


## Formative & Summative Evaluation GUIDE FOR EVALUATORS

### Purpose of Formative & Summative Evaluations

The Formative and Summative Evaluations are processes used to evaluate and document an Evaluator's assessment of collected and uploaded evidence; regarding an Educator's overall progress on his/her student learning and professional practice goals, as well as their overall performance on the four Performance Standards of Effective Teaching Practice.

Written feedback and ratings concerning an Educator's progress and performance are recorded for instructional improvement purposes. Ratings on these evaluations are used to determine the type of Educator Plan moving forward.

Formative Evaluation		Summative Evaluation
<b>To be completed for:</b> a. Educators in the 1 <sup>st</sup> year of a Two-Year Self-Directed Growth Plan	<b>April 15<sup>th</sup></b>  	<b>To be completed for:</b> a. Educators in the 2 <sup>nd</sup> year of a Two-Year Self-Directed Growth Plan  b. All educators on Developing Educator Plans (1 <sup>st</sup> , 2 <sup>nd</sup> , and 3 <sup>rd</sup> year)  c. Any educator on a Directed Growth or Improvement Plan (at the conclusion of their plan)

### Pre-Evaluation Suggestions:

1. **Identify your priority evaluations:** Start by completing your Summative Evaluations for those educators on Improvement Plans, Directed Growth Plans, and those in their third year as a Developing Educator, respectively. Next, focus on completing evaluations for any educators of concern that are on Two-Year Self Directed Growth Plans.
2. **Organize evidence:**
  - To organize all evidence collected for a particular educator by Standard or Element, utilize the **“Quick Search”** feature in TeachPoint. **To conduct a Quick Search:** 1) Select “Quick Search” 2) Search by a specific tagged item (Standard or Element) 3) Copy the selected information to the Clipboard 4) Paste the copied information directly into the evaluation form or word document. To **select a date range** for your Quick Search, click on **“Date Range”**, select **“Custom”** from the drop down menu, and type in the **start and end date** for your search.
  - You can also run a **“Detailed Report”** for each educator that will provide a full report of the evidence you have submitted for a particular educator. **To run a Detailed Report in TeachPoint:** 1) Select “Reports” 2) Select “Observations” 3) Select “Detailed Reports” 4) Once you are in “Detailed Reports”, select the “Educator Evidence Log for Educators” (OR the log for the specialized role of your evaluatee) and the correct school year 5) Select Generate the report 6) Select “Export” at the top of the screen to generate the Detailed Report as an Excel spreadsheet.

## Formative/Summative Evaluation Steps:

### Step 1: Gather & Review Evidence

- Feedback provided during the Formative/Summative Evaluation will be based on evidence gathered through observations and Educator generated artifacts.
  - Best practice is to conduct at least **two observations** prior to the evaluation to collect evidence for **Standard I and Standard II**. **\*For those on a Developing Educator Plan, the Formative Assessment** that you submitted in **December**, in addition to evidence collected since then, will serve as valuable information when writing the Summative Evaluation.
  - Review educator uploaded artifacts **for Standard III AND Standard IV for the current academic year.**
    - If an artifact is going to be cited as evidence of low performance in the Formative Assessment, it is encouraged to have a record of constructive criticism on that artifact from when it was first submitted.
  - **All educators** are required to submit one piece of evidence for Standard III, and one piece of evidence for Standard IV, and evidence of progress towards goals by **March 15<sup>th</sup>** prior to the Formative/Summative Evaluation.
    - Please aim to give Educators a reminder of such evidence submission in advance (at least 3 weeks).

### Step 2: Rate Progress on Goals

- Refer back to the professional practice and student learning goal as previously established by the Educator.
- Each goal must be rated as:
  - *Attained, Substantial, Progressing, No evidence of progress*
- For each rating, a rationale should be provided.
  - The rationale should consist of a claim supported by 1-3 specific pieces of evidence, citing observations, artifacts, and available student data.
  - Evidence (or lack thereof) of completion of action steps strengthens the rationale.

\*Please refer to the *Tips for Assessing Student Learning & Professional Practice Goals* document for assistance with rating goals.

