

Educator Evaluation e-Newsletter

Inside this issue

- [Implementation Spotlight: Teacher Leaders](#)
- [Vendor Support for Eval Training](#)
- [New Resources](#)
- [Coming Soon!](#)
- [Questions from the Field](#)

May 2013

Implementation Spotlight: Teacher Leaders

This month's Spotlight explores the use of Evaluation Teacher Leaders (ETLs) in Revere Public Schools to support educator evaluation. Lisa Caponigro, a 5th grade math teacher at McKinley Elementary School, shares her experience as one of Revere's first ETLs:

"I love being a teacher. And I have no current interest in becoming an administrator – a principal, director, superintendent. I **love** teaching. But I love having a leadership role. This has given me the ability to take on a leadership role without having to sacrifice being a teacher."

What is an Evaluation Teacher Leader?

In Revere, ETLs are central to educator evaluation implementation. As experts in the new evaluation process, they are fully responsible for providing formal and informal professional development in the evaluation framework to all school staff and serve as knowledgeable peers to whom teachers can turn with questions. As Caponigro explains, "ETLs really provide building-based, personalized support for educators. It's non-threatening because we're not evaluators; it's a familiar face, someone who can give guidance or advice, and help with technology." ETLs answer questions that range from small technical challenges such as, "how do I scan these documents?" or "how do I comment in a dialogue box?" to implementation questions reflecting an underlying cultural shift, such as, "what will my evaluator look for during an observation?" or "what happens if I don't meet my goals?"

How did Revere implement the Evaluation Teacher Leader?

Revere invited all educators to apply to become an ETL at his/her own school and selected a mix of 25 PTS teachers, non-PTS teachers, and support personnel to participate in its first cohort (typically two per school). ETLs committed to two days of training in August and five planning meetings throughout the year. Their school-level responsibilities include facilitating an introductory training day to school staff and five two-hour afterschool PD sessions throughout the year. Staying in frequent email contact with one another, as well as escalating questions to [Asst. Supt. Dianne Kelly](#) as needed, helps ETLs communicate consistent answers and accurate information across all eleven schools. According to Caponigro, being an ETL has never taken time away from her teaching responsibilities.

Revere Evaluation Teacher Leaders...

- ✓ Provide opportunities for teachers to ask questions they are not comfortable bringing to their evaluators. "Teachers would not have gotten as many questions answered without the ETLs."
- ✓ Ensure everyone "gets the same information in the same way at the same time."
- ✓ Enable school administrators to focus on responsibilities as evaluators rather than technical details about the process.
- ✓ Assure teachers and the district that all schools have the same expectations.

Caponigro's final advice to a district was: "Allow any educator that's interested in taking on this role to apply, give them an opportunity. You want someone in the role who wants to do it, whether it's a first year teacher or a veteran." When asked if she'd do it again, Ms. Caponigro didn't hesitate to reply, "Absolutely!"

For more information on Revere's Evaluation Teacher Leaders, please contact Asst. Superintendent Dianne Kelly at dkelly@revere.mec.edu.

New Resources

Rating Educator Performance: Practice Worksheets

These [practice worksheets](#) are designed to support administrators and other educators with evaluator responsibilities. Based on the guidance document, [Rating Educator Performance](#), the series of scenario-driven worksheets give evaluators an opportunity to familiarize themselves with the process of establishing Summative Performance Ratings.

District-Determined Measures and Assessment Literacy Webinar Series

The recorded webinar, presentation, and materials are [now available online](#) for **Part 3: Assessment Options**. Materials include an Assessment Quality Tracking Tool and a *Draft* DDM-Educator Alignment Tool. **Part 4: Determining the Best Approach to District-Determined Measures** will be conducted on July 18th from 4:00pm – 5:00pm. Register [here](#).

District-Determined Measures: Memo from the Commissioner

On April 12, 2013, Commissioner Chester released a memo providing a revised implementation timeline for district-determined measures. Please visit the [Ed Eval DDM website](#) for the full text.

Vendor Support for Evaluation Training

Race to the Top Districts

Many Race to the Top districts can still receive training from [ESE-approved vendors](#) at little to no cost to train new staff in the 2013-14 school year or to supplement training done during 2012-13. There are two different categories of training, A and B (details below). Districts are eligible for discounted rates in *both* categories through August 2014 (e.g., a district that has received discounted training under Category A can also receive discounted training under Category B).

- ✓ **Category A – ESE Training Modules:** any district that did not have a vendor deliver the [required ESE-developed training modules](#) may do so through August 2014 if, for example, the district wants to provide training to new staff, expand upon previous training, or extend training to additional staff.
- ✓ **Category B – Evaluator Training:** ESE also approved select vendors to provide additional training in evaluator skills such as conferencing and providing feedback. Category B training curricula were developed by the vendors.

More information on the approved vendors is available on the [website](#). If you are not sure whether your district is still eligible for the discounted rate from a vendor, please contact Samantha Warburton at swarburton@doe.mass.edu.

Non-Race to the Top Districts

We are excited to announce that ESE has also made funding available and approved vendors to deliver the required [ESE-developed training modules](#) at little to no cost to non-Race to the Top districts. Interested districts should contact vendors directly. Subsidies go directly to approved vendors who then offer services to districts at a proportionately reduced cost. More information on approved vendors is available [here](#).

