

# Lexington Public Schools

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**To:** Dr. Paul B. Ash  
Members of the Lexington School Committee

**From:** Carol A. Pilarski

**Re:** Update: Educator Evaluation System

**Date:** December 17, 2013

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As you know, the Department of Elementary and Secondary Education (DESE) recently adopted new regulations for the Supervision and Evaluation requirements of all licensed educators. The Lexington Public Schools has done much to ensure that the expectations of these requirements are met, but most importantly, that they are met in a way that will contribute to continued professional growth and the advancement of student learning.

I have attached to this memorandum a copy of the “Teacher Rubric At-a-Glance,” in order to give you an idea of what standards are being assessed, along with the accompanying performance measures. All professional staff members, in addition to being measured on four standards, are assessed on a student learning and professional practice goal. The state has provided such rubric samples for many role descriptions, including Superintendent, Specialized Instructional staff, Administrators, and several others. For many categories (eg. Guidance, Speech, etc.), the state has left the rubrics to local districts to create.

Our district’s commitment to this new Supervision and Evaluation process has been immensely collaborative. Administrators, supervisors, teachers, and the leadership of the Lexington Education Association have worked hand-in-hand to acknowledge the importance of this effort, to provide appropriate and adequate time and training to ensure effective implementation, and to work together to make any necessary modifications along the way.

The purpose of Tuesday’s School Committee presentation on this topic will be to give a brief update on the status of our progress. There have been multiple opportunities and offerings targeted at supervisory and teacher educational trainings and many collaborative meetings with LEA leadership and representative members. Listed below are some of the initiatives that will be highlighted at Tuesday evening’s meeting:

- Preliminary Training to introduce the Joint Council and LEA leadership to the essential elements of the new requirements (Fall 2012);
- LEA/LSC agreement to run a “pilot” program with 57 teachers (January 2013) prior to implementation for Cohort 1;
- Establishment of an AdHoc Committee in February 2013 to monitor, advise, and refine the “piloteer” implementation process;

- Specific full-day training for “piloteers” (Spring 2013) to support their own work, as well as the work of their Cohort 1 colleagues in the 2013-14 academic year, in the first year of implementation;
- Six (6) full-day summer training sessions for members of Cohort 1: June 25, 26, 27, 28, July 11, August 22, 2013;
- Two full-day training sessions (Part 1 & 2) for all supervisors and evaluators: June 25 and August 19, 2013;
- New to the district teacher training (full-day) August 27, 2013;
- November 21, 2013, all-day professional development: Cohort 2 training in the Supervision and Evaluation requirements; Cohort 1 technical training in the use of Baseline Edge, the district’s selected web-based program designed to warehouse all submitted teacher/supervisor documents;
- Expansion of the AdHoc committee to increase its membership in 2013-14 as the district moves towards full implementation in 2014-15;
- Three joint communiqués were issued to staff from Dr. Ash and LEA President, Phyllis Neufeld to emphasize the shared nature of this effort.

Further details on each of the above listed efforts will be shared at Tuesday evening’s meeting. Suffice it to say, that our work has been entirely collaborative and as a result, is yielding good results. The most positive feedback the AdHoc committee receives, on a regular basis, is that the communication, conversation, and collaboration that this process has evoked have been enormously beneficial to supervisors and supervisees. As is true for any new implementation process, there are also challenges that face us and every other district in the Commonwealth, if we are to adopt, with fidelity, not only the criteria of the new regulations, but most importantly, the philosophical intent . . . to improve teaching and learning. Some of the challenges that the new system presents have to do mostly with time management, the volume of observations, responses, and conversations and the management of details related to the process.

I look forward to sharing more with you on Tuesday, December 17 and to answering any questions you might have.

