

Implementation Spotlight: Educators Take the Lead in Developing Common Measures

Great educators are always looking for actionable feedback. They seek out colleagues and evaluators for advice about how to improve their practice. They find ways for their students to share what they liked or found challenging about their lessons. They use varied, authentic assessments to understand how and what their students are learning. The Massachusetts Educator Evaluation Framework is designed to facilitate educators' abilities to access and use high quality feedback along two dimensions: (1) feedback about practice and (2) feedback about impact. To achieve the latter, educators across the Commonwealth are working together to develop common measures.

Developing common measures of student learning, growth, or achievement can be a challenge, especially for grades/subjects and roles for which common assessments are not typically used. In 2014-15, ESE worked with six Educational Collaboratives to bring educators together to try out a model development process and build concrete examples of common measures in hard to assess areas.

These example common assessments were developed by teams of Massachusetts educators who identified the content, conceived the measures, developed protocols and parameters for high, moderate, and low growth, and in most cases conducted small pilots using the measures in the spring of 2015. We encourage districts to follow the steps these teams took to develop their common measures and consider the examples as tools to support the identification and improvement of their local measures (see [page 4](#) for an outline of the model development process).

Keep in mind that these measures are not intended to be static. In fact, in their write-ups many of the teams identified clear area for improvement in line with the goal of [continuous improvement](#). Said one educator, "Well, I think the common measures that we're developing are kind of like living tests. I mean, we're testing them out, we're seeing do they work? Is this question effective, are students finding success here? It doesn't have to be perfect the first time out. We want to essentially continue to let this thing grow so it becomes an effective measure."

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New Resources

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- ✓ [External Research Study of the MA Educator Evaluation Framework: Summary Findings from 2011-2014](#)

New Newsletter Title, Same Great Content

For the last several issues, we've expanded the newsletter content to share more about the work of the Center for Educator Effectiveness. This includes information about educator evaluation, preparation and assessment, licensure, induction and mentoring, and educator recognition.

We've updated the newsletter title to encompass our work and our goal of every student having equitable access to great teachers and administrators.

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ESE encourages educators to explore the [examples](#) (more to be published by late September), watch the [video](#) on the development process, and share a common measure of your own with the Educator Evaluation Team by emailing us at EducatorEvaluation@doe.mass.edu.

Continuing to improve how we assess students' learning across a range of grades and content areas will lead to new and better opportunities for all educators to use feedback from meaningful assessments to refine their instruction. This work is not only central to a robust professional growth and development process, but also

Transforming Educator Evaluation in Massachusetts (TEEM) Video Series

In 2014-15, ESE's Educator Evaluation Team partnered with Amherst-Pelham, Manchester Essex, Northbridge, and Revere to take a good look at how these districts have focused on clear and ongoing communication that reinforces the primary purpose of the evaluation process: professional growth. Each district has worked hard to make all parts of the evaluation system meaningful to both educators and evaluators, while tightly aligning the process to district priorities. In the words of Superintendent Maria Geryk of Amherst-Pelham, "There are times when we are asked to implement something from the state and we can look at implementation in one of two ways. We can say that we're going to really just implement for the sake of it and kind of jump through a hoop or we can actually make the work meaningful. For me the educator evaluation model is a really meaningful tool to improve learning of students."

The [TEEM videos](#) include interviews with teachers, school administrators, and district leaders from the four districts describing how they use the evaluation process to support growth. The series is a direct response to feedback ESE received from our teacher, principal, and superintendent advisors about the need for a set of resources that would accomplish the following objectives:

- Demonstrate meaningful and innovative evaluation systems that support educator growth and development
- Build a shared understanding of the evaluation framework across educators and evaluators
- Provide districts with high quality video training materials.

Videos highlight aspects of the **5-Step Evaluation Cycle**, as well as innovative **District Systems** that support effective evaluation implementation. Schools and districts may use the TEEM Videos to:

- See high quality implementation in practice
- Cultivate a shared understanding of the evaluation processes across all educators
- Generate new ideas for the continuous improvement of existing evaluation systems.

Click [here](#) to watch *The Opportunity: Educator Evaluation in Massachusetts*. Go [here](#) to view the entire series.

A special thank you to the educators and students of **Amherst-Pelham Regional Schools, Manchester Essex Regional School District, Northbridge Public Schools, and Revere Public Schools** for making this video series possible.



Become a Guidebook Partner

Created by Massachusetts educators, the [Educator Effectiveness Guidebook for Inclusive Practice](#) includes tools for districts, schools, and educators that align to the MA Educator Evaluation Framework and promote evidence-based best practices for inclusive instruction following the principles of Universal Design for Learning, Positive Behavior Interventions and Supports, and Social and Emotional Learning.

ESE is looking to partner with educators at the classroom, school, and district levels to provide feedback throughout the 2015-16 school year on the usefulness and impact of the tools included in the Guidebook. You can find more information about the program [here](#).