### Step 3: Rate Performance on Standards

- Each standard must be rated as:
  - *Exemplary, Proficient, Needs Improvement, or Unsatisfactory*
- For each rating, a rationale should be provided.
  - The rationale should consist of a claim supported by 1-3 specific pieces of evidence, citing observations, artifacts, and available student data.
  - The rationale should connect the performance rating to the rubric.

## Sample Rationale for Performance Standards

Rationale Structure	Example
<b>Standard</b>	II. Teaching All Students
<b>Claim/ Connection to Rubric</b>	Evidence from observations below demonstrate that Mr. T needs improvement to promote the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency. In particular, Mr. T needs to improve defining high expectations for the quality of student work, and provide exemplars, rubrics, and guided practice to support students, and ensuring that the classroom environment is safe for students.
<b>Evidence 1</b>	During the lesson observed on September 30th, Mr. T passed back graded student made masks from a previous assignment. Two students sitting next to me exchanged masks to see each other's grades. One of the student's asked Mr. T, "How did she get an A, and I received a B? That's not fair, this mask took me forever. My mask is way better, look at it!" Mr. T responded, "Because she followed my instructions, you didn't." I went over to the student, to inquire about the instructions for the mask project. He informed me that Mr. T did not provide any instructions for the project, and that "he never does." I asked two other students if they knew how the masks were graded, and if a rubric was provided, and they told me that Mr. K does not use rubrics for his projects, "He just grades them."
<b>Evidence 2</b>	During the class observed on October 16th, Mr. T briefly described a new mural project to be completed for Hispanic Heritage Month. His description was provided to the students orally, without the use of visual aids or a written project description. Mr. T's description went as follows: "I've been asked to create a mural for Hispanic Heritage Month by next week. The mural will serve as the backdrop for the evening show. It needs to be bright and colorful so that it stands out. You must use paint, and you can work in pairs. I will put all of your work together to make one long paper mural. We must be finished by next week. Let's count off and get started." A student asked Mr. T, "What is the project supposed to look like when it's finished?" Mr. T responded, "Finished, it's supposed to look finished, now let's get started." As I walked around to different groups, students consulted with each other in an effort to determine what was expected of them for this project. I asked a student if she knew what to do, and she answered, "Not really, but I usually just do whatever and I pass, so it is what it is." Since there was no class discussion about acceptable and appropriate artifacts that students were expected to paint, I noticed that three different pairs of students all drew and painted the flag of the Dominican Republic.
<b>Evidence 3</b>	As observed on November 10 <sup>th</sup> , Mr. T did not provide guidance and support in the form of an exemplar to a group of students who requested one twice. Mr. T informed the students that he does not keep projects from previous years, and that it is best that students use their own creativity. A student from the group responded, "Well we don't know what to do then. We can't figure out how to make this model without an example." Mr. T informed them that, "other groups have figured it out, and you can too if you just brainstorm," and walked away. At the end of the class, while talking to that same group, I discovered that they had not produced anything the entire class period. They stated, "We are still confused."
<b>Evidence 4</b>	During an unannounced observation on December 5 <sup>th</sup> , I walked into the classroom at 10:15am as two students were chasing each other around the Christmas tree with shear scissors. Mr. T was in the storage closet, and did not come out until 10:20, at which time I had already apprehended the two students accordingly. I talked to Mr. T about the requirement and expectation to supervise students at all times, and to set safety expectations for students to follow. I also advised Mr. T to better organize his supply buckets to create optimal and safe passage for students for moving throughout the classroom. I instructed Mr. T to move the Christmas tree, which is both a fire hazard, and dangerous for students as the lights were dangling on the floor, and a student could easily trip and fall. I told him to move the tree away from the back door and place it against the middle of the back wall, and to either remove the lights, or ensure that they were not hanging on the floor. I told Mr. T to make these changes during his break today, in preparation for the next class. I returned to Mr. T's class the next morning, to find that the tree had not been moved as instructed and remained in the same location. Mr. T explained that he had forgotten to move the tree, and began to move it as previously instructed.
<b>Interpretation</b>	Based on my evidence, Mr. T needs to use instructional practices that reflect high expectations regarding content and quality of effort and work. Expectations for work products and the effort needed for such tasks are not communicated to students. Mr. T, also needs to properly monitor students at all times, and ensure their safety in the classroom. As a result, students often do not know assignment objectives; understand how to approach tasks, produce quality work, and how their work will be assessed.
<b>Rating Judgment</b>	Based on the Standards and Indicators of Effective Teaching Practice rubric, the evidence collected and referenced above for Standard II, is <b>Unsatisfactory</b> .

