

Educator Evaluation - District Decision Matrix



	ADOPT	ADAPT	REVISE
1. Evaluating Superintendent			
Protocol for Superintendent (ESE Model System Part 6)			
Rubric for Superintendent (ESE Model System Part 3, Appendix A)			
2. Evaluating Principals			
Protocol for Principals (ESE Model System Part 5)			
Rubric for Administrator (ESE Model System Part 3, Appendix B)			
3. Evaluating District-Level Administrators with individual employment contracts, e.g., assistant superintendents, business managers			
Protocol for Principal (ESE Model System Part 5)			
Rubric for Superintendent (ESE Model System Part 3, Appendix A)			
4. Evaluating Teachers and Caseload Educators, e.g., "Unit A"			
Contract Language (ESE Model System Part 4)			
Rubric for Classroom Teacher (ESE Model System Part 3, Appendix C)			
Rubric for Caseload Educator (ESE Model System Part 3, available Mar-15 2012)			
5. Evaluating Administrators with contracts bargained collectively, e.g., "Unit B"			
Contract Language (ESE Model System Part 4, available Mar-15 2012)			
Rubric for Administrator (ESE Model System Part 3, Appendix B)			
6. Evaluating Caseload Educators not in Teacher unit, e.g., "Unit B"			
Contract Language (ESE Model System Part 4, available Mar-15 2012)			
Rubric for Caseload Educator (ESE Model System Part 3, available Mar-15 2012)			

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Adopt - A district that adopts the model system will be using the model protocol/contract and rubric(s) created by ESE without making any changes beyond those allowed by the regulations for rubrics to address specific roles and responsibilities

Adapt - A district that adapts the model system will be using the model protocol/contract and rubric(s) as its starting point, but has decided to alter them in some way(s) consistent with the regulations

Revise - A district with an existing system for one or more groups of educators that it considers stronger than the model may choose to revise that system to ensure alignment with all of the principles of educator evaluation detailed in the regulations

Phase I: Key Requirements (see regulations for all requirements - CMR 35.00 <http://www.doe.mass.edu/lawsregs/603c-cmr35.html>)

- 1 Five-Step Cycle (35.06)
 - Self-Assessment addressing Standards of Performance and Student Learning
 - Goal Setting and Educator Plan (at least 1 student learning and 1 professional practice goal)
 - Implementation of the Educator Plan and Collection of Evidence
 - Formative Assessment or a Formative Evaluation, including Mid-Cycle
 - Summative Evaluation based on performance against standards and attainment of goals
- 2 Four Standards and All Indicators as defined in regulation; districts may ADD, but not SUBTRACT (35.03 and 35.04)
- 3 Rubrics that are "comparably rigorous and comprehensive" to ESE's model rubrics (35.08 (2))
- 4 Four Educator Plans: *Developing Educator*, *Self-directed Growth*, *Directed Growth*, and *Improvement* - vary in length; see the regulations (35.06 (3))
- 5 Four Ratings: *Unsatisfactory*, *Improvement*, *Proficient*, *Exemplary* (*Proficient* is expected, rigorous level of performance of most educators) (35.08)
- 6 Two-Year Cycle for experienced educators and those with Professional Teacher Status rated Proficient or Exemplary (35.06 (7))
- 7 One-Year Cycle for educators without Professional Teacher Status and administrators in their first 3 years in administrative position in district (35.06 (8))
- 8 At least three categories of evidence: 1) multiple measures of student learning; 2) judgments based on observations and artifacts of professional practice; 3) additional evidence including evidence compiled by the educator related to professional development and growth and family engagement (35.07)
- 9 Multiple measures of student learning, growth, and achievement include classroom assessments, student progress on goals, state-wide growth measures (MCAS & MEPA), District-determined measures, and appropriate measures for non-classroom teachers (35.07 (1))
- 10 A teacher must be rated Proficient on Standards I and II to receive an Overall Rating of Proficient (35.08 (4))
- 11 An administrator must be rated Proficient on Standard I to receive an Overall Rating of Proficient (35.08(5))
- 12 Earning Professional Teacher Status assumes Proficient or Exemplary rating on each Performance Standard and overall (35.08 (6))
- 13 Educators rated Exemplary overall shall be recognized and rewarded with leadership roles, promotion, additional compensation, public commendation or other acknowledgement as determined by the district through collective bargaining where applicable (35.08 (7))
- 14 Report to ESE ratings on each standard and overall for every educator (35.11 (5))