## Teacher Rubric At-A-Glance

Standard I: Curriculum, Planning, and Assessment	Standard II: Teaching All Students	Standard III: Family and Community Engagement	Standard IV: Professional Culture
<p><b>A. Curriculum and Planning Indicator</b></p> <ol style="list-style-type: none"> <li>1. Subject Matter Knowledge</li> <li>2. Child and Adolescent Development</li> <li>3. Rigorous Standards-Based Unit Design</li> <li>4. Well-Structured Lessons</li> </ol> <p><b>B. Assessment Indicator</b></p> <ol style="list-style-type: none"> <li>1. Variety of Assessment Methods</li> <li>2. Adjustments to Practice</li> </ol> <p><b>C. Analysis Indicator</b></p> <ol style="list-style-type: none"> <li>1. Analysis and Conclusions</li> <li>2. Sharing Conclusions With Colleagues</li> <li>3. Sharing Conclusions With Students</li> </ol>	<p><b>A. Instruction Indicator</b></p> <ol style="list-style-type: none"> <li>1. Quality of Effort and Work</li> <li>2. Student Engagement</li> <li>3. Meeting Diverse Needs</li> </ol> <p><b>B. Learning Environment Indicator</b></p> <ol style="list-style-type: none"> <li>1. Safe Learning Environment</li> <li>2. Collaborative Learning Environment</li> <li>3. Student Motivation</li> </ol> <p><b>C. Cultural Proficiency Indicator</b></p> <ol style="list-style-type: none"> <li>1. Respects Differences</li> <li>2. Maintains Respectful Environment</li> </ol> <p><b>D. Expectations Indicator</b></p> <ol style="list-style-type: none"> <li>1. Clear Expectations</li> <li>2. High Expectations</li> <li>3. Access to Knowledge</li> </ol>	<p><b>A. Engagement Indicator</b></p> <ol style="list-style-type: none"> <li>1. Parent/Family Engagement</li> </ol> <p><b>B. Collaboration Indicator</b></p> <ol style="list-style-type: none"> <li>1. Learning Expectations</li> <li>2. Curriculum Support</li> </ol> <p><b>C. Communication Indicator</b></p> <ol style="list-style-type: none"> <li>1. Two-Way Communication</li> <li>2. Culturally Proficient Communication</li> </ol>	<p><b>A. Reflection Indicator</b></p> <ol style="list-style-type: none"> <li>1. Reflective Practice</li> <li>2. Goal Setting</li> </ol> <p><b>B. Professional Growth Indicator</b></p> <ol style="list-style-type: none"> <li>1. Professional Learning and Growth</li> </ol> <p><b>C. Collaboration Indicator</b></p> <ol style="list-style-type: none"> <li>1. Professional Collaboration</li> </ol> <p><b>D. Decision-Making Indicator</b></p> <ol style="list-style-type: none"> <li>1. Decision-making</li> </ol> <p><b>E. Shared Responsibility Indicator</b></p> <ol style="list-style-type: none"> <li>1. Shared Responsibility</li> </ol> <p><b>F. Professional Responsibilities Indicator</b></p> <ol style="list-style-type: none"> <li>1. Judgment</li> <li>2. Reliability and Responsibility</li> </ol>