**Comment [DK1]:** Reference specific observations and/or artifacts.

**Comment [DK2]:** Reference specific observations and/or artifacts.

**Comment [DK3]:** Reference specific observations and/or artifacts.

**Comment [DK4]:** When describing the emotional state of students (e.g., frustration, confusion, upset) be sure to cite specific quotations from students.

**Comment [DK5]:** Use rubric language based on the standards in your interpretation of evidence.

**Comment [DK6]:** In the interpretation of evidence, state how such observations impact student learning.

#### Step 4: Comments & Prescriptions

- Both the Evaluator and the Educator have the option of writing comments on the Formative/Summative Evaluation.
- If necessary, based on evidence, provide clear standards-based prescriptions and actionable next steps for the educator to implement. Such prescriptions may refer to previously established goals.
- Any standard rated Needs Improvement or Unsatisfactory will require comments and action steps.

#### Sample Comments & Prescriptions

Comments/Prescriptions	
	<p>Evidence collected indicates that Mr. T maintains a physical environment that is unsafe for students (Standard II.B-1.), and establishes no or low expectations around quality of work and effort and offers few supports for students to produce quality work and effort (Standard II.A.1). Therefore, to support Mr. T and his students, I recommend the following action steps, which will be further discussed in a meeting with Mr. T.</p> <ol style="list-style-type: none"> <li>1. Develop a standardized and consistent system of grading all assignments and projects that is clearly communicated to students in various forms (i.e. orally and in written form), and at all phases of the assignment (i.e. pre, during, and post) for their understanding. Utilize rubrics to assess projects, and explain the components of the rubric with the students. Provide students with a copy of the rubric that will be used to assess their work. In addition, comment on graded work in writing and/or orally, so that students know what they did well, and how they can improve their work.</li> <li>2. Start to collect and research sample work and exemplars to save and share with students to assist them with identifying the characteristics of both quality and unsatisfactory work. Use such samples to engage students in a conversation about why the work products are exemplary and unsatisfactory, as well as the effort involved and expected in producing exemplary work. Providing students with samples is one form of support, but making yourself more available and consistently following up with students during class (especially those that are having difficulty) is an important form of support that I would also like you to improve.</li> <li>3. Break projects into manageable stages for students, which can be accelerated for others as necessary. At each stage, develop and communicate your expectations (orally and in writing) to students so that they know and understand what they need to accomplish in order to successfully progress to the next stage of the project, and to be successful overall. Provide specific deadlines for each stage.</li> <li>4. Develop 3-5 clear safety procedures for handling objects and working in the Art Room. Share these procedures with students, and have them demonstrate what these procedures look like in action. Model these procedures, and post them around the room for the students as well. To create more space, move items that you do not regularly use into your storage closet, or in the main closet. Stack bins against the wall.</li> </ol> <p>These prescriptions, including ways to create and maintain a safe learning environment will be discussed in detail. We will also develop a timeline for these action steps. I look forward to hearing Mr. T's suggestions and feedback when we meet.</p>

**Comment [DK7]:** Refer back to the rubric language for the Standard.

**Comment [DK8]:** Provide feedback that is actionable.

**Comment [DK9]:** Your prescriptions/comments should be directly connected to the Standard of focus, your claim, evidence, and interpretation as aforementioned.

**Comment [DK10]:** Be sure to establish a timeframe with the educator for implementing the prescriptions and action steps.

### Step 5: Overall Rating

- After completing ratings on goals and standards, as well as all necessary rationales and comments/prescriptions, Evaluators will make an Overall Rating of
  - *Exemplary, Proficient, Needs Improvement, or Unsatisfactory.*
  - *In order to be rated Proficient overall, Standard I and Standard II, both need to receive a rating of Proficient*
  - **Developing Educators in their 3rd year, need to receive PROFICIENT or EXEMPLARY ratings on EACH STANDARD and OVERALL, in order to achieve Professional Teaching Status in Lowell Public Schools.**
- Refer directly to the rubric for rating language.