Video Resource to Support Evaluator Calibration—Coming Soon!

In the fall, ESE will launch a compilation of over 40 videos of instruction in elementary and secondary classrooms. These videos will be accompanied by sample calibration training protocols and related resources to provide MA districts with a video training tool to support evaluator calibration around observations and feedback.

Look for more information in our October newsletter.

New Resource: “On Track with Evaluator Capacity”

In 2014-15, ESE brought together eight districts to form a Professional Learning Network (PLN) for Supporting Evaluator Capacity. These PLN districts engaged in a deep partnership with each other and ESE to develop and/or refine strategies related to supporting their evaluators. A new interactive document called “[On-Track with Evaluator Capacity](#)” tells the story of the PLN, complete with specific strategies, lessons learned, and links to district-created resources. Review the document (click freely – the tabs and buttons make it easy to navigate) and consider how the work of the PLN districts can support ongoing refinement of your district’s educator evaluation system. Find more information about the PLN on our [website](#).

ESE would like to thank our partner districts for their commitment to this project. We hope you are as inspired by their work as we are!

Subscribe: Teachers’ Top Three from ESE

[Teachers’ Top Three](#) is a direct communication from ESE to teachers. Every other week, we’ll highlight resources and information relevant to teachers’ work, reflection pieces written by current teachers, and upcoming opportunities to engage with ESE. We’ll keep it short and to the point—selecting the top three items we think teachers will find most interesting.

[Subscribe](#) today and help us spread the word! You can read past issues on our [Communications and Engagement](#) page.

Aligning Educators’ Experiences from Preparation to Employment

This fall, some educator preparation programs will be piloting the [Candidate Assessment of Performance \(CAP\)](#), the new performance assessment for teacher candidates that takes place during student teaching. The CAP is designed to assess the overall readiness of candidates to impact students on day one of employment.

K-12 educators, educator preparation faculty, and teacher candidates worked with ESE to create an assessment of teacher candidates aligned to the MA Educator Evaluation Framework. This alignment promotes a continuum of professional growth throughout an educator’s career—from preparation to full teaching responsibilities—and establishes a common language for talking about educator practice.

The CAP creates a bridge from training to practice. It aligns expectations and process with the Educator Evaluation Framework by measuring candidates’ practice on key [Standards and Indicators](#), and by employing a 5-step cycle. Teacher candidates who successfully complete CAP will be more ready to be effective with students, and well-versed in the Standards, practices, and evaluation systems that are already in place in MA districts.

The CAP Pilot will take place during the 2015-16 academic year, and will be fully implemented in 2016-17, replacing the current Pre-service Performance Assessment (PPA). Teachers who have committed to be supervising practitioners, also known as cooperating teachers, for the 2015-16 school year should be aware of the pilot, and should ask the program supervisor by which assessment (CAP or PPA) the teacher candidate will be evaluated. For more information, contact EdPrep@doe.mass.edu.

New Teacher Leadership Webpage

In collaboration with ten districts through ESE’s Teacher Leadership Professional Learning Network and members of the Teacher and Principal Advisory Cabinets, we’re excited to share the following resources that encourage teacher leadership as a strategy that supports student learning and district priorities.

- [Building a School Culture that Promotes Teacher Leadership: Advice from Teachers and Principals](#)
- [Creating and Sustaining Teacher Leadership Roles: Lessons Learned from MA Districts](#)
- [Video: The Value of Teacher Leadership](#)
- [Teacher Leadership Case Studies from MA districts](#)

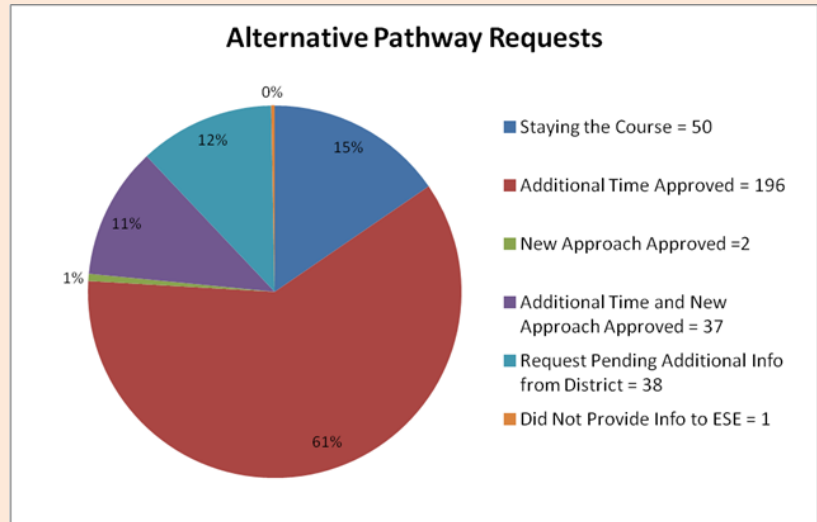
Professional Development Resources—Now Available

- ✓ [PD Planning Guide](#): A guide, developed in consultation with Massachusetts educators that can support districts and schools in planning high quality professional development.
- ✓ [Toolkit for the Assessment of Professional Development](#): A toolkit, developed in consultation with Massachusetts educators, which can support districts and schools in assessing/evaluating their professional development.
- ✓ [PD Case Studies](#): Case studies and videos of three MA districts and one school transforming professional development and learning.
- ✓ [PD Provider Registry](#): A searchable database of professional development providers who have recently registered with ESE through a new review process.

