

Educator Evaluation in 2021-22

Overview for MA Educators and
Evaluators

Teaching and Leading in 2021-22

The COVID-19 pandemic transformed teaching and learning in ways that will have a lasting impact. As schools return to in-person learning, we strive to apply lessons learned from hybrid and remote teaching to create **more equitable, culturally responsive schools and classrooms** for all.

This resource supports educators and evaluators to **leverage the educator evaluation process** to support meaningful supervision, feedback, and evaluation during the 2021-22 school year and beyond.

Objectives

This resource:

- Outlines **key priorities** for implementing educator evaluation in the transition beyond the COVID-19 pandemic
- Provides **recommendations and best practices** for leveraging the educator evaluation process to support educator growth and development and help foster more anti-racist, culturally responsive schools and classrooms, based on feedback from educators

Acknowledgements

- The **2020-2021 Teacher and Principal Advisory Cabinets** provided invaluable feedback and insights into culturally responsive practices in educator evaluation that directly informed the development of the 2021-22 Educator Evaluation Implementation Resources.
- The **2021 OPTIC Content Fellows** supported the development of resources to build understanding of culturally responsive teaching aligned to focus elements from the Model Classroom Teacher Rubric.
- In partnership with the Massachusetts Association of School Superintendents (M.A.S.S.), **district leaders** from across Massachusetts participated in focus groups to share feedback on their experiences with educator evaluation before and during the COVID-19 pandemic.

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Purpose

The purpose of Educator Evaluation in Massachusetts is to ensure that each and every student has **equitable access to excellent educators**, by:

- Promoting growth and development of teachers and administrators,
- Placing student learning at the center, using multiple measures of student learning, growth and achievement,
- Recognizing excellence in teaching and leading,
- Setting a high bar for professional teaching status, and
- Shortening timelines for improvement

Implementation Priorities for 2021-22

Collaboration

- Partnership and relationship-building between educator and evaluator
- Engaging educators, students, and families in a shared vision of teaching and learning

Coherence

- Aligning goal-setting, evidence collection, professional learning, and feedback to the Focus Indicators
- Streamlining and simplifying the process

Cultural Responsiveness

- Working towards more equitable and culturally responsive schools and classrooms
- Attending to a process that is culturally responsive and bias-free

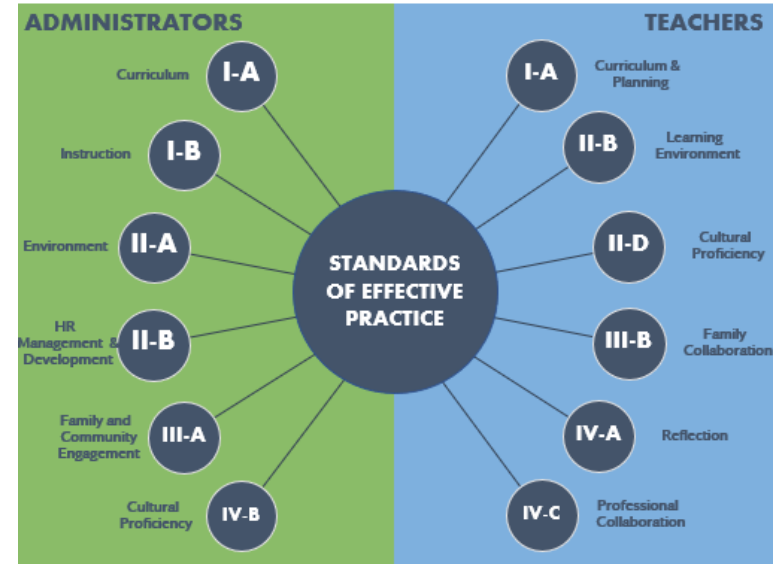
Advancing equity and social justice in student outcomes