### Step 6: Note Plan Changes

- Formative/Summative Evaluations can cause a change in an Educator's plan, if evidence suggests that the Overall Performance Rating is not at least proficient. A plan change starts the evaluation cycle all over again, and requires a new self-assessment and goals, which should be informed by the recent Formative/Summative Evaluation and previous feedback.

If .....	Then.....
<p>An Educator's practice is rated <b>Needs Improvement</b> overall</p>	<p>Place the educator (if they have Professional Teaching Status) on a <b>Directed Growth Plan</b> moving forward. Determine the specific duration of the plan, and the targeted areas for improvement based on feedback provided.</p> <p>A new <b>Self-Assessment Summary</b> will need to be completed, and <b>new goals</b> will need to be developed in order to initiate the start of the plan.</p> <p>*Refer to the <b>Improvement Plan &amp; Directed Growth Plan Guide</b> for additional steps and guidance.</p>
<p>An Educator's practice is rated <b>Unsatisfactory</b> overall</p>	<p>Place the educator (if they have Professional Teaching Status) on an <b>Improvement Plan</b> moving forward. Determine the specific duration of the plan, and the targeted areas for improvement based on feedback.</p> <p>A new <b>Self-Assessment Summary</b> will need to be completed, as well as the <b>Improvement Plan Part I</b> form. <b>New goals</b> will also need to be developed in order to initiate the start of the plan.</p> <p>*Refer to the <b>Improvement Plan &amp; Directed Growth Plan Guide</b> for additional steps and guidance.</p>

- **Note:** The Educator Plan type **may not be changed** for Non-PTS educators/administrators on Developing Educator Plans. However, activities in such existing plans may be changed as a result of the Overall Performance Rating on a Formative/Summative Evaluation.
- **If no plan change is necessary**, indicate "**Plan remains the same**" on the Formative/Summative Evaluation, and indicate the **duration** of the plan.

**Step 7: Sign-Off**

- The Evaluator signs off electronically by typing his or her name.
- Clicking the “Share” button will release the Formative/Summative Evaluation, allowing the Educator to have access to each part.
- The Educator must also sign off electronically, signaling that he or she has viewed the Formative/Summative Evaluation.
- Remind the Educator to sign-off on the Formative/Summative Evaluation.

**Step 8: Meet with Educator**

- Evaluators are encouraged to meet with each Educator to discuss the Formative/Summative Evaluation.
- Meetings are required within **5 days of sharing the Formative/Summative Evaluation**, if any of the following is true:
  - The Overall Rating is *Needs Improvement* or *Unsatisfactory*,
  - The plan is changing,
  - The Educator requests a meeting.
- Be certain to document meeting notes

**Next Steps**

- Evaluator continues to collect evidence through observations and artifacts, provide feedback and support to the educator, and look for any response to feedback or trends in performance.

Should you need assistance at any stage of the Formative/Summative Evaluation process, please contact the Office of Personnel & Recruitment.

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## Formative/Summative Evaluation Template

**Purpose:** The purpose of this document is to provide evaluators with a sample template for completing Formative/Summative Evaluations.

### Progress on Goals

<b>Student Learning Goal</b>	Paraphrase or copy <b><u>student learning goal</u></b> as written by educator.
<b>Rationale</b>	<b>Claim:</b> Document your statement about the educator's progress towards attaining his/her student learning goal as previously established
	<b>Evidence 1:</b> Document the evidence that <b>supports your claim:</b> Educators' and/or students' words during an observation, students' responses to an evaluator's questions, teacher's uploaded artifacts, description of classroom activities, description of student work, team/department meeting observation
	<b>Evidence 2:</b> Document the evidence that <b>supports your claim:</b> Educators' and/or students' words during an observation, students' responses to an evaluator's questions, teacher's uploaded artifacts, description of classroom activities, description of student work, team/department meeting observation
	<b>Evidence 3:</b> Document the evidence that <b>supports your claim:</b> Educators' and/or students' words during an observation, students' responses to an evaluator's questions, teacher's uploaded artifacts, description of classroom activities, description of student work, team/department meeting observation
<b>Interpretation</b>	Provide your interpretation of the evidence in relation to your claim
<b>Rating/Judgment</b>	Attained, Substantial, Progressing, No evidence of progress