*How to reference parts of the rubric:*

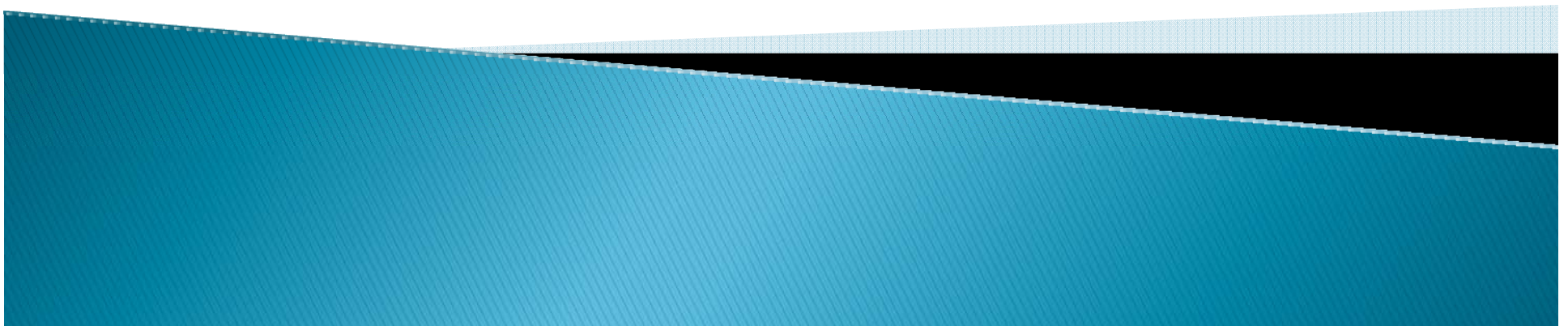
**Indicator terminology:** under the “Teaching All Students” Standard (II), the “Instruction Indicator” (A) can be referred to as *Indicator II-A*

**Element terminology:** under the Instruction Indicator (A), the Student Engagement Element (2) can be referred to as *Element II-A-2*

# Update: Educator Evaluation System

Lexington School Committee Meeting  
Tuesday, January 7, 2014

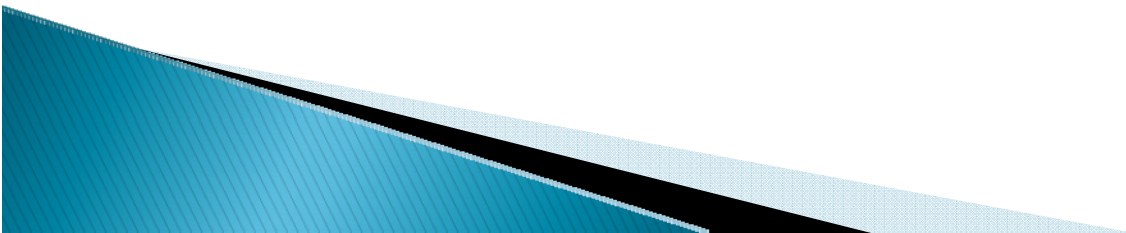
*Presented by*  
Carol A. Pilarski and Phyllis Neufeld



# Goal and Purpose

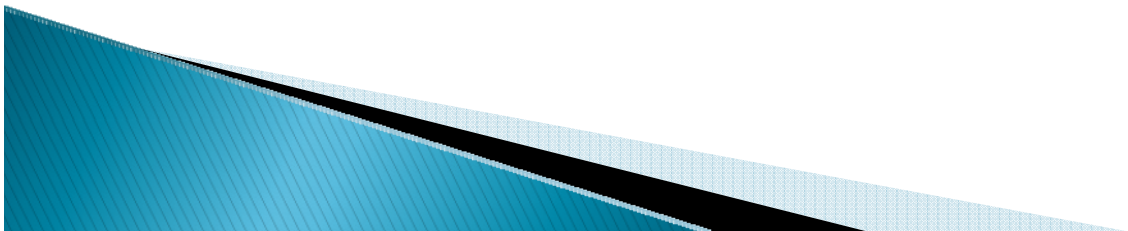
*... “ to improve student learning by supporting analytical conversation about teaching and leading that will strengthen professional practice.”*

