

The slide features a central red horizontal bar with a gradient. Above the bar, the text "Educator Evaluation" is underlined in blue, followed by "Regulations, Mandatory Elements & Next Steps" in blue. The text is framed by a blue circle and red and blue brackets. Below the bar, the text "Prepared by the MTA Center for Education Policy and Practice February 2012" is displayed in blue. At the bottom left, there are logos for "cepp" (center for education policy and practice), "working for great public schools", and "MTA".

Educator Evaluation
Regulations, Mandatory Elements & Next Steps

Prepared by the
MTA Center for Education Policy and Practice
February 2012

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- Introductory slide to show prior to start of presentation

Just suppose...

... you had to rate your job performance,

... using measures you don't understand,

... and your job might be on the line!

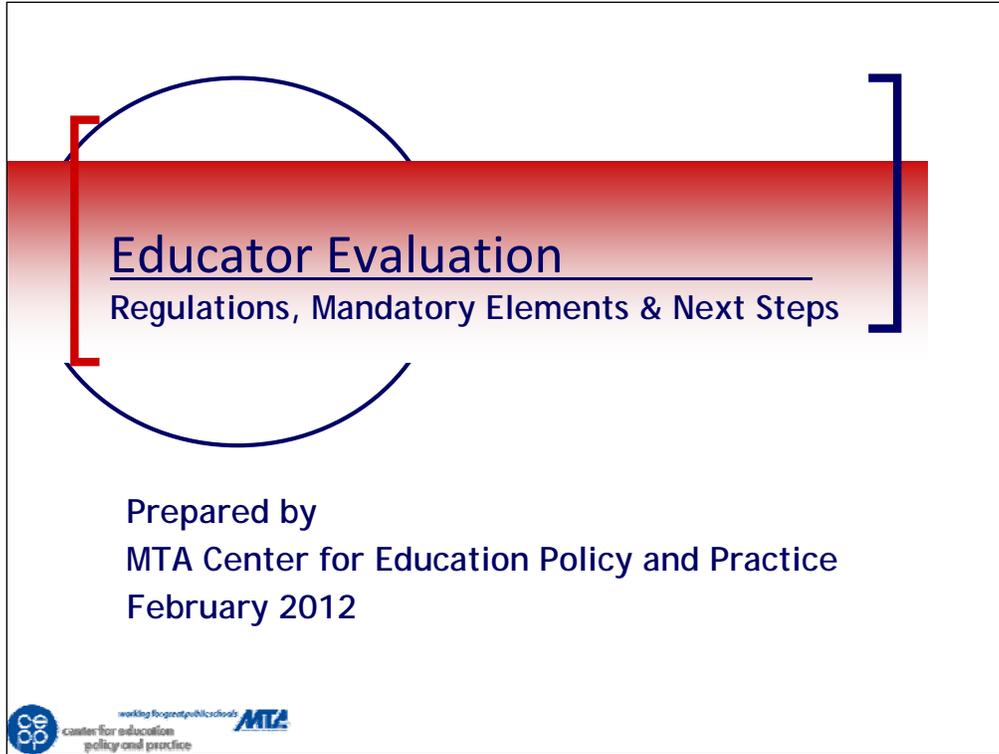
MA Educator Evaluation Framework

How would you feel?



MA Educator Evaluation Framework





Educator Evaluation
Regulations, Mandatory Elements & Next Steps

Prepared by
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- One of the major education policy events of the past year was the establishment of a new educator evaluation framework for teachers and administrators in MA.
- This PowerPoint is designed to answer the following questions.
 - ✓ ***Why must we review and amend our current evaluation system?***
 - ✓ ***What must our local evaluation system look like?***
 - ✓ ***What must the district and association do and when?***
 - ✓ ***What must each educator do and when?***

[

Race to the Top Requirements

]



- At least **three summative rating** categories
- **Multiple measures** of teacher/principal impact on student academic performance and growth
- **Supervisor evaluations** based on research-based observational tools and **rubrics** of professional practice
- **Evidence** of educator content knowledge, professional skills, cultural competency, and ongoing professional growth



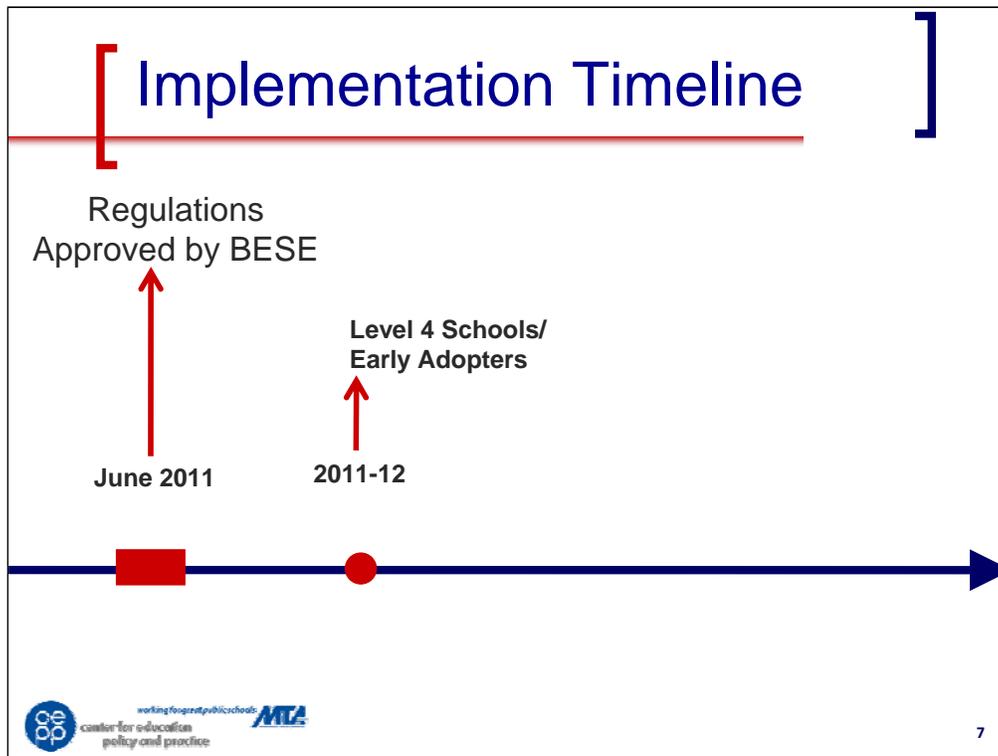
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6

