35.06: Evaluation Cycle

(2) The evaluation cycle shall include self-assessment addressing performance standards established through collective bargaining or included in individual employment contracts.

- (a) Each educator shall be responsible for gathering and providing to the evaluator information on the educator's performance, which shall include:
 1. an analysis of evidence of student learning, growth and achievement for students under the educator's responsibility;
 2. an assessment of practice against performance standards; and
 3. proposed goals to pursue to improve practice and student learning, growth and achievement.
- (b) The educator shall provide such information, in the form of self-assessment, in a timely manner to the evaluator at the point of goal setting and plan development.
- (c) The evaluator shall consider the information provided by the educator and all other relevant information.



- (3) The evaluation cycle shall include goal setting and development of an Educator Plan.
- (a) Evaluators shall use evidence of educator performance and impact on student learning, growth and achievement in goal setting with the educator based on the educator's self-assessment and other sources that the evaluator shares with the educator.
 - (b) Evaluators and educators shall consider creating goals for teams, departments or groups of educators who share responsibility for student results.
 - (c) The evaluator retains final authority over goals to be included in an educator's plan.
 - (d) Educator Plans shall be designed to provide educators with feedback for improvement, professional growth and leadership; and to ensure educator effectiveness and overall system accountability.
 - (f) All Educator Plans shall meet the following requirements:
 - 1. Include a minimum of one goal to improve the educator's professional practice tied to one or more performance standards.
 - 2. Include a minimum of one goal to improve the learning, growth and achievement of the students under the educator's responsibility.
 - 3. Outline actions the educator must take to attain these goals, including but not limited to specified professional development activities, self-study and coursework, as well as other supports that may be suggested by the evaluator or provided by the school or district.
 - 4. Be aligned to statewide standards and indicators in 603 CMR 35.00 and local performance standards.
 - 5. Be consistent with district and school goals.
- (4) The evaluation cycle shall include implementation of the Educator Plan. It is the educator's responsibility to attain the goals in the plan and to participate in any trainings and professional development provided through the state, district or other providers in accordance with the Educator Plan.





Appendix C: DESE Guidance on Goal Development and Approval



Step 1: Self-Assessment & Goal Proposal

According to DESE, the educator being evaluated is responsible for much for much of the action in Step 1: Self-Assessment and Goal Proposal. Educators’ ability to effectively engage in this step should be supported by evaluators and school leadership teams through increasing school-wide “readiness,” careful planning, and the provision of key resources and tools. This list outlines DESE recommended actions and indicates when the educator, the team or the evaluator is responsible for each.

| Recommended Action | Individual Educator | Team | Evaluator/ School Leadership | Notes |
|---|---------------------|------|------------------------------|---|
| Communicate school and district priorities and goals, existing and planned initiatives, planned professional development, and other opportunities for support | | | ✓ | Clear communication will strengthen connection and coherence , enabling educators to propose tightly aligned goals and realistic supports |
| Communicate expectations for completion of self-assessment | | | ✓ | Exact dates are not regulated and may be set through collective bargaining (Model Collective Bargaining Language can be found in Part IV of the Model System) |
| Identify teams who will collaborate to “unpack the rubric,” analyze student learning, and propose goals | | ✓ | ✓ | Teams may be organized around department, grade level, or students for whom the team shares responsibility |
| Assemble and review student learning data for students currently under the responsibility of the team or educator | ✓ | ✓ | ✓ | To save time, evaluators may want to participate in team discussion and goal development |
| Identify student strengths and areas to target for growth | ✓ | ✓ | | Educators will analyze trends and patterns in data for past students while reflecting on performance; goals are for current students |
| Review performance standards on the district or ESE rubric | ✓ | ✓ | ✓ | All rubrics must include the Standards and Indicators for Effective Teaching Practice defined in 603 CMR 35.03 |
| Identify professional practices that teams need to engage in to attain student learning goals | | ✓ | | Team professional practice goals should be aligned with team student learning goals where they exist as well as performance standards on rubrics |
| Identify educator performance areas of strength and areas for growth | ✓ | | | Educators may choose to rate themselves on the rubric but are not required to submit ratings; they are only required to provide “an assessment of practice against Performance Standards” (603 CMR 35.06(2)(a)) |
| Propose a minimum of one student learning goal and one professional practice goals | ✓ | ✓ | | Goals may be individual and/or at the team level |

Source: Massachusetts Department of Education, Model Evaluation System, Part II: School-Level Planning and Implementation Guide, Pages 16 and 20.





Step 2: Recommended Actions for Goal Setting & Plan Development



According to DESE, the key actions in Step 2 of the evaluation cycle are for educators to share their self-assessments and proposed goals with evaluators; for evaluators to work with teams and individuals to refine proposed goals as needed; and for educators and evaluators to develop Educator Plans that identify activities and supports that will drive improvement and progress toward goal attainment.

Each Educator Plan should: create a clear path for action that will support the educator’s and/or team’s professional growth and improvement; align with school and district goals; and leverage existing professional development and expertise from within the school to ensure access to timely support and feedback for improvement. Even with well-written individual Educator Plans, however, successful implementation relies on a strong school-wide plan for professional development.

Schools that effectively develop and support Educator Plans will demonstrate that school leadership is committed to giving educators the agreed-upon supports. Collectively, the Educator Plans will shape the professional development and other supports that empower educators to successfully work toward goals that they have identified and prioritized, while continuing to advance school-wide performance.

This list outlines DESE recommended actions and indicates when the educator, the team or the evaluator is responsible for each.

| Recommended Action | Individual Educator | Team | Evaluator, School Leadership | Notes |
|---|---------------------|------|------------------------------|--|
| Review professional development that is already planned for the school year. | ✓ | ✓ | ✓ | Depending on proposed goals, educators may incorporate pre-planned professional development into Educator Plan. |
| Evaluator schedules time with teams and educators to review self-assessments and refine goals. | | | ✓ | Evaluator may want to meet with teams prior to individuals, as individuals on a team will have a shared goal. |
| Evaluator meets with teams and individual educators to review and finalize proposed goals. | ✓ | ✓ | ✓ | Team and individual goals shall be consistent with school and district goals, according to the regulations. |
| Evaluator and educators work together to plan activities that will support attainment of goals. | ✓ | ✓ | ✓ | Evaluators may want to develop a system for tracking all of the support and resources that they agree to offer educators to ensure capacity. |
| Record final goals and actions the educator must take to attain these goals. | | | ✓ | Evaluator retains final authority over goals to be included on Educator Plans. |

Source: Massachusetts Department of Education, Model Evaluation System, Part II: School-Level Planning and Implementation Guide, Pages 23 and 28.