NOTE: districts are not required to use an approved vendor and may choose to deliver the required ESE training modules without a vendor or with a non-approved vendor. Vendors not approved by ESE, however, are not eligible to receive ESE funding.

Reviewing the Evaluation Training Program

ESE is currently reviewing the effectiveness of the existing training materials. We have worked with a consultant who gathered feedback on the existing modules through observations, participant interviews, and vendor input. ESE is also very interested in hearing *your* thoughts on the [Training Modules](#) and [Teacher Workshops](#) and encourage you to share your feedback with us by emailing EducatorEvaluation@doe.mass.edu.

Coming Soon!

- **Technical Guide A: Considerations Regarding District-Determined Measures** (May 2013). Technical Guide A ([available here](#)) complements [Part VII: Rating Educator Impact on Student Learning](#) and the [DDM & Assessment Literacy Webinar Series](#). The guide provides more detailed information about core assessment concepts related to DDMs and guidance on the processes of selecting an existing assessment as a DDM and developing a new assessment.
- **FAQs on Data Reporting** (June 2013). ESE will address commonly asked questions in support of RTTT districts required to report educator evaluation data in the June 2013 EPIMS collection. Also see the [Data Collection “QRG.”](#)
- **Technical Guide B** (August 2013). Technical Guide B will pick up where Technical Guide A leaves off, providing districts with information about how to use data from DDMs to assess educator impact on student learning.

Educator Evaluation Collective Bargaining

Evidence of Impact

Over the past year, districts have found that the timely completion of local negotiations is a critical factor in successful implementation of the educator evaluation framework. An independent evaluator found that a sample of 41 RTTT districts who had finalized their negotiations, on average, prior to early September, were largely on track with regard to the implementation timeline. As of January 2013, 89% of surveyed educators from these districts had completed SMART goals, 86% had been observed at least once, and 58% had already received a formative assessment.

What do districts need to submit to ESE for review?

In the June newsletter, ESE will provide detailed instructions for what information we will collect from districts between June and September 1, 2013 and instructions for how to submit information. RTTT districts who have not yet submitted their contract, however, should promptly send their finalized agreements to ESE by emailing ContractAgreements@doe.mass.edu.

Resources

- **Teacher Contract Language:** For support in understanding the relationship between the [Model Teacher Contract Language](#) and the [Ed Eval regulations](#), please refer to the [Annotated Model Contract Language for Teachers](#).
- **Rubrics:** For support in understanding the opportunities and parameters for modifying the Model rubrics, please refer to pgs. 13-14 of [Part III: Guide to Rubrics](#).
- **Administrator Contract Language and Model Process:** For support in understanding the model process for evaluating administrators, please refer to the [Model Contract Language for Administrators, Part V: Implementation Guide for Principal Evaluation](#), and [Part VI: Implementation Guide for Superintendent Evaluation](#).

Contact Information

For questions regarding the submission or review of evaluation systems, please contact ContractAgreements@doe.mass.edu.

Questions from the Field

1. What is the status of Training Modules 7 and 8?

Module 7: Rating Educator Performance. In lieu of creating another module in the format of [Training Modules 1-6](#), ESE has released guidance on [Rating Educator Performance](#) and accompanying [Practice Worksheets](#). The scenario-driven practice tool gives evaluators an opportunity to practice applying the regulatory parameters within which Summative Ratings are issued.

Module 8: Rating Impact on Students. Per the [revised implementation timeline](#), ESE is postponing the release of this module, which will be designed to support educators to determine an impact rating. As the current focus of districts is on identifying and piloting DDMs, ESE is instead offering the eight-part [DDMs & Assessment Literacy Webinar Series](#) for district teams. Recordings of Parts 1-3 of the series, as well as accompanying materials, are now available on our [website](#), so you can catch up at your convenience. Part 4: Determining the Best Approach to District-Determined Measures will be conducted on July 18th from 4:00pm – 5:00pm. Register [here](#).

Additional Training Needs. ESE is also working to identify additional school and district needs with regard to training and we are eager for your input. We welcome you to send recommendations for additional topics to address in future training materials and/or resources by emailing us at EducatorEvaluation@doe.mass.edu.

2. Where can I find exemplar S.M.A.R.T. Goals?

In addition to the training materials on S.M.A.R.T. goals for [evaluators](#) and [teachers](#), ESE will be facilitating practitioners to develop exemplars for a wide variety of content areas and educator roles this spring and summer. These field-developed exemplars will be published in late July for school and district use in the 2013-14 school year.

Questions or Comments are always welcome at EducatorEvaluation@doe.mass.edu

Contact the Educator Evaluation Team

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The Department of Elementary and Secondary Education is committed to preparing all students for success in the world that awaits them after high school. Whether you are a student, parent, educator, community leader, taxpayer, or other stakeholder interested in education, we invite you to join us in this endeavor.

"To strengthen the Commonwealth's public education system so that every student is prepared to succeed in postsecondary education, compete in the global economy, and understand the rights and responsibilities of American citizens, and in so doing, to close all proficiency gaps."

- Strengthen curriculum, instruction, and assessment
- Improve educator effectiveness
- Turn around the lowest performing districts and schools
- Use data and technology to support student performance

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