

MTA Recommended DDM Contract Provision

Section 22 - Rating of Educator Impact on Student Learning (ISL)

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22) Rating of Educator Impact on Student Learning (ISL)

A) Basis of the Impact on Student Learning Rating

- i. The following student performance measures shall be used in combination with professional judgment to determine an educator's impact on student learning, growth, and achievement.
 - (a) Statewide growth measure(s)
 - (1) Where available, statewide growth measures must be selected each year as one of the measures used to determine the educator's ISL.
 - (2) Statewide growth measures include the MCAS Student Growth Percentile, or its equivalent, and ACCESS and gain score for ELLs.
 - (b) District-Determined Measures (DDMs) of student learning, growth, or achievement

B) Identifying and Selecting District-Determined Measures

- i. A DDMs Working Group representing teachers and administrators shall be established to identify and select DDMs.
 - (a) The Working Group shall be co-chaired by the president of the bargaining unit or his/her designee and the Superintendent or his/her designee.
 - (b) The parties shall endeavor to provide, to the extent practicable, representation of educators from a variety of grade levels and disciplines.
 - (c) The Working Group shall be composed of an equal number of members chosen by the president (or designee) from the bargaining unit and by the Superintendent (or designee).
- ii. DDMs Working Group tasks shall include:
 - (a) Surveying educators and administrators in the district to create and maintain a list of assessments used in the district. The Working Group shall use the list to identify potential measures that may be adopted or adapted as DDMs. In addition, the Working Group shall invite teams of educators to identify or develop new measures that may be adopted or adapted as DDMs.
 - (b) Recruiting and identifying district educators, including teachers of students with disabilities and English language learners, as well as educator teams to review the list of assessments for their specific content areas and to inform the identification and/or development of potential DDMs by making recommendations to the Working Group.

Note: The local should consider proposing additional language to address compensation or other benefits for members of the Working Group and/or others doing work to implement the DDM process.

- (1) Recruitment materials for classroom and caseload educators should indicate a preference for educators rated *proficient* or *exemplary* on Standards I and II during the most recent evaluation cycle.
- (2) Recruitment materials for school and district administrators should indicate a preference for administrators rated *proficient* or *exemplary* on Standard I during the most recent evaluation cycle.

- (c) Identifying at least three measures of student learning, growth, or achievement for each educator based on recommendations from educators with expertise in the content area as described in Section 22.B.ii.b.
- (d) Collecting feedback from educators and evaluators regarding the quality (e.g., alignment to curriculum, utility) of the selected DDMs.
 - (1) Where feedback suggests modifications to the selected DDMs or the selection of different DDMs is necessary, the Working Group may convene a team of educators with expertise in the content area to make recommendations to the Working Group.
- (e) Participating in the continuous improvement of the district's DDMs.

Note: The local should consider proposing additional language to provide for regular and thorough review and, where appropriate, modification of DDMs.

iii. DDM Selection Criteria

- (a) DDMs may consist of *direct* or *indirect* measures.
 - (1) A *direct* measure assesses student growth in a specific content area or domain of social-emotional or behavioral learning over time.
 - (i) For all classroom educators, at least one measure in each year that will be used to determine an educator's ISL Rating must be a *direct* measure.
 - (ii) *Direct* measures shall be criterion-referenced, such as, but not limited to: formative, interim and unit pre- and post-assessments in specific subjects, assessments of growth based on performances and/or portfolios of student work judged against common scoring rubrics, and mid-year and end-of-course examinations.
 - (2) *Indirect* measures do not measure student growth in a specific content area or domain of social-emotional or behavioral learning but do measure the consequences of that learning.
 - (i) *Indirect* measures include, but are not limited to, changes in: promotion and graduation rates, attendance and tardiness rates, rigorous course-taking pattern rates, college course matriculation and course remediation rates, discipline referral and other behavior rates, and other measures of student engagement and progress.
- (b) DDMs must be comparable across grade or subject level districtwide.
- (c) DDMs must include consistent, transparent scoring processes that establish clear parameters for what constitutes *high*, *moderate*, and *low* student growth.
- (d) DDMs must be aligned to the Massachusetts Curriculum Frameworks, Massachusetts Vocational Technical Education Frameworks, or other relevant Frameworks.

iv. Process for Selecting DDMs

- (a) The DDMs Working Group shall provide a written recommendation to the school committee and local association by (DATE) which identifies at least three DDMs for each

educator (DDM list). Any DDMs on the list not piloted in 2013-14 shall be piloted in 2014-15 and, unless modified, shall be used in 2015-16 and 2016-17, in combination with professional judgment, to determine each educator's ISL Rating.

Note: The dates referenced in paragraph (a) are contingent upon the commissioner granting the school district an additional year to pilot DDMs. In addition, the MTA recommends that the parties agree to a date by which the Working Group will make its recommendation.

- (b) The school committee and the local association shall ratify the DDM list or shall negotiate modifications. Ratifications will proceed after agreement by the respective parties. In the event agreement is not reached by the school committee and the local association within a reasonable period of time, either party may file a petition for arbitration under G.L. c. 71, sec. 38.
- (c) Educators must be informed of the DDMs that will be used to determine their ISL Rating no later than the first day of school.

