Educator Evaluation Model

On June 28, 2011, the Massachusetts Board of Elementary and Secondary Education adopted new regulations to guide the evaluation of all educators serving in positions requiring a license—superintendents, principals and other administrators, and teachers. The regulations are designed primarily to promote leaders' and teachers' growth and development, while placing improved student learning at the center of every educator's work.
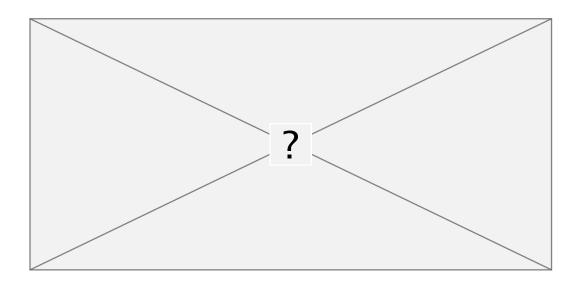
Starting in 2012-2013, every district in the Commonwealth will be phasing in evaluation systems that are consistent with the new regulations. The evaluation process for superintendents does not supersede the employment contract. Section 35.05 of the regulations makes explicit that: "Nothing in these regulations shall abridge the authority of a school or district to dismiss or non-renew an educator consistent with applicable law."

The regulations establish two purposes for evaluation:
1. Promote student learning, growth, and achievement by providing superintendents with feedback for improvement, enhanced opportunities for professional growth, and clear structures for accountability.
2. Provide a record of facts and assessments for personnel.

The evaluation in the Model System, the annual cycle includes the following:

- **Cycle Step 1: Self-Assessment.** The educator conducts a self-assessment using the performance Standards and rubric, data about student learning, past progress on district goals (when available), the prior year's evaluation and rating, and other relevant evidence.

- **Based on that assessment, the educator identifies at least two goals to propose to the superintendent: one related to improving his or her own professional practice and one related to improving student learning.**

Smart Goals

S = Specific and Strategic

Goals need to be straightforward and clearly written, with sufficient specificity to determine whether or not they have been achieved. A goal is strategic when it serves an important purpose of the school or district as a whole and addresses something that is likely to have a big impact on our overall vision.

M = Measurable

If we can't measure it, we can't manage it. What measures of quantity, quality, and/or impact will we use to determine that we've achieved the goal? And how will we measure progress along the way? Progress toward achieving the goal is typically measured through "benchmarks." Some benchmarks focus on the process: are we doing what we said we were going to do? Other benchmarks focus on the outcome: are we seeing early signs of progress toward the results?

A = Action Oriented

Goals have active, not passive verbs. And the action steps attached to them tell us "who" is doing "what." Without clarity about what we're actually going to do to achieve the goal, a goal is only a hope with little chance of being achieved. Making clear the key actions required to achieve a goal helps everyone see how their part of the work is connected—to other parts of the work and to a larger purpose. Knowing that helps people stay focused and energized, rather than fragmented and uncertain.

R = Rigorous, Realistic, and Results-Focused (the 3 Rs)

A goal is not an activity: a goal makes clear what will be different as a result of achieving the goal. A goal needs to describe a realistic, yet ambitious result. It needs to stretch the educator, team, school, or district toward improvement but not be out of reach. The focus and effort required to achieve a rigorous but realistic goal should be challenging but not exhausting. Goals set too high will discourage us, whereas goals set too low will leave us feeling "empty" when it is accomplished and won't serve our students well.

T = Timed

A goal needs to have a deadline. Deadlines help all of us take action. For a goal to be accomplished, definite times need to be established when key actions will be completed and benchmarks achieved. Tracking the progress we're making on our action steps (process benchmarks) is essential: if we fall behind on doing something we said we were going to do, we'll need to accelerate the pace on something else. But tracking progress on process outcomes isn't enough. Our outcome benchmarks help us know whether we're on track to achieve our goal and/or whether we've reached our goal. Benchmarks give us a way to see our progress and celebrate it. They also give us information we need to make mid-course corrections.

2012-2013 Superintendent Dr. Reza Namin S.M.A.R.T Goals:

S.M.A.R.T Goal #1: Participate regularly in the Massachusetts Association of School Superintendents (MASS), National Association of School Superintendent as Executive Board Member (NAS), New England Association of Schools and Colleges (NEASC) as Visiting Team member for Accreditation of Andover High School, Southern Worcester County Superintendent Association (SWCSA), the Massachusetts Regional School Superintendent Association (MARS), and the Harvard Graduate School of Education, Teaching and Leading for Understanding.