Focus Indicators

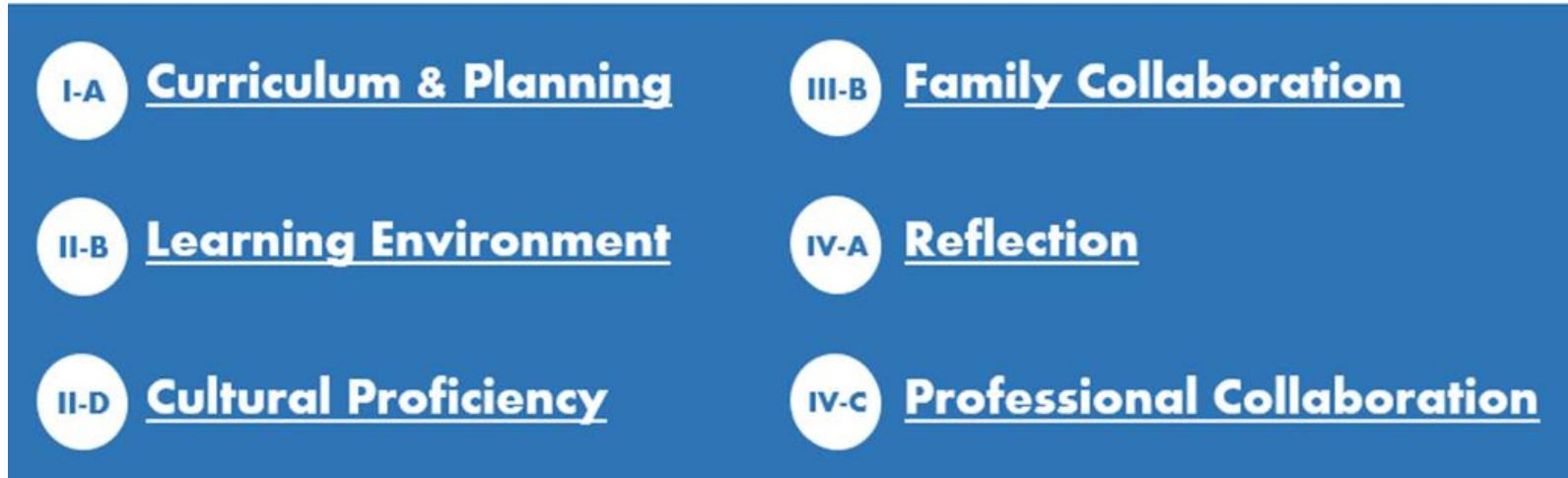
The Center for Instructional Support has identified six **Focus Indicators** for Teachers and Administrators representing the *highest priority practices* for the 2021-22 school year.

Aligning the educator evaluation cycle to the Focus Indicators will:

- Streamline supervision and evaluation
- Guide meaningful goal setting, and
- Focus feedback and support throughout the 2021-22 school year.



Focus Indicators for Teachers



FOCUS INDICATOR RESOURCE

- **Key Practices:** adapted elements highlight a practice of specific relevance to the context of the 2021-22 school year.
- **Focus Points for Feedback, Collaboration, and Support:** examples of specific teaching practices within this context.
- **Supportive Resources**

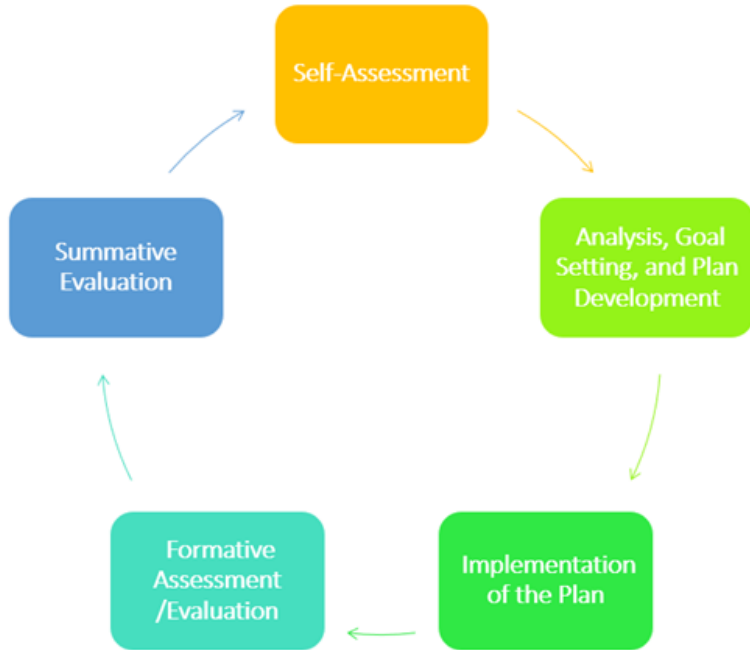
Focus Indicators for Administrators



FOCUS
INDICATOR
RESOURCE

- **Key Practices:** adapted elements highlight a practice of specific relevance to the context of the 2021-22 school year.
- **Focus Points for Feedback, Collaboration, and Support:** examples of specific leadership practices within this context.
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The 5-Step Cycle