## Progress on Goals

<b>Professional Practice Goal</b>	Paraphrase or copy <b>professional learning goal</b> as written by the educator.
<b>Rationale</b>	<b>Claim:</b> Document your statement about the educator's progress towards attaining his/her professional practice goal as previously established.
	<b>Evidence 1:</b> Document the evidence that <b>supports your claim:</b> Educators' and/or students' words during an observation, students' responses to an evaluator's questions, teacher's uploaded artifacts, description of classroom activities, description of student work, team/department meeting observation
	<b>Evidence 2:</b> Document the evidence that <b>supports your claim:</b> Educators' and/or students' words during an observation, students' responses to an evaluator's questions, teacher's uploaded artifacts, description of classroom activities, description of student work, team/department meeting observation
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<b>Interpretation</b>	Provide your interpretation of the evidence in relation to your claim
<b>Rating/Judgment</b>	Attained, Substantial, Progressing, No evidence of progress



## Performance on Standards

<b>Standard</b>	I. Curriculum, Planning, and Assessment
<b>Rationale</b>	<p><b>Claim/Connection to Rubric:</b> Document your statement about the educator's performance on Standard I in direct connection to the Massachusetts Standards and Indicators of Effective Teaching Practice Rubric. Use the rubric language in your claim.</p> <p><i>[Educator's name] promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives. As a result, [Educator's name] is rated as [exemplary/proficient/needs improvement/unsatisfactory] on Standard I of the Teacher Rubric.</i></p> <p><b>Evidence 1:</b> Document the evidence that <b>supports your claim:</b> Educators' and/or students' words during an observation, students' responses to an evaluator's questions, teacher's uploaded artifacts, description of classroom activities, description of student work, team/department meeting observations.</p> <p><b>Evidence 2:</b> Document the evidence that <b>supports your claim:</b> Educators' and/or students' words during an observation, students' responses to an evaluator's questions, teacher's uploaded artifacts, description of classroom activities, description of student work, team/department meeting observations.</p> <p><b>Evidence 3:</b> Document the evidence that <b>supports your claim:</b> Educators' and/or students' words during an observation, students' responses to an evaluator's questions, teacher's uploaded artifacts, description of classroom activities, description of student work, team/department meeting observations.</p>
<b>Interpretation</b>	Provide your interpretation of the evidence in relation to your claim.
<b>Rating/Judgment</b>	<p><b>Rating: Exemplary, Proficient, Needs Improvement, or Unsatisfactory</b></p> <p>Based on your claim, supporting evidence, and interpretation, rate the educator's performance. To determine a rating for each Standard, refer directly to the language used to describe the rating in the rubric.</p>

## Performance on Standards

<b>Standard</b>	II. Teaching All Students
<b>Rationale</b>	<p><b>Claim/Connection to Rubric:</b> Document your statement about the educator's performance on Standard II in direct connection to the Massachusetts Standards and Indicators of Effective Teaching Practice Rubric. Use the rubric language in your claim.</p> <p><i>[Educator's name] promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency. As a result, [Educator's name] is rated as [exemplary/proficient/needs improvement/unsatisfactory] on Standard II of the Teacher Rubric.</i></p> <p><b>Evidence 1:</b> Document the evidence that <b>supports your claim:</b> Educators' and/or students' words during an observation, students' responses to an evaluator's questions, teacher's uploaded artifacts, description of classroom activities, description of student work, team/department meeting observation</p> <p><b>Evidence 2:</b> Document the evidence that <b>supports your claim:</b> Educators' and/or students' words during an observation, students' responses to an evaluator's questions, teacher's uploaded artifacts, description of classroom activities, description of student work, team/department meeting observation</p> <p><b>Evidence 3:</b> Document the evidence that <b>supports your claim:</b> Educators' and/or students' words during an observation, students' responses to an evaluator's questions, teacher's uploaded artifacts, description of classroom activities, description of student work, team/department meeting observation</p>
<b>Interpretation</b>	Provide your interpretation of the evidence in relation to your claim.
<b>Rating/Judgment</b>	<p><b>Rating: Exemplary, Proficient, Needs Improvement, or Unsatisfactory</b></p> <p>Based on your claim, supporting evidence, and interpretation, rate the educator's performance. To determine a rating for each Standard, refer directly to the language used to describe the rating in the rubric.</p>