Mitchell D. Chester  
Commissioner of Education



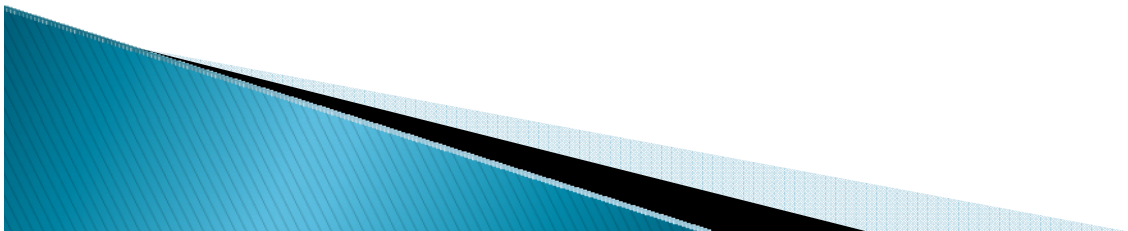
# Lexington's Implementation: *Planning & Process*

- ▶ Highly Collaborative effort
- ▶ Differences: Adaptive and Technical changes
  - Growth mindset
  - Highly interactive and participatory
  - Announced and unannounced observations, walkthroughs



# Significant *“Technical”* Components

- ▶ Self-Assessment
- ▶ Professional Practice Goal & Student Learning Goal with identified action steps
- ▶ Educator Plan
- ▶ Submission of Evidence/Artifacts



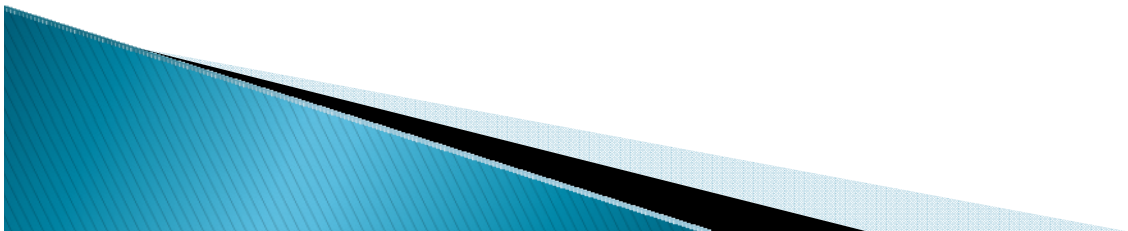
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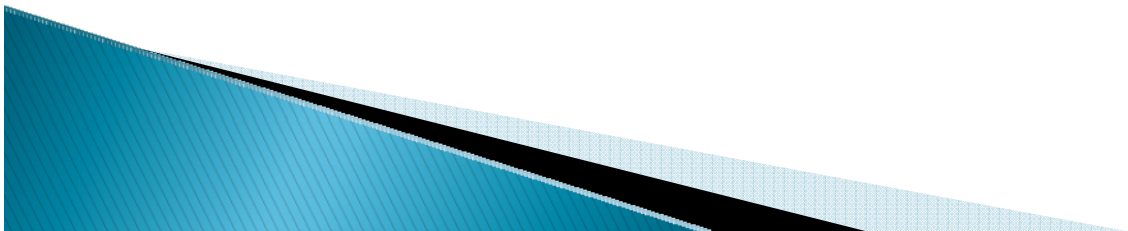
# *Background Information*

- ▶ Piloteer Program – 2013
- ▶ Memorandum of Agreement (MoA)
- ▶ Division of staff into 2 cohorts
  - Cohort 1 – PTS and ALL non-PTS (2013–2014)
  - Cohort 2 – PTS and ALL non-PTS (2014–2015)



# *Implementation Plan*

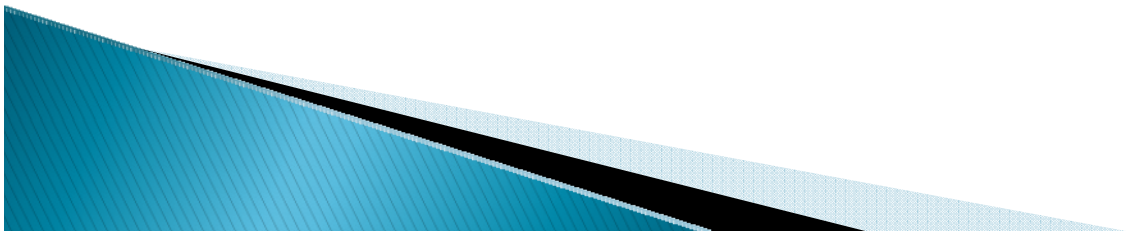
- ▶ Preliminary training sessions for all supervisors and *piloteer* volunteers in the new *Supervision & Evaluation* Process
  - Fall 2012
- ▶ *Piloteer* program begins
  - January 2013 – 57 volunteers
- ▶ AdHoc Committee established
  - January 2013
- ▶ Additional Training for *piloteer* teachers
  - May 2013
- ▶ Baseline Edge – pilot