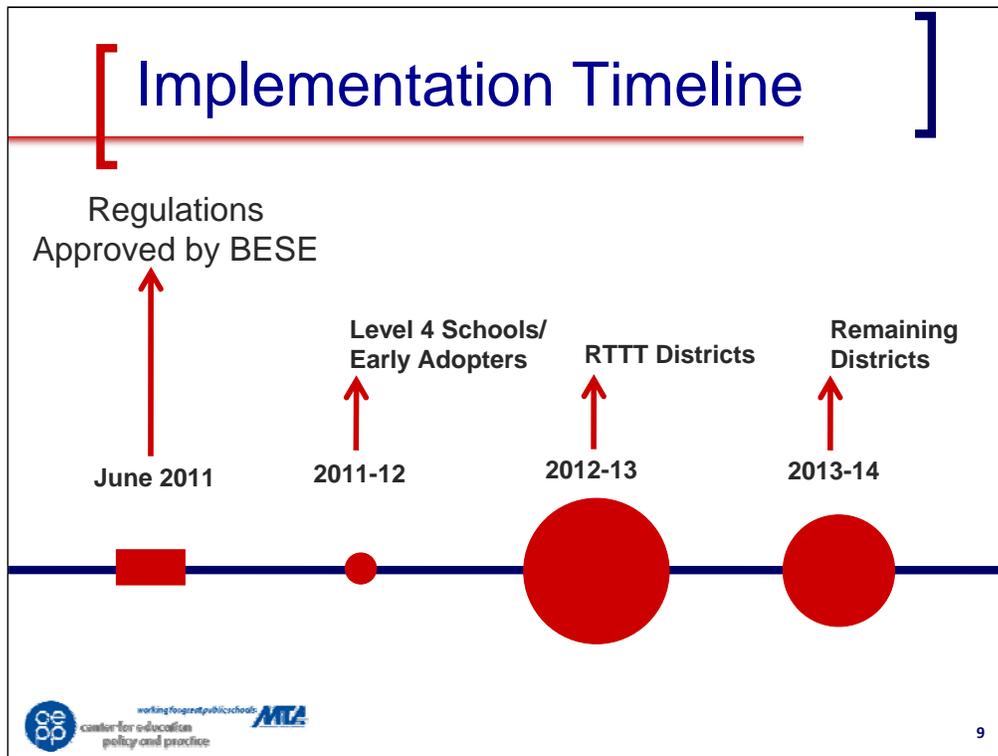
- The Race to the Top grant program was announced in January 2010. Applicants had to include specific provisions for an evaluation framework.
- MA was a successful RTTT applicant; as part of gaining support for the application, most stakeholders supported revising our existing evaluation framework using these parameters.
- The MA RTTT plan involved revising the evaluation regulations; consequently, all districts in MA will be eventually implementing the new regulations – not just the 258 RTTT districts.
- The revision of these regulations would be framed by these requirements.

MA Educator Evaluation Framework



- The regulations were approved by the BESE at its meeting at the end of June.
- The implementation timeline for the regulations is different for districts in various circumstances.
- Level 4 schools – 34 schools – must implement the new framework starting this school year.
- A number of early adopter districts have agreed to implement this year.

MA Educator Evaluation Framework



- All Race to the Top districts must implement in the 2012-13 school year – about 258 districts (minus those implementing in 2011-12).
- All remaining districts will be required to implement the new evaluation requirements in 2013-14.

MA Statute on Evaluation – BESE Authority

- MGL, Chapter 69, Section 1B – Board of Elementary and Secondary Education
 - Establishes guidelines for evaluation systems
 - Encourages districts to develop evaluation programs and standards
 - Does not have approval authority





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10

- In developing the new evaluation regulations, there have been no changes to existing MA statutes regarding evaluation. There was no interest in changing the current MA statutes related to evaluation, including the statutory requirements for collective bargaining around evaluation.
- The statutes give the BESE a relatively small amount of authority around evaluation.
- Chapter 69, Section 1B, requires the Board of Elementary and Secondary Education (BESE) to:
 - ✓ Establish guidelines for systems of personnel evaluation, including teacher performance standards.
 - ✓ Encourage districts to develop programs and standards that provide for a rigorous and comprehensive evaluation process.
- The BESE has no approval authority; although they tried to include approval authority in their proposed regulations. Not surprisingly, School committees were strongly opposed to giving this authority to state government.

MA Statute on Evaluation – District

- MGL, Chapter 71, Section 38 - District Requirements
 - Comprehensive system based on BESE principles
 - Performance standards - bargained
 - Annual evaluation – administrators & teachers without PTS
 - At least biannual evaluation – teachers with PTS
 - Permits inclusion of student learning outcomes




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11

- The statute is more specific about the obligations of a district regarding evaluation.
- Chapter 71, Section 38 requires:
 - ✓ A comprehensive evaluation system for teachers, principals and administrators using the principles established by the BESE.
 - ✓ Performance standards and procedures for those school employees represented by associations/unions are subject to the collective bargaining provisions of Chapter 150E.
 - ✓ Evaluation of all administrators must be conducted annually.
 - ✓ All teachers without PTS to be evaluated annually.
 - ✓ All teachers with PTS to be evaluated at least once every two years.
 - ✓ Evaluation results are used to dismiss, demote or remove a teacher or administrator.

What do the new regulations require?



Mandatory Elements – New Regulations

- 4** Standards & **16** Indicators of Effective Teaching
- 4** Standards & **20** Indicators Administrative Leadership
- 4** Performance Ratings
- 4** Types of Educator Plans
- 3** Categories of Evidence

- The evaluation regulations specify several mandatory elements. Each will be explained more completely.
- First, the numbers - Read through list.
- While each of these are required elements, there are many components of each that can be bargained.

Mandatory Elements – New Regulations

- Self-Assessment
- Goal Setting
- Summative and Formative Evaluations
- Unannounced observations

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14

- The regulations also require elements in the evaluation process.
- Read through list.
- As with the other required elements, there are many components of each of these that can be bargained.

Mandatory Elements – Pending Guidance

- Student surveys/staff surveys – DESE guidance in June 2013
- Impact on Student Learning – DESE guidance in July 2012

- Two mandatory elements – student feedback for teachers and staff feedback for administrators and impact on student learning for all educations – will be required after the DESE has developed guidance for how they will be included in the evaluation system.
- Until this guidance is issued, districts should not be including these elements into evaluations.
- We expect to be working with DESE in developing this guidance.

