**EVIDENCE OF PRACTICE AND STUDENT LEARNING**

**EDUCATOR PRACTICE**

**MULTIPLE MEASURES OF STUDENT LEARNING**

**ENGAGEMENT**

**& OTHER AREAS OF PRACTICE**

**OBSERVATIONS AND ARTIFACTS**

**STUDENT LEARNING, GROWTH AND ACHIEVEMENT**

**ENGAGING WITH FAMILIES, COLLEAGUES, PROFESSIONALS**

**Educator Evidence by STANDARD, *not by indicator.***

**Evaluator Evidence by STANDARD, *not by indicator.***

**EVIDENCE-BASED EVALUATION FRAMEWORK:** The educator evaluation framework is an evidence-based process. Summative

and formative ratings of practice and educators’ impact on student learning ratings must all be based on an analysis and application of professional judgment to actual evidence of practice, outcomes and performance.

**THERE HAS BEEN AN ENORMOUS AMOUNT OF MISINFORMATION ABOUT THE EVIDENCE REQUIREMENT.**

➤ **EVIDENCE BY STANDARDS, NOT BY INDICATORS:** Evidence must relate to the four ***standards*** and/or the professional practice goal and student learning goal. It is not necessary – or required – that there be evidence for each ***indicator.*** It is important to remember that practice is judged on each ***standard,*** not on each ***indicator.*** The collection and organization of evidence are the responsibility of both the educator and the evaluator. However, this is not “make-work.” See a district example of this type of practice on the next page.

➤ **A SINGLE PIECE OF EVIDENCE MAY RELATE TO MULTIPLE STANDARDS:** It is also important to note that one artifact may be used to demonstrate proficiency on multiple standards and may apply to multiple indicators. For example, one standards-based unit of instruction may be used as evidence for Standards 1-4. See example on next page.

➤ **EVIDENCE MAY RELATE TO EDUCATOR PLAN GOALS:** Some evidence may be clearly related to professional practice and/or student learning goals.

➤ **EVIDENCE IS A SAMPLING:** For the most part, evidence should be a sampling of the work that educators perform and the resulting student work; evidence is not meant to be inclusive of all that educators do. Evaluators may wish to identify common artifacts, something that most educators are expected to provide, such as lesson plans or unit plans.

➤ **EVIDENCE SHOULD DEMONSTRATE *PROFICIENCY*:** In the educator’s professional judgment, once sufficient evidence has been identified and/or collected to demonstrate ***proficiency*** on one or more standards, there is no need to add more. It may be helpful to provide the evaluator with a ***brief*** rationale for the use of each piece of evidence. See examples at the end of this section.

➤ **EVIDENCE COLLECTION METHODS:** There is no requirement that educators collect evidence in binders. Unfortunately,

some districts have contracted to use electronic evaluation systems that are driving the implementation. This is the tail wagging the dog. Districts should reconsider software systems that make unnecessary work for either the educator or the evaluator.

For educators who are on either a **DIRECTED-GROWTH PLAN** because the overall summative rating was **NEEDS IMPROVEMENT** or an **IMPROVEMENT PLAN** because the overall summative rating was **UNSATISFACTORY**, the plan may articulate specific evidence that the educator must provide as a means of receiving a subsequent rating of **PROFICIENT**. For example,

■ **NEEDS IMPROVEMENT RATING/DIRECTED-GROWTH PLAN EVIDENCE:** If the educator’s rating is **NEEDS IMPROVEMENT** because he/she is not current in content-area knowledge, the plan may include a course in content knowledge to be completed with the educator earning a grade of B or better. The course transcript is evidence that the educator must provide.

■ **UNSATISFACTORY RATING/IMPROVEMENT PLAN EVIDENCE:** If the educator’s rating is **UNSATISFACTORY** because he/ she has an unsafe and disrespectful classroom environment, the plan states that the evaluator will observe biweekly and provide actionable feedback to engage students through active learning strategies. The educator provides evidence of changes in practice, improved student learning and fewer disciplinary referrals; the evaluator uses evidence from observations and feedback.

center for education policy and practice

*working for great public schools*

**EXAMPLE OF DISTRICT MAKE-WORK PRACTICE**

The following is excerpted from one Massachusetts district’s communication to staff regarding the collection of evidence.

1. **DISTRICT COMMUNICATION:** Expectations/guidelines for the submission of evidence. Please keep in mind that it is our goal for all educators to be able to demonstrate evidence of practice while *avoiding “over-doing it”* by providing mountains of evidence that make it more difficult (rather than easier) for evaluators to make judgments about practice.

Â **MTA COMMENT:** The manner in which evidence is collected by the educator and presented to the evaluator is a mandatory subject of collective bargaining, so the district providing “expectations/guidelines” is inappropriate. That said, the statement that the district wants to avoid “over-doing it” is a good one; unfortunately, the remainder of the guidelines do just the opposite.

