

# Teacher Evaluation - Massachusetts

The Massachusetts State Department of Education cites 2 main objectives for evaluating teachers.

(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.

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## Performance rating

Educators receive one of four ratings on each standard and overall. Summative evaluation rating must be based on evidence from multiple categories of evidence, not just MCAS or MEPA. Districts may use either the rubric provided by the Department in its model system or a comparably rigorous and comprehensive rubric developed by the district and reviewed by the Department. To be rated Proficient overall, a teacher shall, at a minimum, have been rated Proficient on the Curriculum, Planning, and Assessment and the Teaching all Students standards for teachers

**Exemplary** Performance consistently and significantly exceeds the requirements of a standard or overall.

**Proficient** Performance fully and consistently meets the requirements of a standard or overall.

**Needs Improvement** Performance on a standard or overall is below the requirements of a standard or overall, but is not considered to be unsatisfactory at this time. Improvement is necessary and expected.

**Unsatisfactory** Performance on a standard or overall has not significantly improved following a rating of needs improvement, or the educator's performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

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## Student Performance Measures: Impact on student learning, growth and achievement

Shall be the basis for determining an educator's impact on student learning, growth, and achievement. Whether an educator is evaluated as having a high, moderate, or low impact on student learning is based on trends and patterns in the following student performance measures: at least two state or district-wide measures of student learning gains - MCAS Student Growth Percentile and/or the Massachusetts English Proficiency Assessment (MEPA) or additional District-determined Measures comparable across schools, grades, and subject matter district-wide and specified by the Superintendent when the former are not available. Results are based on a review of trends and patterns of state and district measures of student learning gains.

**High** A rating of high indicates significantly higher than one year's growth relative to academic peers in the grade or subject.

**Moderate** A rating of moderate indicates one year's growth relative to academic peers in the grade or subject.

**Low** A rating of low indicates significantly lower than one year's student learning growth relative to academic peers in the grade or subject.

**note:** For an educator whose overall performance rating is exemplary or proficient and whose impact on student learning is low, the evaluator's supervisor shall discuss and review the rating with the evaluator and the supervisor shall confirm or revise the educator's rating

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## Evidences used in Evaluation

### 1. Multiple measures of student learning, growth, and achievement

- a. Measures of student progress on classroom assessments that are aligned with the Massachusetts Curriculum Frameworks or other relevant frameworks and are comparable within grades or subjects in a school;
- b. Measures of student progress on learning goals set between the educator and evaluator for the school year.
- c. Statewide growth measure(s) where available, including the MCAS Student Growth Percentile and the Massachusetts English Proficiency Assessment (MEPA).
- d. District-determined Measure(s) of student learning comparable across grade or subject district-wide.

**note:** For educators whose primary role is not as a classroom teacher, the appropriate measures of the educator's contribution to student learning, growth, and achievement is set by the district.

### 2. Judgments based on observations and artifacts of professional practice, including unannounced observations of practice of any duration;

### 3. Additional evidence relevant to one or more Performance Standards, including, but not limited to:

- a. Evidence compiled and presented by the educator
  - b. Student feedback collected by the district, starting in the 2013-2014 school year
  - c. Staff feedback (with respect to administrators) collected by the district, starting in the 2013-2014 school year.
  - d. Any other relevant evidence from any source that the evaluator shares with the educator.
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## Evaluation Cycles and Educator Plans

School committees shall adopt either the Model System designed and regularly updated by the Department, or a locally developed system that is consistent with these principles. The evaluation system shall include the evaluation cycle. The evaluation cycle shall include self-assessment addressing Performance Standards and shall include goal setting and development of an Educator Plan.

**Self Directed Growth Plan: 2 Year Cycle** Experienced educators rated Exemplary or Proficient AND whose impact on student learning is either **moderate or high**. Will receive a summative evaluation at least every 2 years. May receive a formative evaluation at the end of the first year and may be eligible for additional roles, responsibilities and compensation.