Standards	
Teachers	Administrators
<ul style="list-style-type: none"> • Curriculum, Planning, & Assessment • Teaching All Students • Family & Community Engagement • Professional Culture 	<ul style="list-style-type: none"> • Instructional Leadership • Management and Operations • Family & Community Engagement • Professional Culture


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16

- The new evaluation framework replaces the seven Principles of Effective Teaching and Administrative Leadership, 19 behavior statements and 72 indicators for teachers and 23 behavioral standards and 97 indicators for administrators with four new “standards.” The “teacher” standards apply to all licensed educators who are not administrators – including librarians, guidance counselors, nurses, caseload educators, etc.
 - ✓ Standard 1 is Curriculum, Planning & Assessment for teachers; Curriculum, Instruction and Assessment for administrators
 - ✓ Standard 2 is Teaching All Students for teachers and Management & Operations for administrators
 - ✓ Standard 3 is Family and Community Engagement for teachers and administrators
 - ✓ Standard 4 is Professional Culture for teachers and administrators
- There are also about 16 indicators that need to be included for teachers – and 20 for administrators
- These standards will be the basis for the self-assessment, formative and summative evaluations.

Performance Ratings

Exemplary	Proficient
Educator consistently and significantly exceeds the requirements.	Educator fully and consistently meets the requirements.
Needs Improvement	Unsatisfactory
Educator performance is below the requirements but not unsatisfactory. Improvement is necessary and expected.	Educator has not significantly improved following a rating of NI or is consistently below the requirements and is considered inadequate or both.

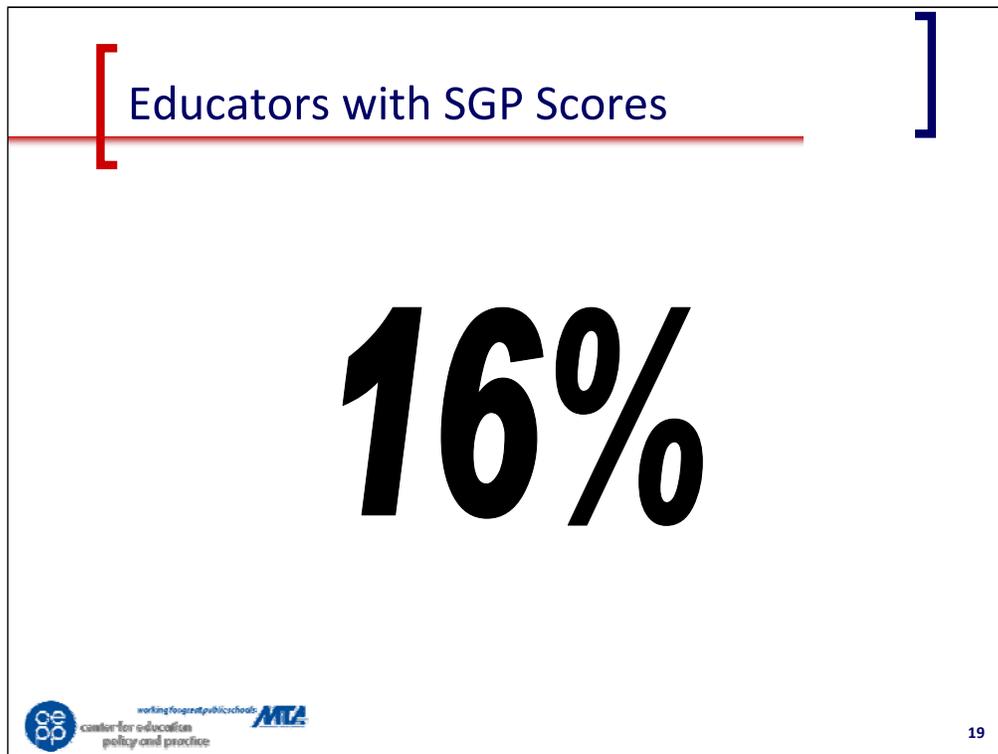
- While both three and five categories were discussed, the final regulations require four performance categories defined in this way.
- Proficiency is the goal.

Categories of Evidence

Practice	Learning	Engagement
<ul style="list-style-type: none"> • Self-assessment • Observations • Educator Work Products • Student Work • Practice Goal 	<ul style="list-style-type: none"> • Year 1: Student learning objective determined by evaluator and educator (Learning Goal) 	<ul style="list-style-type: none"> • Professional Development • Family Engagement
	DESE Guidance 2012 <ul style="list-style-type: none"> • Multiple Measures • District-determined • State Assessments 	DESE Guidance 2013 <ul style="list-style-type: none"> • Student Surveys • Staff Surveys • Parent Input


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18

- Multiple categories of evidence will inform evaluations – unlike what often happens now where the evaluation is based on an observation and the opinion of a single administrator.
- The regulations do not include any weights, percentages or formulas for these categories of evidence.
- Instead, the regulations make clear that human judgment about practice prevails, but judgments must be based on and informed by evidence.
- There are three equally important categories of evidence:
 - ✓ Observations and artifacts of **educator practice**.
 - ✓ Multiple measures of **student learning** outcomes. There must be multiple measures, they must include district-determined (collectively bargained) assessments comparable across schools or classrooms, state assessments – the MCAS Student Growth Percentile – where available and may include other measures as determined by collective bargaining. DESE will be providing guidance on this component by July 2012 for implementation in 2013-14.
 - ✓ Evidence of **engagement** – mention student, staff and parent input. DESE will be providing guidance on this component by May 2013.



- The issue that has received the most attention is the use of MCAS scores in this framework.
- It is important to recognize that DESE estimates that no more than 16% of all educators will have a SGP that can arguably inform their evaluation rating. Educators below Grade 4 and above Grade 10 and those who teach something other than ELA and Math do not have SGP scores.
- That number could be reduced substantially depending on what is bargained – attendance, class size, etc.
- Of course, almost all principals will have SGP scores- those who are principals of early childhood centers will likely not have SGP scores.
- Even for educators who will have a SGP score, their evaluation must include multiple measures.
- At least two measures are mandatory.

Measures of Student Learning

For the 16% -

- District-determined pre- and post-assessments comparable across grades and subjects
- MCAS Student Growth Percentile, if available and applicable.