2. **DISTRICT COMMUNICATION:** School offices will soon have sample evidence binders for educator review. Please know that these are indeed samples of what we consider to be binders that are “good enough” to support determinations of proficiency in each of the four standards.

Â **MTA COMMENT:** However the parties agree to identify, collect and/or present evidence, having samples is a good idea.

3. **DISTRICT COMMUNICATION:** Educators should provide at least one piece of evidence for each indicator associated with each standard. Please note:

a. On the teacher rubric there are four standards, 16 indicators and many more elements - educators are NOT expected or encouraged to provide evidence for each element.

b. Last year, because we began official implementation of the system quite late in the year, educators were expected to provide at least one piece for each standard; this year we are moving to the level of indicators.

c. Some artifacts may serve as evidence of more than one indicator. Where that is the case, there is no expectation that an educator submit 16 separate pieces of evidence.

Â **MTA COMMENT:** This section is problematic. First, the district makes clear that in the first year evidence is related to standards.

Now the district is actually espousing a practice that is “over-doing it,” indicating that the collected evidence is not on four

**standards,** but on 16 indicators. Compounding the problem is the illustration in (c.). We absolutely agree that evidence may address more than one indicator, but it may also address more than one standard. For example:

|  |  |
| --- | --- |
| **EVIDENCE** | *Standards-based unit of instruction developed with team members, student outcomes, information sent home about the unit, and notes on what to change the next time the unit is taught.* |
| ***STANDARD 1: CURRICULUM, PLANNING & ASSESSMENT****Indicators to which evidence applies* | ➤ *Curriculum & Planning*➤ *Assessment*➤ *Analysis* |
| ***STANDARD 2: TEACHING ALL STUDENTS***Indicators to which evidence applies | ➤ *Instruction*➤ *Expectations* |
| ***STANDARD 3: FAMILY ENGAGEMENT****Indicators to which evidence applies* | ➤ *Collaboration*➤ *Communication* |
| ***STANDARD 4: PROFESSIONAL CULTURE****Indicators to which evidence applies* | ➤ *Reflection*➤ *Professional Growth*➤ *Collaboration* |

According to DESE guidance, the *educator is responsible for:*

■ Identifying, collecting and organizing artifacts/evidence related to goal progress

■ Documenting action steps completed

■ Collecting and submitting common artifacts if there are team goals

■ Collecting and submitting evidence related to all standards, but especially Standards III and IV, which are difficult to observe

According to the same guidance, the *evaluator is responsible for*:

■ Making resources and supports available

■ Identifying common artifacts/evidence

■ Observing practice and providing regular and specific feedback on performance

■ Monitoring progress — including midpoint check-ins

■ Organizing and analyzing evidence over time

■ Formulating judgments based on evidence

**SUGGESTED EVIDENCE RELATED TO EDUCATOR PRACTICE**

*Judgments about the effectiveness of practice should be based on evidence from observations and artifacts of professional practice such as:*

■ Unannounced observations of practice

■ Announced observations of practice

■ Examination of educator work products

■ Examination of student work samples

■ Observations of interactions and contributions to grade-level or content-area teams

■ Observations of interaction and contributions to school or district committees

■ Observations of interaction and contributions to professional development activities

■ Observations of interactions with students

■ Observations of interactions with families

**SUGGESTED EVIDENCE RELATED TO MULTIPLE MEASURES OF STUDENT LEARNING**

*Judgment about the relationship between educator practice and student learning, growth or achievement must be based on multiple measures of student learning such as:*

■ For classroom teachers, measure(s) of student learning, growth or achievement in general and specifically related to student learning goals should include a range of formal and informal assessments, formative and summative, that are appropriate for the learning needs of individual students.

■ 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 should include a range of measures based on the educator’s role and responsibility.

■ Depending on the educator’s role, other measures may include individual, grade-level and/or content-area teams, or whole-school metrics such as:

➤ Grading patterns

➤ Course taking patterns

➤ Promotion, retention and/or graduation rates

➤ Behavioral reports

➤ Student attendance/tardiness rates

➤ In-school/out-of-school suspension rates

➤ Performance on AP, SAT, PSAT, ACT, ASVAB and other standardized measures

➤ Feedback from student – for teachers and administrators beginning in 2014-15

➤ Feedback from staff – for administrators beginning in 2014-15

**SUGGESTED EVIDENCE RELATED TO ENGAGEMENT AND OTHER AREAS OF PRACTICE**

*Judgment about the educator’s engagement with families, colleagues and other professionals, and fulfilling professional responsibilities, should be based on an array of evidence such as:*

■ **FAMILY ENGAGEMENT** – teachers and specialized instructional school personnel/caseload educators:

➤ Outreach and ongoing engagement with families

➤ Participation in parent-teacher conferences

➤ Participation in IEP or 504 Plan conferences

➤ Communications with families via phone calls, meetings, e-mail, etc.