S.M.A.R.T Goal#2: Develop a Shared Vision through Strategic Planning with strategic goals to improve schools' culture and climate, a comprehensive professional development plan, and a well articulated and aligned Pk-12 curriculum to improve students' academic performance and learning.

S.M.A.R.T Goal#2.1: To provide a well-articulated and coordinated curriculum across all grade levels and disciplines in order to enhance overall student achievement.

Action Steps
1. Provide teachers with the essential tools necessary to maintain and update student performance
2. Realign curriculum to incorporate the Common Core Standards
3. Grade level/department meetings to share lesson planning, assessment, best practices, etc. in support of the Common Core Standards
4. Update/complete curriculum mapping for all grade levels for all core academic subjects to address standards, content, resources and pacing
5. Instill a rigorous curriculum across all grade levels that is supported by challenging, relevant instruction which prepares students for college /career as critical thinkers, problem solvers, effective communicators and innovators

S.M.A.R.T Goal#2.2: To improve student academic performance through evidenced based, data driven differentiated instruction

Action Steps
1. Identify and address student learning styles and refine and/or develop various strategies in order to meet the needs of all students (ELL, special needs, gifted, etc.)
2. Formation of school based and district based data teams to evaluate data and share results with colleagues
3. Train educators and leaders to become skilled in the effective use of district, school, grade, and student comprehensive data profiles
4. Utilize the support facilitators from the Central District and School Assistance Center (DSAC) to assist in making the best use of current data at each of the schools

S.M.A.R.T Goal#2.3: To support the students' academic and emotional needs through effective and appropriate implementation of Response to Intervention

Action Steps
1. Ensure that each learner is provided with a unique opportunity to be successful regardless of their learning style
2. Utilize systems (i.e. MAP) and establish a mechanism to ensure transparent and reciprocal communication amongst home and school
3. Integrate the concepts and practices inherent in an RTI instructional approach into mentoring and coaching efforts
4. Promote parent understanding of RTI and support for district efforts in developing comprehensive problem-solving models for educational decision making
5. Promote evidence-based instructional practices at the Tier 1, 2 and 3 levels to support high quality instruction
6. Implement a Student Support Services to identify the students at risk and provide a personalized intervention and support environment

S.M.A.R.T Goal#2.4: To implement twenty-first century teaching and learning through rigor, relevance, and relationships and appropriate integration and use of technology

Action Steps
1. Utilize Discovery Education in order to transform classrooms and empower teachers while using high quality digital content to access the curriculum
2. Engage students in learning through technologically enhanced classrooms
3. Create an infrastructure that promotes learning beyond the school day and improved communication among parents, staff and students
4. Regularly explore new technologies and make periodic recommendations for putting new state-of –the-art technologies into practice for students and staff

S.M.A.R.T Goal#2.5: To provide comprehensive professional development

Action Steps
1. Integrate online Professional Development Opportunities like the Teaching and Leading for Understanding and the Harvard Graduate School of Education
2. Use of PD Online services to support and track professional development
3. Identify the talent and expertise in the district and promote a "Learning From Each Other" environment
4. New Teacher Induction Program and Mentoring
5. Implement Parent Academy to offer workshops related to support the students' academic and emotional needs
6. Encourage visitations to exemplary schools in order to view best practices/programs
7. Encourage observation/teaming/sharing within own district and continue to use Learning Walks throughout the district
8. Continue with educational consults with services that focus on Differentiated Instruction, Response to Intervention and inclusive practices
9. Offer book/professional literature study groups on research based pedagogy to address faculty identified needs
10. Promote deepened and shared understanding of high-quality professional development as it relates to RTI ensuring that it is student-focused, data-driven, research-based, intensive, sustained, and job-embedded and characterized by collaboration, practice, and reflection.

S.M.A.R.T Goal#2.6: To provide a safe, secure, and nurturing teaching and learning environment

Action Steps
1. Initiate sustainability practices within our facilities to make our buildings more energy efficient, environmentally friendly and provide a healthier environment
2. Work closely with the local police and the district attorney's office to offer civil rights workshops in the area of cyber bullying
3. Implement, educate and enforce policies dealing with bullying
4. Develop District wide Emergency Response Plan in partnership with local and state officials
5. Implement a Emergency Outreach Communication System (ConnectEd)

S.M.A.R.T. GOAL PLANNER
Self-Assessment

What is my Goal?

Strategic: Is it Strategic? How is the Goal aligned to the District Strategic Plan?

Measurable: How will I measure it?

Action Oriented and achievable: Is the Goal achievable and Action Oriented?

Relevant: Is my Goal Rigorous, Realistic, and Results-Focused?

Time-framed: By what date will I achieve my Goal?

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