For the 84% -

- Two district-determined pre- and post-assessments comparable across grades and subjects

- The required measures of student learning will be included in the following way – each educator must have a minimum of two measures of student learning.
- For the 16% -
 - ✓ District-determined pre- and post-assessments comparable across grades and subjects
 - ✓ MCAS Student Growth Percentile, if available and applicable.
- For the 84% -
 - ✓ Two district-determined pre- and post-assessments comparable across grades and subjects
- The district-determined assessments must be agreed upon through collective bargaining.
- Additional measures could be specified. These could include:
 - ✓ Usual continuum of assessments typically used by classroom teachers – quizzes, tests, reports, projects – generally using a common scoring guide or rubric.
 - ✓ Project or performance-based assessments.
 - ✓ Assessments defined in IEPs or that measure student progress on the IEP learning targets.

Observations

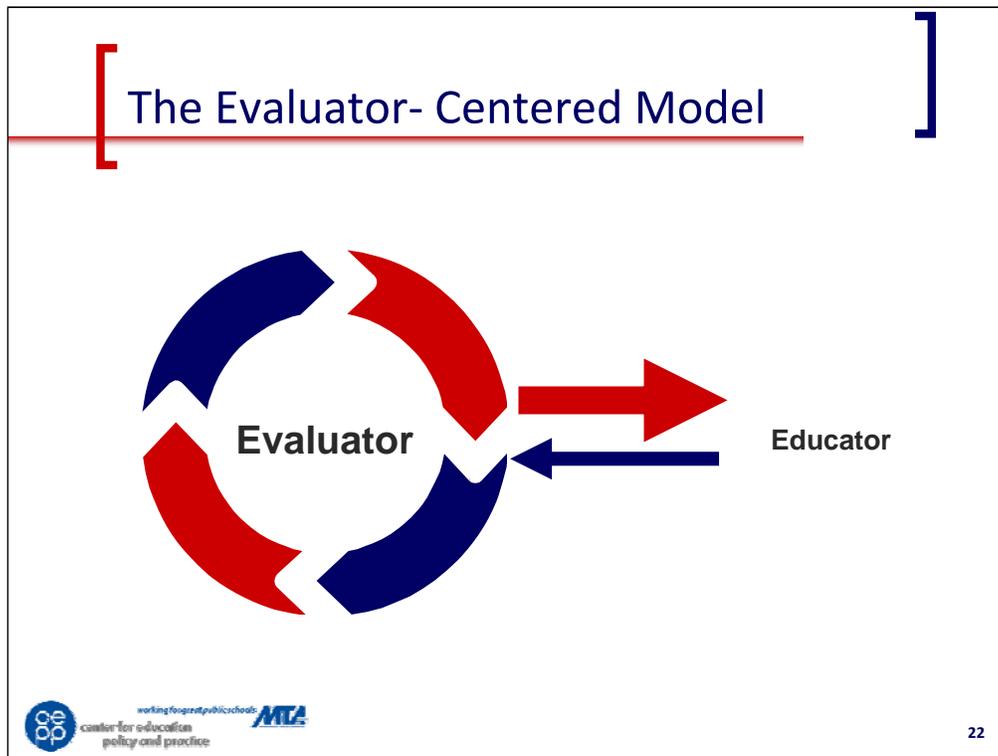
■ Unannounced Observations

- For everyone

■ Announced Observations

- Not required
- May be negotiated

- The regulations require unannounced observations for all educators – how those observations will be conducted will be determined by local agreement. For example,
 - ✓ how long the observations will be;
 - ✓ the manner in which feedback will be delivered to the Educator; and
 - ✓ the time-line for feedback are negotiable.
 - ✓ How many – model contract language indicates at least 4
- Announced observations are not required by the regulations, but may be negotiated. Model contract language includes announced observations for
 - ✓ For non-PTS in their first year of practice
 - ✓ For PTS on Improvement Plans



- While the inclusion of student learning has received most of the headlines, the important story is that the new framework and the system will represent a significant change in the typical culture around evaluation – which could be described as a “done-to-me” model.
 - ✓ For many, evaluation has consisted of an observation, a report of the observation placed in the mailbox, with the educator told “if you disagree, see me .”
 - ✓ In general, the evaluator has been at the center of the process. The educator has been a passive participant, reacting to what the evaluator did.
 - ✓ Little or no meaningful feedback was provided.
 - ✓ Little or no connection to future professional development was made.
- Essentially, the evaluation process was done to the educator... not with the educator.
- This new process will be different...

Self-Assessment



- The new evaluation system is a different model. It begins with the educator reflecting on his/her own practice.
- The educator must “look in the mirror” and describe what he/sees – wicked witch or Snow White? The truth is probably in the middle.
- Educators will judge their own practice on the four standards and accompanying indicators and will use artifacts of their practice, multiple measures of student learning, and other relevant evidence to validate their own judgments.
- Given the data from our members, they support self-assessment.
- This provision is a sea change – putting the educator in the driver’s seat.
- The result of this self-assessment is the identification of goals for the Educator Plan.

Goals for Educator Plan

- **Professional practice goal** related to standards and indicators
- **Student learning goal** related to current student cohort
- Additional goals for educators whose practice is below Proficient or whose impact on student learning is Low.

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- The plan must include two goals – one professional practice goal and one student learning goal.
- An educator rated unsatisfactory or needs improvement may have additional goals.
- There is no requirement to have more than two goals.
- The student learning goal does not have to focus on test scores.



- Educators are encouraged to develop TEAM goals – one way to embed collaboration into the evaluation process.
- In addition, team goals will reduce the workload for evaluators, particularly for those educators who are less in need of assistance.

Professional Practice Goal

Practice Standard	Focus	Planned Activities	Targeted Outcome
Teaching All Students	The team will learn and apply strategies for working with English Language Learners	<ul style="list-style-type: none"> o Study group using common text and web sites o Adaptation of lessons and assessments for ELLs o Observing each others practice with protocol 	Better academic, social and behavioral performance from all students, but especially ELLs