➤ Notification to families about student successes and/or areas of concern

➤ Assistance to families about homework or other learning support guidance

➤ Other evidence of impact or actions taken appropriate to the role and responsibility of the educator

■ **FAMILY OR COMMUNITY ENGAGEMENT** – administrators:

➤ All of those activities listed above

➤ Leadership in school council work

➤ Participation with community institutions such as the Chamber of Commerce, fraternal organizations

➤ Coordination of student services with community-based organizations such as the Boys and Girls Club, multi-service centers, or after-school programs

➤ Assistance to informational and educational programs for various linguistic groups through community centers, cultural institutions or places of worship

➤ Presentations on various educational topics to community-based groups

➤ Other evidence of impact or actions taken appropriate to the role and responsibility of the educator

■ **PROFESSIONAL CULTURE**

➤ Evidence of fulfillment of professional responsibilities and growth such as: self-assessment, peer collaboration, professional development linked to goals and educator plans, contributions to the school community and professional culture

➤ Participation in grade-level or subject teams

➤ Implementation of model lessons within the classroom

➤ Materials, lessons or activities resulting from district/school professional development

➤ Curriculum development, scope and sequence, pacing guides, etc.

➤ Creation or instruction in a parent engagement program

➤ Service on a school or district committee

➤ Attendance at professional association conferences and meetings

➤ Leadership role for professional organizations

➤ Membership on DESE advisory committees

➤ Supervision of a student teacher or administrative intern

➤ Advisor to student groups or coach of student teams

➤ Creation or instruction of professional development programs

➤ Other evidence of impact or actions taken appropriate to the role and responsibility of the educator

*The expectation for educators without PTS is to focus attention on learning their practice; they should not be expected to engage in many of the activities cited here.*

|  |
| --- |
| **EDUCATOR EVIDENCE LIST – WITH EXAMPLE** |
|  |
| **DATE** | **EVIDENCE** | **STANDARD/ INDICATOR** | **REFLECTIVE STATEMENT** |
| *5/15* | *Standards-based unit on Civil War differentiated for ELLs and students with language disabilities* | *Standards 1 and 2 address multiple indicators* | *This unit provides a variety of student-centered and teacher- directed lessons culminating in a project-based assessment allowing students to demonstrate what they know about the American Civil War. The differentiation is tailored to the needs of my students based on previous assessment outcomes.* |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

|  |
| --- |
| **EVALUATOR EVIDENCE LIST – WITH EXAMPLE** |
|  |
| **DATE** | **EVIDENCE** | **STANDARD/ REFLECTIVE STATEMENT INDICATOR** |
| *6/1* | *Unannounced observations of practice on Oct. 14, Nov. 29, Jan. 21, March 1 and April 30* | *Standards 1 and 2 address multiple indicators* | *During the five observations, I found significant evidence**– which has been detailed on the observation form – of solid content knowledge and understanding of students’ developmental levels; well-prepared standards-based lessons; a respectful, safe and collaborative learning environment.* |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

|  |
| --- |
| **COLLECTION AND ORGANIZATION OF EVIDENCE FOR TEACHERS AND SISP/CASELOAD EDUCATOR** |
|  |
| Educator—Name/Title: | Date: |
| **STANDARD 1: CURRICULUM, PLANNING AND ASSESSMENT** — *activities, accomplishments, progress* |
| **STANDARD 2: TEACHING ALL STUDENTS** — *activities, accomplishments, progress* |
| **STANDARD 3: FAMILY & COMMUNITY ENGAGEMENT** — *activities, accomplishments, progress* |
| **STANDARD 4: PROFESSIONAL CULTURE** — *activities, accomplishments, progress* |
| **Professional Practice Goal:** |
| *Activities, accomplishments, progress* |
| **Student Learning Goal:** |
| *Activities, accomplishments, progress* |

|  |
| --- |
| **COLLECTION AND ORGANIZATION OF EVIDENCE FOR SCHOOL-BASED ADMINISTRATOR** |
|  |
| Educator—Name/Title: | Date: |
| **STANDARD 1: CURRICULUM, PLANNING AND ASSESSMENT** — *activities, accomplishments, progress* |
| **STANDARD 2: TEACHING ALL STUDENTS** — *activities, accomplishments, progress* |
| **STANDARD 3: FAMILY & COMMUNITY ENGAGEMENT** — *activities, accomplishments, progress* |
| **STANDARD 4: PROFESSIONAL CULTURE** — *activities, accomplishments, progress* |
| **Professional Practice Goal:** |
| *Activities, accomplishments, progress* |
| **Student Learning Goal:** |
| *Activities, accomplishments, progress* |