

Evaluation Evidence FAQ
(from questions submitted at December 2014 District Faculty Meeting)

1. What is NATA?

NATA is the North Adams Teachers' Association. Representatives from NATA leadership have worked closely with representatives from district administration to plan and implement the rollout of the new educator evaluation system over the past four years through various committees, including the Evaluation Working Group (2010-2011), and the DDM (District Determined Measures) Working Group (2013-2014), as well as the NATA Executive Committee (from 2010 to present).

NATA Executive Committee for 2014-15 includes:

Stephanie Kopala (President)
Allison Bergeron (Co-Vice President)
Erica Manville (Co-Vice President)
Greg Houston (Treasurer)
Barb Manley (Building Rep)
Keith Davis (Building Rep)
Michelle Darling (Building Rep)
Beth Lyden-Fortier (Building Rep)
Christina King (Building Rep)
Maribeth Garner (Building Rep)
Marie McCarron (Building Rep)
Robyn Lawson (Building Rep)
Lisa Marceau (Building Rep)
Joy DeMayo (Building Rep)
Linda Johnson (Building Rep)

Past NATA Leadership (2010 - 2014) includes (not inclusive to all who represented NATA):

Marie McCarron (President)
Eileen Gloster (President)
Sue Gilman (V. President)
Karen Daigle (Secretary)
Keith Davis (Treasurer)
Jane Farnham

Evaluation Working Group (2010-2011):

Jane Farnham
Marie Kelly-Whitney
Judi Moitozo

Aldonna Girouard
Karen Bedard
Diane Ryczek
Sandy Cote
Sue-Ellen Kelly
Jean Bacon

DDM Working Group (2013-14):

Allison Bergeron
Beth Lyden Fortier
Sue Gilman
Marie McCarron
Maribeth Garner
Barb Tatten
Tim Callahan
Jean Bacon

2. Who made the evidence guidance?

The evidence guidance was a joint effort between district administration and the NATA Executive Committee.

3. Why do we have to spend hours on figuring this out and then gathering evidence (rather than educating children and interacting with families)?

In 2010 the State Board of Education passed *603 CMR 35.00 Evaluation of Educators*, updating the prior educator evaluation regulations. *603 CMR 35.00* includes specific guidelines which every district's evaluation system must meet. You can access the regulations at <http://www.doe.mass.edu/lawsregs/603cmr35.html>. The rationale for the regulation is to

- Promote growth and development amongst leaders and teachers,
- Place student learning at the center, using multiple measures of student learning, growth, and achievement,
- Recognize excellence in teaching and leading,
- Set a high bar for professional teaching status, and
- Shorten timelines for improvement.

(quoted from <http://www.doe.mass.edu/edeval/>)

4. Are all the evaluators proficient on their own evaluations?

Evaluators are required to complete 11 hours of training to serve as evaluators. In addition to those initial 11 hours, evaluators participate in an additional 10 hours of in-district training per year to work toward proficient practice as evaluators. Evaluators' performance on other aspects of their jobs is not relevant to their effectiveness as evaluators.

Under the current regulations, the performance ratings of all educators except the superintendent are confidential and are not a matter of public record.

5. Are the lesson plans daily lesson plans or lessons plans for a topic?

The expectation is that each educator is working from a lesson plan whenever he or she is working with a group of students. A lesson plan could be for one day or two to three days depending on the learning objectives.

A lesson plan can be short, and must include the focus standards, student learning objectives, assessments, and planned activities. Please refer to the Evidence Guidelines and the exemplar lesson plans on the district website.

6. How does evidence really speak to the effectiveness of a teacher? (A less than stellar teacher can generate stellar evidence.)

Evidence includes both what the educator submits, what the evaluator collects through observations and other interactions with the educator, and beginning in 2015-16 will include evidence from district determined measures of student growth, and surveys of students (or surveys of staff in the case of administrators). Evidence from all these sources informs the assignment of ratings.

7. What are DDMs and how do they fit with educator evaluation?

Please refer to the presentation on District Determined Measures (DDMs) at the district faculty meeting on 5/20/2013 available on the district website.

You can also read more about DDMS on the DESE website at <http://www.doe.mass.edu/edeval/ddm/>.

DDMs will require continuous review and improvement over the next few years. The North Adams Teacher's Association is seeking members for the DDM Working Group that will oversee this process.

8. Can I go to my evaluator with evidence before it's due and see if it's okay?

Absolutely. We will be holding an evidence review open house at each building on January 29th after school at which time all the evaluators will be available to review evidence with you. We will hold another open house in early May.

You can also contact your evaluator at any time to make an appointment to review or discuss your evidence.

Individuals on one-year evaluation cycles will have a formal formative assessment review of evidence in February.

Individuals on two-year cycles receive a formal formative evaluation review of evidence at the end of their first year.

9. Proficient evidence recommendation for II-B-2 suggests that the educator submit "lesson plans addressing identified needs from assessment results (for whole class,

small group and/or individual students). Do the assessments have to be classroom assessments or can they be the result of a SPED evaluation or MCAS or something else?

The lesson plan set should illustrate the use of the results of multiple types of assessment to adjust practice. The types of assessments used are expected to vary by course, grade level, and teaching assignment (e.g. SPED, Title I, classroom teacher, etc.)

10. Will I be able to copy and paste info from the online doc to your artifact sheet?

The artifact cover sheet (available on the district website under Staff- Educator Evaluation-Forms - Forms for Educators) is a Word document and you can copy and paste into it from any source.

11. What is the definition of a “comprehensive system of informal and formal assessments” (I-B-1)?

As indicated under the description of exemplary practice for that element, evidence of a comprehensive system could include a written assessment plan for regular use of a variety of curriculum-aligned informal and formal assessments that allow for the tracking of student progress toward mastery of standards/learning objectives.

As educators submit examples of such plans, and evaluators together agree what meets the criteria for exemplary practice in this area, we will make exemplars available on the district website.

12. Does sharing with a student teacher count as sharing with a colleague?

Yes. But to reach the level of exemplary practice, sharing must occur with peer educators as well. Exemplary educators try to help practice in their school/district as well as continually working to improve their own practice.

14. If we observe the focus element during our observation do we need paper evidence as well?

Some elements (particularly those under standards II and IV) may be adequately documented through observations, if those observations are frequent. However if only the minimum number of observations are completed, it is unlikely that those alone will provide adequate evidence. Proficient practice requires documentation of “consistent” practice.

All evidence used to inform the evaluation should be recorded in some form so that it can be reviewed by a third party if necessary.

15. Is there an agreed upon observation form or format? I have noticed that not all evaluators are using the same form or checklist.

There is a standard form available on the district website under Staff- Educator Evaluation-Forms - Forms for Evaluators. Individual evaluators may record their observation in the space provided on the form in different ways.

Evaluators are working to standardize the way observation notes are recorded to some extent, but individual variability will always exist.

If you have any questions or concerns about the way your evaluator is recording his/her observations, please speak with your evaluator, with the NATA leadership, or with Jean Bacon.