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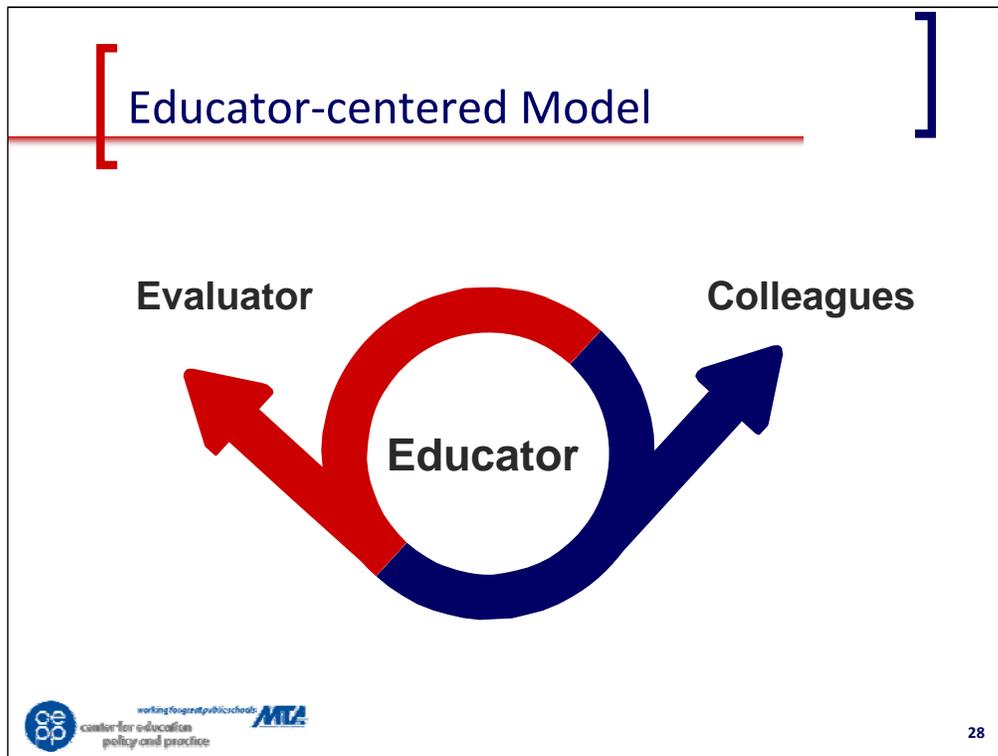

26

- An example of a Team Professional Practice Goal

Student Learning Goal

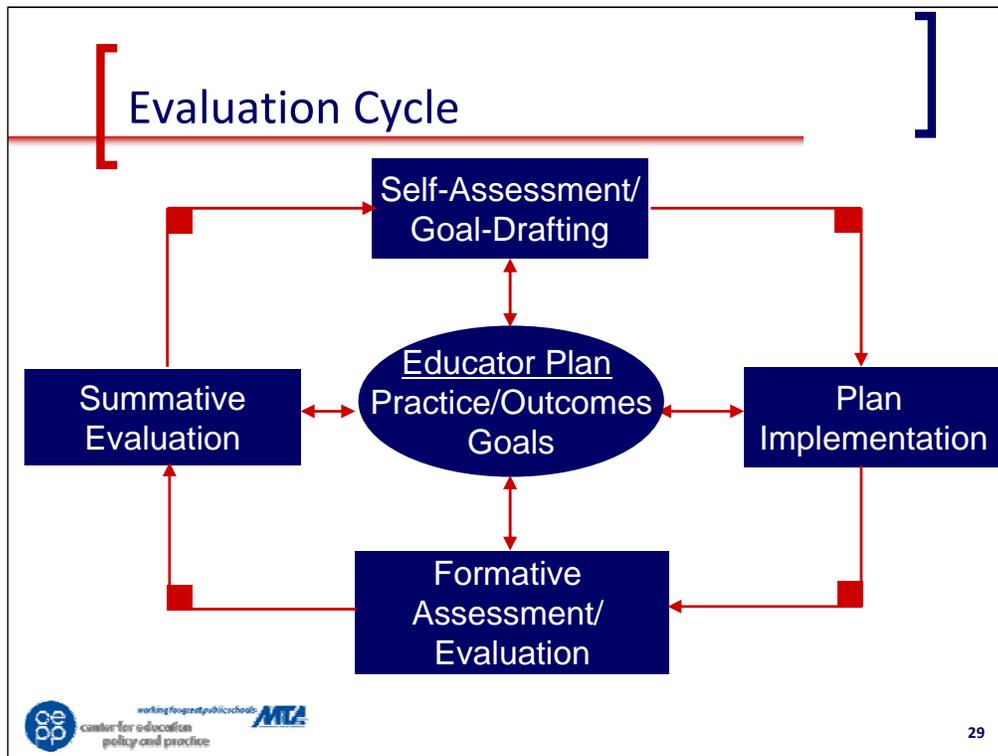
Learning Outcome	Focus	Planned Activities	Targeted Outcome
Using appropriate academic language	Application of academic language strategies to improve writing outcomes for all students, but especially ELLs	Student expository writing related to social studies, mathematics, and science will be assessed using school rubric with four indicators: <ul style="list-style-type: none"> • Understanding of the topic; • Use of appropriate academic language related to the writing topic; • Logical sequence of ideas; and • Appropriate paragraph structure. 	75% of students score at least proficient on 3 of 4 indicators

- An example of a Team Student Learning Goal



- All of these elements should result in a new evaluation model –
 - ✓ This new model places the educator at the center of the process, requires the educator to work in a collaborative and collegial way as an active participant.
 - ✓ The educator self-assesses and shares this with the evaluator.
 - ✓ The educator develops a professional practice goal and a student learning outcome goal with colleagues on grade level or subject area teams.
- All educators – teachers and administrators – will need training and support to make this new system work.

MA Educator Evaluation Framework



- This diagram shows how the elements of the evaluation system will work in practice.
- The goals are incorporated into an Educator Plan that is the center of the evaluation cycle.
 - ✓ Self assessment which leads to
 - ✓ Goal setting and educator plan development
 - ✓ Plan implementation
 - ✓ Formative assessment periodically during the length of the plan. Formative evaluation at the end of year 1 for all educators on a two-year plan.
 - ✓ Summative evaluation at the end of the plan.