# Implementation Plan . . .

## *Year 1 – Cohort 1*

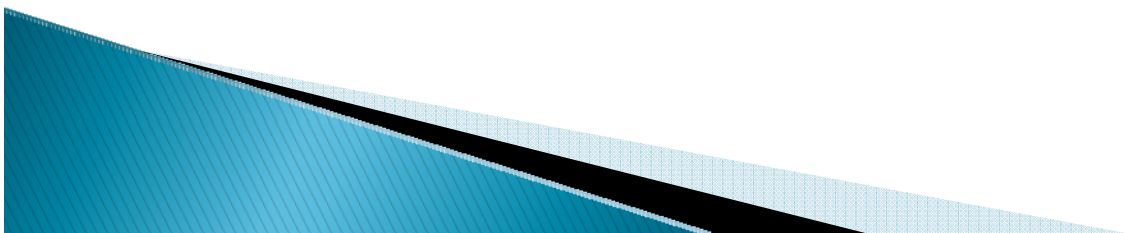
- ▶ Six (6) full-day summer training sessions for teachers in Cohort 1
  - June 25, 26, 27, 28, July 11, August 22, 2013
- ▶ Two (2) full-day training sessions, Part 1&2 for administrators and all supervisors and evaluators
  - June 25, August 19, 2013
- ▶ New to the district teacher training (orientation)
  - August 27, 2013



# Academic Year 2013–2014 . . .

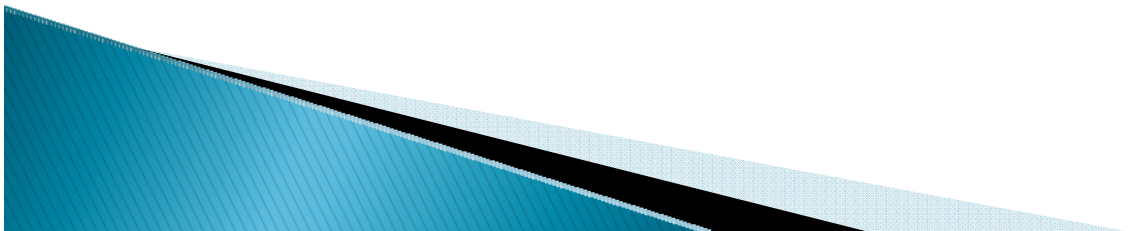
## *On-Going training and support*

- ▶ Expansion of the AdHoc Committee
  
- ▶ All Day Professional Development Day –  
November 21, 2013
  - Cohort 2 – Supervision & Evaluation Core training
  
  - Cohort 1 – Technical Training in *Baseline Edge*



# Collaborative Efforts

- ▶ AdHoc Committee
- ▶ Feedback requested by superintendent and LEA president from various constituents on 'roll-out' plan
- ▶ Collaborative agreements on procedures and processes for shared walkthroughs
- ▶ Joint Communiques from Superintendent and LEA President



# Positive Feedback and Challenges to Consider

- ▶ Collaborative dialogue, professional learning, & sharing of ideas
- ▶ Full Implementation of both cohorts in 2014–2015
- ▶ Time management related to:
  - Volume of observations, responses/feedback, conversations/dialogue
- ▶ Management of details and collection of required information

