

Educator Evaluation

Oxford Public Schools

Overview

- Educators receive a performance rating on each of the four standards of practice and a rating on their progress toward attaining the two goals of their Educator Plan. The overall formative or summative rating is informed by six individual ratings:
 - 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
- Student Learning Outcomes Goal

Ratings

- The performance rating will be based on rubrics for each standard and the progress made on the two goals of the educator's plan. The three categories of evidence will be the basis of the rating.
- There is a rating for each standard and an overall rating for each educator.
- The ratings must be one of four categories – exemplary, proficient, needs improvement or unsatisfactory. Six ratings (one for each standard and one for each goal) combine to inform the overall rating.

Educator Plan Determination

- There are **four** types of educator plans based on the overall rating and on trends of the educator's impact on student learning. For educators with Professional Teaching Status:
 - If overall practice is unsatisfactory, the plan is an Improvement Plan of a minimum of 12 weeks and no longer than 18 weeks *regardless* of the impact on student learning.
 - If overall practice is needs improvement, the plan is an up to one-year Directed Growth Plan – again regardless of student learning impact.
 - If overall practice is proficient and 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 whose impact is moderate or high.
- All educators in their first three years of practice – without PTS – are on a Developing Educator Plan.

Evaluation Cycle

- **Self assessment** begins with the educator rating his/her performance on each of the descriptors in the Professional Practice Continuum.
- The educator then identifies **evidence** which supports his/her ratings of Proficient or Exemplary.
- The educator develops two **draft goals** – one for practice and one for student learning outcomes.
- Completing a self-assessment is a regulatory requirement. Educators should be able to use elements of the self-assessment to support the goals they have drafted.

Goal Setting

- **Goal setting** for all educators with supervisor approval is required. Goals may be set for individuals or instead for teams of educators by grade level, subject area, or job-alike with supervisor approval of team goals. School or district leaders must provide educators with information prior to goal development, which should include: school goals, district goals, student performance data applicable to the educator's role, measures of student engagement and performance, measures of school climate, etc. Goals are individual to an educator. **All educators should not have the same goals and it should be something they developed. Goals can be adjusted every year, and student learning goals should be adjusted yearly based on the students in front of them.**
- **Educator Plan** development is based on the goals and defines the professional development activities, work products, timelines and student outcomes in relation to the two goals.

Observations

- Unannounced observations will be no shorter than 10 minutes and no longer than 20 minutes. **Evaluators are required to complete at least 4 walk-throughs a year, one per quarter. Walk-throughs should occur at different times/classes in the day to ensure a fair evaluation.**
- **Announced observations (minimum of 20 minutes in length) must have a pre-conference and must be followed by a post-conference. Announced observations are only for those educators on a developing educator plan, a directed growth plan, or an improvement plan. Announced or formal observations are NOT REQUIRED for PTS educators on a self directed plan.**

Observation Cont...

- In all instances of observation, unannounced and announced, the Educator will be provided with feedback, via Teachpoint, within 3 school days of the walk through evaluation via the Classroom Walk-through form.
- The educator may request a meeting to discuss possible changes in the Classroom Walk-through Form write up.
- The educator shall have the right to make a written statement which shall become part of the Classroom Walk-through Form on Teachpoint, but must do so within 3 school days of receiving the feedback from the evaluator.

Artifacts and Evidence

- **Evidence and artifacts will be collected by both the educators and evaluators, however, it is up to the evaluators to request or see evidence and artifacts to satisfy documentation of effort; with a minimum of two pieces and a maximum of 5 pieces of evidence per standard.**
- **Evidence can be presented in any form- electronically and/or hard copy at the discretion of the educator.**

Timelines

| Activity: | Completed by: |
|---|---|
| Superintendent, principal or designee meets with new evaluators and educators to explain eval process | September 15 |
| <p>Evaluator meets with first-year educators to assist in self-assessment and goal setting process.</p> <p>PTS educators submit self-assessment and proposed goals.</p> | October 1 |
| Educator may meet with Educators in teams or in Groups to establish educator plan. | October 15 |
| Educator completes and submits their educator plan. | November 1 |
| Evaluator should complete the first observation of each educator by the end of quarter 1. There should be at least 4 walk throughs during the year, one per quarter. | End of Quarter 1 and then any time during the eval cycle. |
| <p>Non-PTS/One year plans: Educators submits evidence on all four standards and progress towards goals.</p> <p>*or 4 weeks prior to summative evaluation report date established by evaluator.</p> | January 5* |
| Evaluator should complete mid-cycle Formative Assessment Reports for Educators on one-year Educator Plans. (for Non PTS/One year Plans) | February 1 |
| Evaluator holds Formative Assessment Meetings if requested by either Evaluator or Educator. (for Non PTS/One year Plans) | February 15 |

Timelines

| Activity: | Completed by: |
|---|-------------------------------------|
| <p>PTS/2 YEAR PLANS: Educator submits evidence on parent outreach, professional growth, progress on goals and other standards.</p> <p>*or 4 weeks prior to Summative Evaluation Report date established by evaluator.</p> | April 20* |
| <p>Evaluator completes Summative or Formative Evaluation Reports, depending on the year of the cycle.</p> | May 15 |
| <p>Evaluator meets with Educators whose overall Summative Evaluation ratings are Needs Improvement or Unsatisfactory for both PTS and Non-PTS.</p> | June 1 |
| <p>Evaluator meets with Educators whose ratings are Proficient or Exemplary <u>at request</u> of Evaluator or Educator.</p> | June 10 |
| <p>Educator signs Summative Evaluation Report and adds response, if any, within 3 school days of receipt.</p> | June 15 (of year 2 if PTS educator) |
| <p>Notes:</p> <ul style="list-style-type: none"> •Summative eval dates can be agreed upon and changed between evaluator and educator UNLESS the rating is changed. Any change in status rating must be given to the educator by June 1. | |

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- <http://www.massteacher.org/advocating/~media/Files/PDFs/evaluation/TemplatesGuidance.pdf>
- <http://www.massteacher.org/>
- <http://www.doe.mass.edu/edeval/>
- Mass General Laws 603 CMR 35.11(1)