Evaluation

■ Summative Evaluation

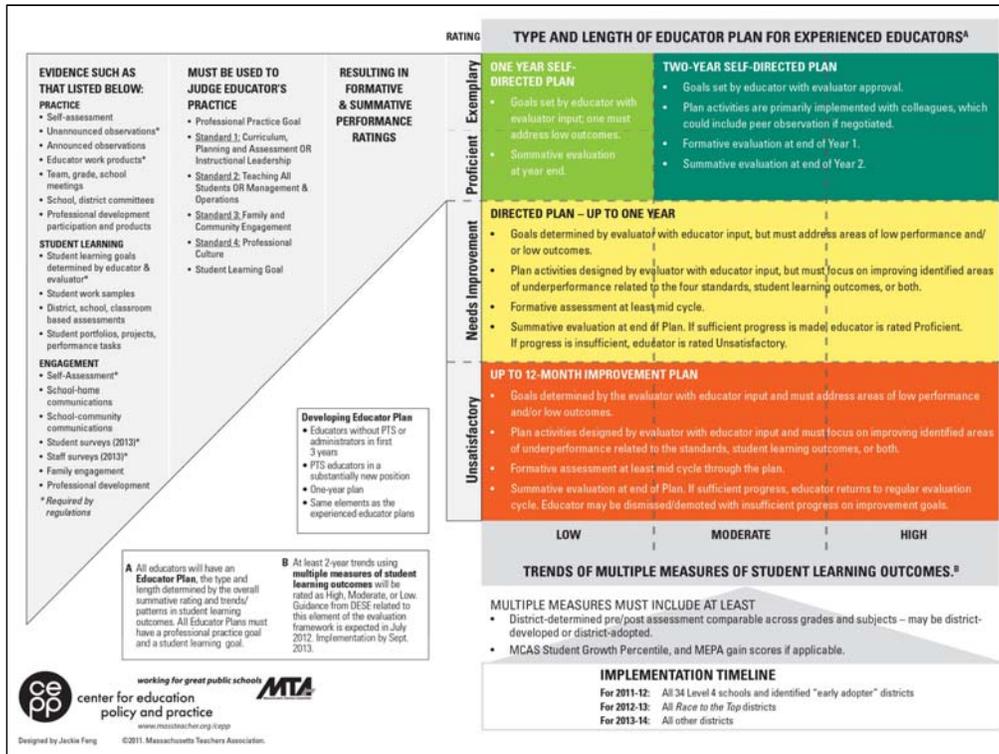
- All educators at the end of their Educator Plan rated on
 - Each of four standards
 - Progress on two goals
 - Overall Rating which determines next Educator Plan

■ Formative Evaluation

- Two-year Self-directed Plan only
- Same Overall rating as previous Summative absent evidence to the contrary

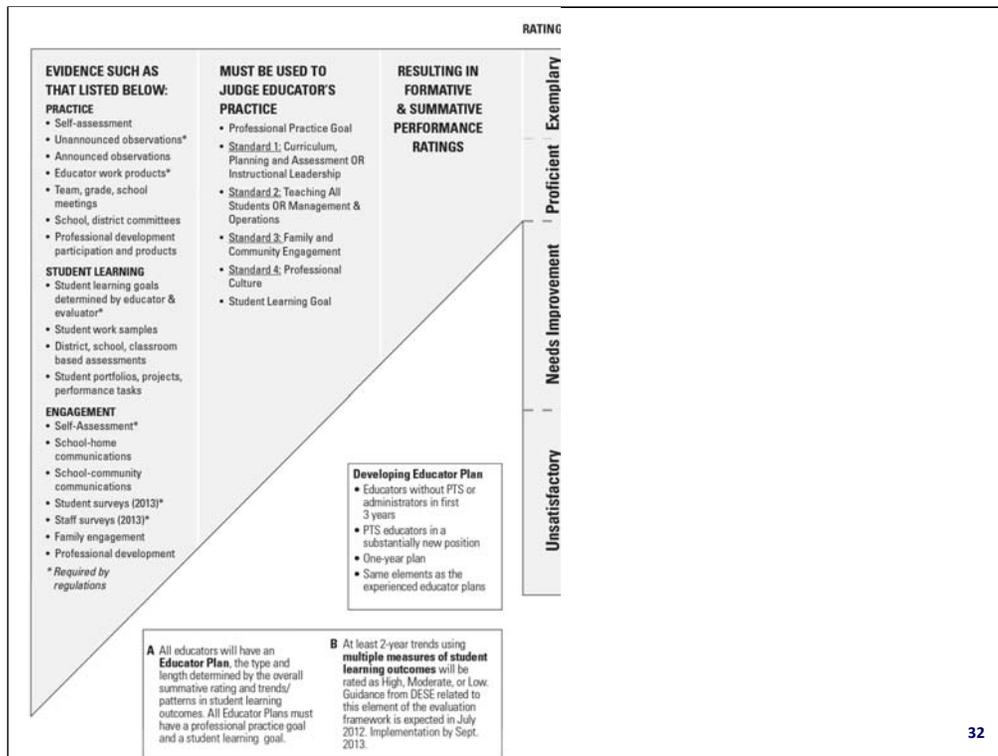
- A summative evaluation will occur at the end of the Educator Plan for all educators – for some it will be annually; for most it will be at the end of two years.
- The Summative will include ratings on
 - ✓ Each of the four standards
 - ✓ Progress on the student learning and the practice goal
 - ✓ An overall rating
- Educators on a two year plan will have a formative evaluation at the end of one year. The overall rating from the previous summative will carry over, unless there is evidence that shows a different rating is warranted. – the summative will include

MA Educator Evaluation Framework



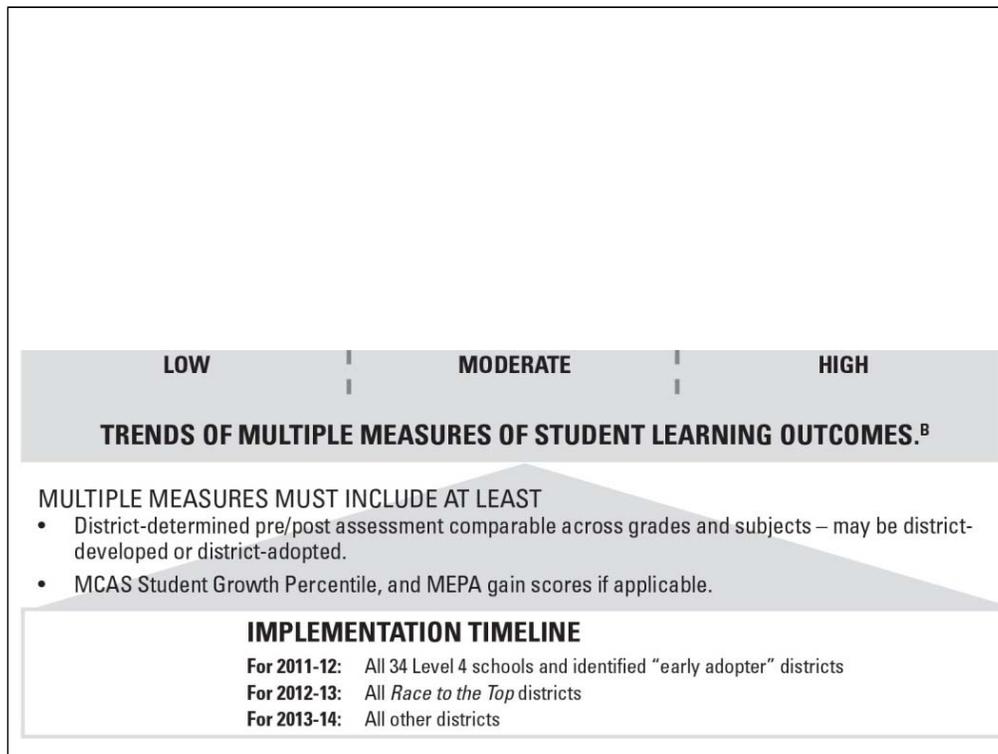
- This chart, developed by MTA and approved by DESE, shows how all of these pieces fit together.