## Performance on Standards

<b>Standard</b>	III. Family & Community Engagement
<b>Rationale</b>	<p><b>Claim/Connection to Rubric:</b> Document your statement about the educator's performance on Standard III in direct connection to the Massachusetts Standards and Indicators of Effective Teaching Practice Rubric. Use the rubric language in your claim.</p> <p><i>[Educator's name] promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations. As a result, [Educator's name] is rated as [exemplary/proficient/needs improvement/unsatisfactory] on Standard III of the Teacher Rubric.</i></p> <p><b>Evidence 1:</b> Document the evidence that <b>supports your claim:</b> Educators' and/or students' words during an observation, students' responses to an evaluator's questions, teacher's uploaded artifacts, description of classroom activities, description of student work, team/department meeting observation</p> <p><b>Evidence 2:</b> Document the evidence that <b>supports your claim:</b> Educators' and/or students' words during an observation, students' responses to an evaluator's questions, teacher's uploaded artifacts, description of classroom activities, description of student work, team/department meeting observation</p> <p><b>Evidence 3:</b> Document the evidence that <b>supports your claim:</b> Educators' and/or students' words during an observation, students' responses to an evaluator's questions, teacher's uploaded artifacts, description of classroom activities, description of student work, team/department meeting observation</p>
<b>Interpretation</b>	Provide your interpretation of the evidence in relation to your claim.
<b>Rating/Judgment</b>	<b>Rating: Exemplary, Proficient, Needs Improvement or Unsatisfactory</b> Based on your claim, supporting evidence, and interpretation, rate the educator's performance. To determine a rating for each Standard, refer directly to the language used to describe the rating in the rubric.

**Performance on Standards**

<b>Standard</b>	IV. Professional Culture
<b>Rationale</b>	<p><b>Claim/Connection to Rubric:</b> Document your statement about the educator's performance on Standard IV in direct connection to the Massachusetts Standards and Indicators of Effective Teaching Practice Rubric. Use the rubric language in your claim.</p> <p><i>[Educator's name] promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice. As a result, [Educator's name] is rated as [exemplary/proficient/needs improvement/unsatisfactory] on Standard IV of the Teacher Rubric.</i></p> <p><b>Evidence 1:</b> Document the evidence that <b>supports your claim:</b> Educators' and/or students' words during an observation, students' responses to an evaluator's questions, teacher's uploaded artifacts, description of classroom activities, description of student work, team/department meeting observation</p> <p><b>Evidence 2:</b> Document the evidence that <b>supports your claim:</b> Educators' and/or students' words during an observation, students' responses to an evaluator's questions, teacher's uploaded artifacts, description of classroom activities, description of student work, team/department meeting observation</p> <p><b>Evidence 3:</b> Document the evidence that <b>supports your claim:</b> Educators' and/or students' words during an observation, students' responses to an evaluator's questions, teacher's uploaded artifacts, description of classroom activities, description of student work, team/department meeting observation</p>
<b>Interpretation</b>	Provide your interpretation of the evidence in relation to your claim.
<b>Rating/Judgment</b>	<p><b>Rating: Exemplary, Proficient, Needs Improvement, or Unsatisfactory</b></p> <p>Based on your claim, supporting evidence, and interpretation, rate the educator's performance. To determine a rating for each Standard, refer directly to the language used to describe the rating in the rubric.</p>

**Comments & Prescriptions:**

*If necessary, based on your claims, evidence, and interpretation, provide clear standards-based comments and next steps for the educator to implement. Include actionable feedback.*

**Overall Performance Rating**

<p><b>Rating</b>  <i>Exemplary, Proficient, Needs Improvement, or Unsatisfactory</i></p>	
<p><b>Plan Moving Forward</b>  <i>Plan Remains the same                  Self-Directed Growth Plan                  Directed Growth Plan                  Improvement Plan                  Developing Educator Plan</i></p>	