Update: Alternative Pathways for Evaluating Educator Impact

In the spring, ESE announced the [Alternative Pathways Proposal](#), providing districts with new flexibility for designing systems to provide educators with feedback about their impact on student learning. Districts had until the end of June to develop their proposals. ESE's Educator Evaluation Team spent the summer reviewing proposals and providing feedback to districts. The chart to the right shows how districts are moving forward.

A big ESE shout out to the 50 districts that are "staying the course," meaning they did not request an alternative pathway and have already collected year 1 data for at least some of their educators. These districts are already realizing the benefits to students of grounding educator conversations about student learning in common assessments and common expectations.



Model Development Process for Common Measures

Referenced in this month's Implementation Spotlight, Educational Collaboratives used the following process to work with educators to develop example common assessments. You can learn more about on the [Common Measures Development Process webpage](#).

Prepare

- **Setting Expectations:** Educators received training on assessment literacy concepts and the purpose of common measures as part of the MA Educator Evaluation Framework. The improvement of assessment literacy is often cited as one of the most impactful outcomes to participating in this work.
- **Identifying content:** Before identifying an appropriate measure, educators identified the most critical understanding, skills, or learning that educators are responsible for teaching and students are responsible for learning.

Develop

- **Identifying the measure:** Educators then selected the assessment type (e.g., performance assessment, portfolio, project, selected response, [indirect measure](#)) and an [approach to measuring growth](#). Finally, if using an existing assessment, educators should review all items and materials and make necessary refinements (e.g., rewording items, adjusting scoring rubrics, clarifying student instructions).
- **Developing Common Assessment Components:** After educators identified a measure, they needed to be clear about how the assessment should be used across different classrooms. This led to the development of administration protocols (including accommodations) and growth parameters includes identifying the following:
 - Administration protocols: How, when, and where an assessment is administered consistently to different classrooms of students.
 - Parameters: What is the definition of low, moderate, and high growth (which may be described as exceeding, meeting, or approaching expectations).
 - Accommodations: In addition to clearly defining how an assessment will be administered consistently, developers need to think carefully about how educators may make changes to ensure that all students have an equal chance to demonstrate growth, including [students with disabilities](#) and [English language learners](#).

Reflect

- **Collecting Data:** Educators then administered the measure and collected and scored the results.
- **Drawing Conclusions:** Reflecting on results, educators considered improvements not only to their practice, but to the measure as well. They also confirmed that the measure provided meaningful information about students' understanding of the identified content.

Mark Your Calendar

Save the Date: ESE's 2015 Fall Convening

October 27th and repeated on
October 28th in Marlborough, MA

Registration will be sent directly to
superintendents in mid-September.

Read the full [Save the Date](#).

Educator Licensure

You may have noticed that educator licensure has a new website. Please join the 31,152 users that visited www.mass.gov/eSE/licensure in July to review the new pages, updated resources, access ELAR and much more. We've also updated the ELAR logo and changed the R to stand for *renewal* rather than recruitment.



Thank you for all you do for the students of Massachusetts!
--The Educator Effectiveness Team

Questions or Comments are Always Welcome at EducatorEvaluation@doe.mass.edu

Contact the Educator Evaluation Team

[Claire Abbott](#), Evaluation Training Program, Implementation Support, Student and Staff Feedback

[Susan Berglund](#), Evaluation Liaison to Level 3 and Level 4 Districts

[Matt Holloway](#), Evaluation Training Program, Evaluator Capacity, Student and Staff Feedback

[Kat Johnston](#), Teacher Leadership, Communications, Implementation Support

[Simone Lynch](#), Assistant Director, Center for Educator Effectiveness

[Ron Noble](#), Educator Evaluation Manager

[Craig Waterman](#), District-Determined Measures, Evaluator Capacity

Contact the Educator Development Team at EducatorDevelopment@doe.mass.edu.

Contact the Educator Preparation and Assessment Team at EdPrep@doe.mass.edu.

Contact the Office of Educator Licensure at 781-338-6600 (Monday-Friday 9am-12pm & 2pm-5pm).

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And by these goals...

- Strengthen curriculum, instruction, and assessment
- Improve educator effectiveness
- Turn around the lowest performing districts and schools
- Use data and technology to support student performance
- Support the social, emotional, and health needs of students and families

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