MA Educator Evaluation Framework



- As the chart illustrates, Evidence Used for Evaluation Ratings is defined in the left hand column.
- Educators receive a performance rating on each of the four standards 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
- 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 will be a rating for each standard and an overall.
- The ratings will be one of four categories – exemplary, proficient, needs improvement or unsatisfactory. Six pieces of information inform the overall rating.

MA Educator Evaluation Framework

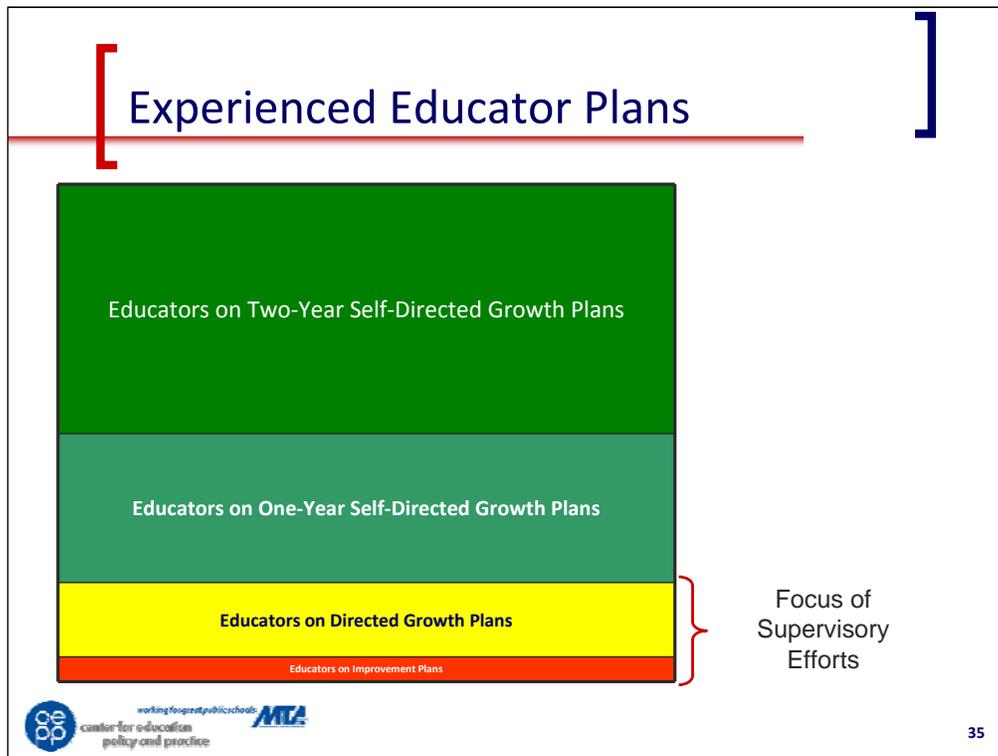


- After the rating is determined, the educator’s impact of student learning will be determined based on trends (at least two years) of multiple measures of student learning outcomes. Impact will be low, moderate and high.
- The determination must be based on at least two multiple measures – district-determined measures comparable across grades and subjects, and where, available, MCAS growth percentile scores.
- The specifics of the district-determined measures must be bargained.
- Additional measures may be bargained.
- The DESE will provide guidance on this determination by July 2012 for implementation by 2013 (in all districts). We will be trying to impact this guidance.

MA Educator Evaluation Framework

RATING		TYPE AND LENGTH OF EDUCATOR PLAN FOR EXPERIENCED EDUCATORS ^A		
Exemplary	Proficient	ONE YEAR SELF-DIRECTED PLAN <ul style="list-style-type: none"> Goals set by educator with evaluator input; one must address low outcomes. Summative evaluation at year end. 	TWO-YEAR SELF-DIRECTED PLAN <ul style="list-style-type: none"> Goals set by educator with evaluator approval. Plan activities are primarily implemented with colleagues, which could include peer observation if negotiated. Formative evaluation at end of Year 1. Summative evaluation at end of Year 2. 	
			DIRECTED PLAN – UP TO ONE YEAR <ul style="list-style-type: none"> Goals determined by evaluator with educator input, but must address areas of low performance and/or low outcomes. Plan activities designed by evaluator with educator input, but must focus on improving identified areas of underperformance related to the four standards, student learning outcomes, or both. Formative assessment at least mid cycle. Summative evaluation at end of Plan. If sufficient progress is made, educator is rated Proficient. If progress is insufficient, educator is rated Unsatisfactory. 	
Needs Improvement		UP TO 12-MONTH IMPROVEMENT PLAN <ul style="list-style-type: none"> Goals determined by the evaluator with educator input and must address areas of low performance and/or low outcomes. Plan activities designed by evaluator with educator input and must focus on improving identified areas of underperformance related to the standards, student learning outcomes, or both. Formative assessment at least mid cycle through the plan. Summative evaluation at end of Plan. If sufficient progress, educator returns to regular evaluation cycle. Educator may be dismissed/demoted with insufficient progress on improvement goals. 		
Unsatisfactory				
		LOW	MODERATE	HIGH
TRENDS OF MULTIPLE MEASURES OF STUDENT LEARNING OUTCOMES.^B				

- There are four types of educator plans based on the overall rating and on trends of the educator's impact on student learning.
- If an educator's practice is unsatisfactory, the plan is a improvement plan of up to 12 months, regardless of the impact on student learning.
- For a person whose practice needs improvement, the plan is an up to one-year directed plan – again regardless of student learning impact.
- For educators who are rated proficient and exemplary, they are on self-directed plans; 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.