Note: As a guide, MTA recommends that the parties develop local language and a training plan that ensures the effective implementation of the DDM process so it results in meaningful information combined with professional judgment to determine the ISL rating. The areas covered in the training should include:

- i. Overview and selection process
- ii. Implementation plan
- iii. Administration and scoring
- iv. Impact on Student Learning Rating
- v. Student roster attribution

C) Determining Educator Impact for Each DDM

- i. The evaluator will meet with the educator annually to conduct a collaborative conversation about the educator's student outcomes on the DDMs administered in the previous year. For each DDM, the evaluator and the educator will exercise their professional judgment in discussing how the outcomes in student assessments are affected by contextual factors including, but not limited to, the learning challenges presented by the students and the learning environment. Based on their discussions, they will determine together whether, in general, the educator's students achieved *high*, *moderate* or *low* growth in comparison to the growth expectations for the specific DDM. Based on this conversation, as part of the continuous learning cycle for the educator, the evaluator may recommend that the educator continue using current instructional approaches, materials and/or pacing, or suggest modification or changes to them.
- ii. Educators shall have an opportunity to review and confirm the roster of students whose scores will be used in the determination of their impact on student growth for each DDM.
 - (a) For full-year or fall semester courses, the DDM results from students who are not enrolled in the grade or course by October 1st or do not remain enrolled through the final date the DDM is administered shall not be used in the determination of an educator's impact on student growth.
 - (b) For spring semester courses, the DDM results from students who are not enrolled in the grade or course by the end of the fourth week of the semester or do not remain enrolled through the final date the DDM is administered shall not be used in the determination of an educator's impact on student growth.

- (c) DDM results from students who are not present for instruction or education services for at least 90 percent of the allotted instructional or service time shall not be used in the determination of an educator's impact on student growth.
- D) Determining an Impact on Student Learning (ISL) Rating
 - i. The evaluator shall use his/her professional judgment to determine whether an educator is having a *high*, *moderate*, or *low* impact on student learning. The evaluator will consider the determinations of student growth that resulted from the annual conversations held pursuant to section C.i above (*high*, *moderate*, or *low*) from at least three measures (a statewide growth measure must be used as one measure, where available) relative to at least three years of data and will apply professional judgment to those determinations in order to designate the educator's ISL Rating. The evaluator's professional judgment must account for contextual factors including, but not limited to, learning challenges presented by the students and the learning environment.
 - (a) A rating of *high* indicates that the educator's students demonstrated significantly higher than one year's growth relative to academic peers in the grade or subject.
 - (b) A rating of *moderate* indicates that the educator's students demonstrated one year's growth relative to academic peers in the grade or subject.
 - (c) A rating of *low* indicates that the educator's students demonstrated significantly lower than one year's growth relative to academic peers in the grade or subject.
 - ii. The evaluator shall meet with the educator rated *low* to discuss the ISL Rating. The evaluator shall meet with the educator rated *moderate* or *high* to discuss the ISL Rating, if either the educator or the evaluator requests such a meeting.
- E) Intersection between the Summative Performance Rating and the ISL Rating.
 - i. An educator's Summative Performance Rating is a rating of educator practice and remains independent from the educator's ISL Rating, which is a rating of impact on student learning, growth, and achievement.
 - (a) Rating of Overall Educator Performance: The Educator's Overall Performance Rating is based on the Evaluator's professional judgment and examination of evidence of the Educator's performance against the four Performance Standards and the Educator's attainment of goals set forth in the Educator Plan, as follows:
 - i. Standard 1: Curriculum, Planning and Assessment
 - ii. Standard 2: Teaching All Students
 - iii. Standard 3: Family and Community Engagement
 - iv. Standard 4: Professional Culture
 - v. Attainment of Professional Practice Goal(s)
 - vi. Attainment of Student Learning Goal(s)
 - (b) Results from DDMs and the ISL Rating are used to inform the educator's Self-Assessment, to develop the professional practice goal or the student learning goal and the resulting Educator Plan.
 - (c) DDM results shall not be used, in whole or in part, in an educator's Summative Evaluation to lower the performance rating on any of the four professional standards or on the overall performance rating.
 - (d) Neither the educator's professional practice goal nor the student learning goal shall be expressed in numerical terms or in terms of any test score or growth score.

- ii. Educators with PTS whose overall Summative Performance Rating is *exemplary* and whose ISL Rating is *moderate* or *high* shall be recognized as follows:
- iii. Educators with PTS whose overall Summative Performance Rating is *proficient* and whose ISL Rating is *moderate* or *high* shall be recognized as follows:
- iv. Educators with PTS whose overall Summative Performance Rating is *exemplary* or *proficient* and whose ISL Rating is *moderate* or *high* shall be placed on a two-year self-directed growth plan.
- v. Educators with PTS whose overall Summative Performance Rating is *exemplary* or *proficient* and whose ISL Rating is *low* shall be placed on a one-year self-directed growth plan.
 - (a) In such cases, the evaluator's supervisor shall discuss and review the Summative Performance Rating with the evaluator, and the supervisor shall confirm or revise the educator's rating. In cases where the superintendent serves as the evaluator, the superintendent's decision on the rating shall not be subject to such review, provided, however, that nothing herein shall preclude the educator from seeking adjustment pursuant to the grievance/arbitration procedures in this agreement.
 - (b) The educator and the evaluator shall analyze the discrepancy between the Summative Performance Rating and ISL Rating to seek to determine the cause of the discrepancy.
 - (c) The Educator Plan may include a goal related to examining elements of practice that may be contributing to *low* impact.
- vi. Evaluators shall use evidence of educator performance and impact on student learning, growth, and achievement in the goal setting and educator plan development processes, based on the educator's self-assessment and other sources that the evaluator shares with the educator.

F. DDM Implementation Schedule

Note: MTA recommends that the parties negotiate an implementation timeline and include those dates in this section of the contract.