**Self Directed Growth Plan: 1 year cycle** Experienced educators rated Exemplary or Proficient AND whose impact on student learning is **low**. The educator and evaluator shall analyze the discrepancy in practice and student performance measures and seek to determine the cause(s) of such discrepancy. The plan may include a goal related to examining elements of practice that may be contributing to low impact. The educator shall receive a summative evaluation at the end of the period determined in the plan, but at least annually.

**Developing Educator Plan: 1 year cycle** A teacher without professional teacher status, an administrator in the first three years in a position in a district, or an educator in a new assignment. The educator shall be evaluated at least annually.

**Directed Growth Plan:** For any experienced educator who receives an evaluation rating of Needs Improvement. The educator shall receive a summative evaluation at the end of the period determined in the Plan and must either earn at least a proficient rating in the summative evaluation, or shall be rated Unsatisfactory, and shall be placed on an improvement plan.

**Improvement Plan:** For any experienced educator who receives an evaluation rating of Unsatisfactory, the district shall place the educator on an Improvement Plan. The educator shall receive a summative evaluation at the end of the period determined by the evaluator for the Plan.

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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. An educator shall be placed on an Educator Plan based on his or her overall rating and his or her impact on student learning, growth and achievement, or at the discretion of the district.

All Educator Plans shall meet the following requirements:

- Include a minimum of one goal to improve the educator's professional practice tied to one or more Performance Standards.
- Include a minimum of one goal to improve the learning, growth and achievement of the students under the educator's responsibility.
- 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.
- Be aligned to statewide Standards and Indicators in 603 CMR 35.00 and local Performance Standards.
- Be consistent with district and school goals.

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## **Massachusetts Department of Elementary and Secondary Education Standards and Indicators of Effective Teaching Practice**

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### **Curriculum, Planning, and Assessment standard**

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Promotes the learning and growth of all students by providing high quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an on-going basis, and continuously refining learning objectives.

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| <b>(a)Curriculum and Planning indicator:</b> | Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes. |
| <b>(b)Assessment indicator:</b>              | Uses a variety of informal and formal methods of assessment to measure student learning, growth, and understanding, develop differentiated and enhanced learning experiences, and improve future instruction.                        |
| <b>(c)Analysis indicator:</b>                | Analyzes data from assessments, draws conclusions, and shares them appropriately.  |
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### **Teaching All Students standard**

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Promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

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| <b>(a)Instruction indicator:</b>          | Uses instructional practices that reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. |
| <b>(b)Learning Environment indicator:</b> | Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to take academic risks, challenge themselves, and claim ownership of their learning.                                      |
| <b>(c)Cultural Proficiency indicator:</b> | Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.   |
| <b>(d) Expectations indicator:</b>        | Plans and implements lessons that set clear and high expectations and make knowledge accessible for all students.  |
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## Family and Community Engagement standard

Promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

### **(a)Engagement**

**indicator:** Welcomes and encourages every family to become active participants in the classroom and school community.

### **(b)Collaboration**

**indicator:** Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.

### **(c) Communication**

**indicator:** Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.

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## Professional Culture standard

Promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

### **(a)Reflection**

**indicator:** Demonstrates the capacity to reflect on and improve the educator's own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.

### **(b)Professional**

**Growth indicator:** Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles.

### **(c)Collaboration**

**indicator:** Collaborates effectively with colleagues on a wide range of tasks.

### **(d)Decision-making**

**indicator:** Becomes involved in school-wide decision-making, and takes an active role in school improvement planning.

### **(e)Shared**

### **Responsibility**

**indicator:** Shares responsibility for the performance of all students within the school.

### **(f)Professional**

### **Responsibilities**

**indicator:** Is ethical and reliable, and meets routine responsibilities consistently.

## Works Cited

Massachusetts Department of Elementary & Secondary Education. (2011, 07 22). *Final Regulations On Evaluation Of Educators*. Retrieved 01 30, 2012, from Education Laws and Regulations:  
<http://www.doe.mass.edu/lawsregs/603cmr35.html?section=03>