- One of the issues that the framework tries to address is the capacity of principals to do the required evaluations.
- In most worlds, the span of control for managers is about 1-8; no so for principals
- Surveys by the two principals' association indicate that the typical ratio of evaluators to educators is 1-35 – an impossible ratio. In most cases, a large number of those educators do not need the principal's time – many are successful veteran teachers. (MA is first in the country in student performance; not likely to be the result of ineffective teachers!)
- Therefore, need to spend time where it is needed most – differentiating evaluation based on the educator's summative rating and impact on student learning:
 - ✓ Those with exemplary practice – less time from administrators
 - ✓ Those with unsatisfactory practice – more time from administrators
 - ✓ New teachers – most rigorous and comprehensive evaluation
- The Educator Plans for those rated Exemplary and Proficient do not require a great deal of involvement of the principal; these people will be working with each other. We expect those two categories will account for 80% of educators.
- The plans for those rated Needs Improvement or Unsatisfactory will require more involvement by the administrator – unsatisfactory could represent 5% of all educators.
- Will never be enough administrators to get a reasonable ratio – therefore, differentiate time and involve more people – peer assistance

Developing Educator Plans

- One-year plan
 - All Non-PTS teachers
 - PTS teachers in first year of new assignment (optional)
 - Administrators with less than 3 years in position

- This is an annual educator plan – regardless of rating or student learning outcomes.
- New teacher and/or administrators must have an induction/mentoring component to the plan.
- May have team goals.
- May have individual goals.
- All else is the same.

Implementation Issues

- Transitioning from current system
- Collective bargaining
- Professional development

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- What do you need to know for implementation – at least three categories of issues

Transitions

- Establishing Labor-Management Workgroup – RTTT Districts
- Identifying disconnects between new regulations and current system
- Staggering implementation for PTS educators

- Need to know where you are on the implementation timeline
- RTTT districts as part of the RTTT plan, should have established a labor-management workgroup to begin talking about implementation.
- One topic should be looking at the current system and determining what has to be changed – number of categories, etc.
- DESE has identified a staggered implementation process.

Collective Bargaining

MGL, Chapter 150E identifies standards of productivity (evaluation) as a mandatory subject of bargaining.

- Rubrics
- Data Sources
- Templates
- Procedures
- Processes
- Timeline

- No statutory changes to collective bargaining requirements resulted from this work
- MA statute specifies that public employees can bargain collectively around wages, hours, conditions of employment and standards of productivity.
- Evaluation has been and continues to be a mandatory subject of bargaining. The inclusion of measures of student learning as a standard of productivity has always been allowed, but very few collective bargaining agreements included them. Now that including measures of student learning is required by the regulations, we expect that the issue will be bargained practically everywhere.
- Educators still receive professional teacher status after 3 full years of employment – PTS provides just cause job protection.
- Training required for evaluators could also be bargained.
- The regulations define a state framework.
- Districts and associations must now bargain about the elements of the local evaluation system that must address each of the elements here.

Professional Development

- Self-Assessment for all
- Goal-setting for all
- Educator plan development for all
- Observing practice for at least 10%
- Judging practice for at least 10%
- Having difficult conversations for at least 10%

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- Suggested list of what needs to be included
- Anticipate 80,000 educators will need to think differently about evaluation and do different things
- About 8,000 evaluators will need training if the ratio will get to 1-10
- Observing practice includes more than observations

Elements of Model System

- Contract language – complete evaluation article
- Guidance on self-assessment, rubrics, educator plans
- Rubrics for self-assessment, formative & summative evaluation for classroom teachers, caseload educators, administrators
- Education plan template, evidence logs, etc.

- Since every district in MA has to incorporate the new requirements into its evaluation system, MTA has worked closely with DESE to develop a model system that will assist districts in this process. The system includes
 - ✓ Contract language
 - ✓ Rubrics
 - ✓ Templates
 - ✓ Guidance about how to implement this.

MA Educator Evaluation Framework

Eight Components

- Part I: District-Level Planning and Implementation Guide
- Part II: School-Level Planning and Implementation Guide
- Part III: Guide to Rubrics and Model Rubrics for Superintendent, Administrator and Teacher
- Part IV: Model Collective Bargaining Contract Language
- Part V: Implementation Guide for Principal Evaluation
- Part VI: Implementation Guide for Superintendent Evaluation
- Part VII: Rating Educator Impact on Student Learning Using District-Determined Measures of Student Learning (July 2012)
- Part VIII: Using Staff and Student Feedback in the Evaluation Process (May 2013)

- In January, the DESE released six of the eight parts of the model system.
- These materials include model rubrics that describe the performance categories for each of the standards and indicators.
- Parts 7 and 8 deal with the Impact on Student Learning and Staff and Student Feedback which will be phased in starting in 2013-14.
- MTA will be working with DESE on the Guidance for these areas.

MA Educator Evaluation Framework

Model Collective Bargaining Language

- Adopt the Model CBA as is
- Adapt the Model CBA
 - Timelines
 - Protocols
 - Forms and Templates
- Revise existing CBA to conform to regulatory requirements
- Adaptations or revised CBAs must be reviewed by DESE for consistency with regulations

- One set of materials includes model contract language that is consistent with the regulations.
- The regulations required that DESE develop model language. Districts may agree to do one of the following:
 - ✓ Adopt the model language as written
 - ✓ Adapt the model language in some way
 - ✓ Revise the language contained in the existing contract so that it is consistent with the regulations.
- DESE will review the Collective Bargaining Agreements for those districts that agree to adapt or revise for consistency with the regulations.

MA Educator Evaluation Framework

Members' area | Leaders' area | Web site style: [Normal](#) | [Large fonts](#) | [High visibility](#)

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Applications for the next round of this popular training program for education support professionals is April 6.
- [Senator Kerry introduces Social Security Offset legislation in Senate](#)
The MTA and the NEA are strong supporters of the Social Security Fairness Act which seeks to repeal the Government Pension Offset and the Windfall Elimination Provision.
- [ESP Conference](#)

STAND BALLOT INITIATIVE TOOLKIT

EDUCATOR EVALUATION TOOLKIT

ADEQUACY TOOLKIT

- The best link to all of the DESE documents as well as other materials is through the MTA website.
- There is a link to the Evaluation Toolkit on the first page.

MA Educator Evaluation Framework

MTA Evaluation Toolkit

**Educator
Evaluation
Toolkit**

- Public Section
 - Quick link to MTA Chart and Narrated PowerPoint
 - DESE Documents
 - MTA Evaluation Documents
- Leaders Section
 - Collective Bargaining Guidance
 - Observation Protocols and Forms
 - Evaluation Protocols and Forms

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- The Evaluation Toolkit include the following materials

Any Questions??