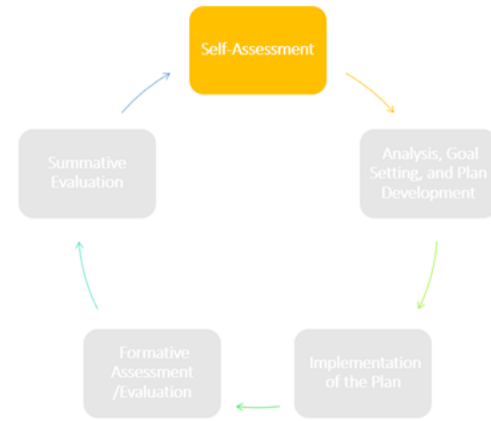


The 5-Step Cycle is central to the educator evaluation framework. It positions educators as the drivers of their professional growth by prioritizing self-reflection and goal-setting.

In 2021-22, educators are encouraged to approach this process with an eye toward:
How can I engage in this process to cultivate meaningful feedback and support that strengthens my practice?

Self-Assessment

The educator reflects on performance and feedback to inform goal-setting and plans for professional learning over the cycle



Recommendations for EDUCATORS:

- Reflect on your experience in remote and hybrid settings - What skills or practices did you adopt that you want to reinforce? Where do you want to continue to grow?
- Use student and family feedback, in addition to assessment data, to learn about your incoming students' strengths and areas for support

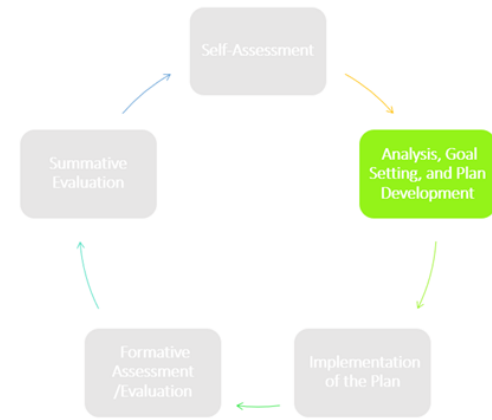
Use the [Self-Assessment Tool](#) to identify Focus Indicators around which to target your goal-setting and professional learning

Recommendations for EVALUATORS:

- Initiate a dialogue with each educator about their hopes, needs, and aspirations for the school year
- Promote coherence by communicating school and district goals, priorities, and initiatives
- Provide opportunities for educator collaboration and professional learning in support of ongoing self-reflection and deeper understanding of students' social-emotional and academic needs

Goal-Setting & Plan Development

The educator and evaluator confirm goals and identify supporting activities, resources, and evidence



Recommendations for EDUCATORS:

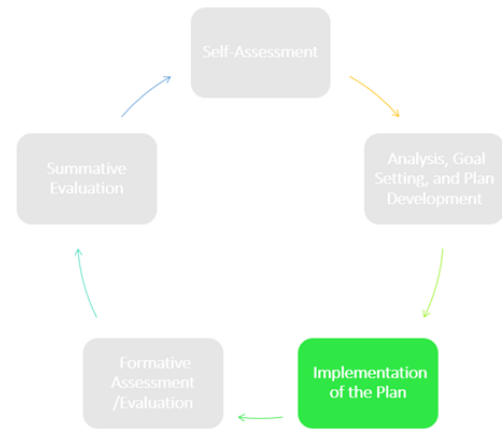
- Identify [S.M.A.R.T.I.E. Goals](#) based on your self-assessment and analysis of student needs
- Consider team goals to support collaboration and coherence
- Prioritize goals that aim to disrupt inequity and promote a more equitable and inclusive learning experience for your students
- Plan ways to demonstrate progress towards goals and the authentic evidence that illustrates that progress

Recommendations for EVALUATORS:

- Support educators to set meaningful goals aligned to their priority areas for professional growth and development
- Use the [Evidence Collection resource](#) to identify and plan for the meaningful and supportive use of evidence throughout the evaluation cycle
- Identify activities and opportunities for educators to develop their practice aligned with their goals

Plan Implementation

The educator pursues their professional practice and student learning goals and continuously reflects on progress, using regular feedback from the evaluator, students, and families



Recommendations for EDUCATORS:

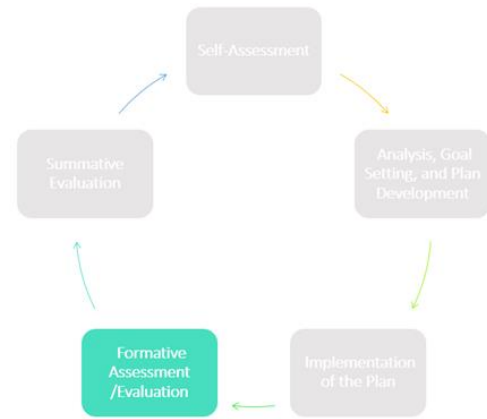
- Engage in ongoing reflection and continuous learning towards your goals and in service of equitable outcomes for students
- Routinely collect student and family feedback and use it to make adjustments
- Leverage peer observations for additional feedback and support

Recommendations for EVALUATORS:

- Ask educators for input on areas of focus for observations and feedback
- Seek opportunities to calibrate with other evaluators to build a shared understanding of effective, culturally responsive practice and high-quality feedback
- Continuously reflect on your own biases and how they may be informing your feedback and judgments on practice

Formative Assessment/Evaluation

Mid-cycle opportunity to take stock of progress, provide feedback, and make adjustments as necessary



Recommendations for EDUCATORS:

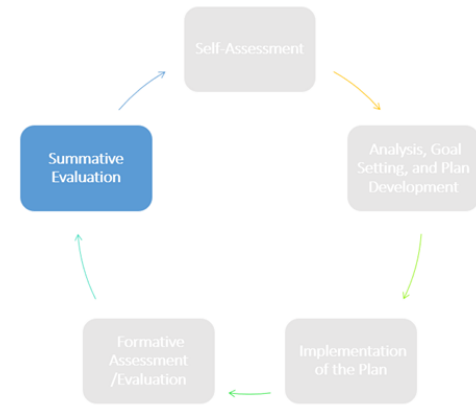
- Share examples and artifacts of your practice that tell a story about your performance and progress towards your goals
- Identify areas for ongoing support and feedback

Recommendations for EVALUATORS:

- Use multiple, holistic sources of evidence, including student and family feedback and educator reflections, to inform judgments and prioritize feedback
- Ask educators what they would like to focus support and feedback on through the end of the cycle
- Create space for educators to provide feedback on their experience with the evaluation process and make mid-course adjustments as needed

Summative Evaluation

End-of-cycle opportunity for reflection, analysis, and feedback



Recommendations for EDUCATORS:

- Reflect on progress towards goals and evidence of student learning
- Consider new or innovative practices adopted this year to continue next year
- Consider how this feedback will inform your goal(s) for next year
- Reflect on the process and how it could be more culturally responsive going forward

Recommendations for EVALUATORS:

- Use multiple, holistic sources of evidence, including student and family feedback and educator reflections, to inform judgments and prioritize feedback
- Underscore the importance of continuous learning in conversations about educator goals and performance
- Recognize and celebrate educators demonstrating exemplary practice in specific areas or generally
- Reflect on the process and how it could be more culturally responsive going forward

Resources

- [2021-22 Educator Evaluation Implementation Resources](#)
Tools and resources supporting meaningful, culturally responsive educator evaluation.
- [OPTIC Content Fellows' Culturally Responsive Teaching Collection](#)
Facilitators guide and resources for using OPTIC to build a shared understanding of culturally responsive teaching
- [Culturally Responsive Teaching Video Library](#)
A set of video examples of culturally responsive practice by Massachusetts educators
- [MA Blueprint for English Learner Success](#)
A set of guidance and resources for developing systems of support for English Learners at the classroom, school, district, and state levels.
- [Acceleration Roadmap: Pathway to an Equitable Recovery](#)
A tool for teachers and leaders to support acceleration of student learning in the 2021-22 school year.