

The emphasis of the new evaluation ratings is to promote the *professional growth of teachers* while placing *improved student learning* at the center of every teacher's work.

How does an educator's practice intersect with their impact on students? To determine the answer to this question, two independent ratings will be used

1. The Summative Performance Rating (assess educator practice)
2. The Student Impact Rating (assesses an educator's impact on learning) ← DDMs

Student Impact Rating

* Ratings of high moderate, or low will be used

- Ratings based on patterns and trends using multiple measures
- Annual data from at least two measures collected from the same school year is needed to establish patterns. Data collected from at least two school years will establish trends.

* An educator's Student Impact Rating may be based on measures from different grade-levels and content areas (ex. if an educator faces changes in grade/subject or course assignment)

Determining Educator Impact Rating

* Evaluators meet annually with each educator to discuss student performance on measures

* Educators should be consulted on the usefulness of the measures in the first few years of implementation

* Once a DDM has been administered and scored, the evaluator should consult with the educator to determine student growth.

Determining Student Impact

* Once impact ratings have been established for at least two measures in each of at least two school years (patterns and trends) the evaluator has enough information to determine the educator's Student Impact Rating.

* Professional judgement plays a key role in the determination of this rating.

- Evaluators are encouraged to bear in mind an educator's student population and specific instructional context as well as considerations related to a specific assessment measure

- When professional judgement does not lead to a clear rating ESE recommends that evaluators use the following rules:
 1. If more than half of the designations of impact derived from measures point to the same level (high, moderate, low) then that level should be the educator's overall rating
 2. When there is no clear conclusion to be drawn from patterns and trends, a moderate impact rating will be the default.

Reporting

* Districts will implement DDMs and collect the first year of Student Impact Rating pattern and trend data during the 2014-2015 school year. Year 2 data will be collected during the 2015-2016 school year.

*Initial Student Impact Ratings of high, moderate, or low will be determined following the 2015-2016 school year

*An educator's Summative Performance Rating and Student Impact Rating are used together to determine the type and length of an educator's Educator Plan