

**MSAD 6  
Bonny Eagle  
Performance Evaluation and Professional Growth  
Teacher (PEPG) System**

**A Handbook and Implementation Guide**



**May 26, 2016**

**MSAD 6  
Bonny Eagle  
Performance Evaluation and Professional Growth  
Teacher (PEPG) System**

**Table of Contents**

<b>Document Name</b>	<b>Page(s)</b>
<b>Teacher Evaluation Framework Introduction/Collaboration/Steering Committee/Board Mission</b>	<b>3-6</b>
<b>PEPG Philosophy, Process, Scoring, Rating</b>	<b>7-10</b>
<b>Evaluation Goals and Annual Teacher Growth Plan</b>	<b>11</b>
<b>Supervision and Evaluation of Professional Staff Administrative Procedure</b>	<b>12-16</b>
<b>Training Requirements</b>	<b>17-18</b>
<b>Annual Roles and Responsibilities</b>	<b>18</b>
<b>Implementation Timeline</b>	<b>19</b>
<b>Student Growth Measures</b>	<b>20-23</b>
<b>Peer Review</b>	<b>23-24</b>
<b>Glossary of Terms</b>	<b>25-29</b>

# Teacher Evaluation Framework

## Introduction

The MSAD 6 Teacher Evaluation Framework is designed *to help teachers develop and improve while providing the most accurate measures of teacher competence and corresponding gains in student learning (Marzano/Toth 2013), Teacher Evaluation That Makes a Difference. To this end the single most influential component of an effective school is the individual teachers within that school (Marzano 2012).*

The MSAD 6 model is rooted in these proven research standards and practices that not only provide teachers and leaders with a framework for professional growth, but also facilitates ongoing support and accountability for high performance in professional practice. MSAD 6 aspires to the tenets of this model in order to assure our students have access to highly effective learning opportunities every day throughout their educational experiences.

**MSAD 6 began piloting this model in part in 2011-12 and continued in 2012-13, in advance of Maine State law by introducing and implementing Marzano’s Art and Science of Teaching Framework and Effective Supervision and Evaluation, utilizing the corresponding iObservation (Learning Sciences International) online tool, which supports an effective and efficient use of the framework. MSAD 6 fully implemented the Marzano Framework in the 2013-14 school year. This experience has enabled MSAD 6 teachers and administrators to acquire the skills necessary to move forward with the Teacher Evaluation Plan. To date, observers/evaluators have been trained in the Marzano Domain 1 Framework, iObservation, Inter-rater Reliability (IRR) & Protocol, IRR & Scoring, and IRR & Feedback. Teachers and principals have read Marzano’s Art and Science of Teaching, used both the online study (iObservation Academy) on the Framework and Element study, and used professional development time to learn, share, and practice these instructional elements. In addition, in August of 2015 all MSAD 6 teachers attended a full day training on “Guiding Deeper Thinking”, which is one of the modules from the Marzano Center’s series of The Essentials for Achieving Rigor.**

Along with these strongly held beliefs and in order to comply with the rules of **Chapter 508 and Rule Chapter 180 of MRSA Title 20-A**, all Maine school administrative units are expected to develop and implement a performance evaluation and professional growth (PEPG) system for teachers and building administrators for full implementation by the 2016-17 school year. In accordance with Chapter 180, the elements of an approved PEPG must include:

- Standards of professional practice by which teachers and building administrators are evaluated;
- Multiple measures of effectiveness, including student learning and growth measures (SLOs)
- Four-Level rating system that differentiates among educators based on standards of professional practice and multiple measures, and attaches improvement/corrective action to each level;
- A process for using information from the evaluations to inform professional development;
- Implementation procedures that ensure fairness, including a requirement for regular evaluations, ongoing training, peer review components, and a local Steering Committee to review and refine the system; and
- The opportunity for an educator rated “ineffective” to implement a professional improvement plan.

The MSAD 6 Educator Effectiveness Committee aligned current district administrative rules and process components with Chapter 180 requirements. As stated above, the MSAD 6 Teacher Evaluation Model is based upon professional practice standards identified in the Marzano Art and Science of Teaching Framework. The model incorporates performance-based standards and measures teacher effectiveness through instructional and professional strategies. Additionally, student growth measures *and* a process to ensure professional growth are included. MSAD 6 is using the Marzano model to:

1. Increase professional expertise, which can produce gains in student learning,
2. Create common language of instruction and evaluation,
3. Reflect the complexity of teaching and learning through the common language, and
4. Provide growth opportunities using focused feedback and focused practice.

The Teacher Evaluation Framework builds on four key domains under Instructional and Professional Practices in conjunction with student growth.

- *Classroom Strategies and Behaviors*
- *Planning and Preparing*
- *Reflecting on Teaching*
- *Collegiality and Professionalism*

Student growth data is viewed along with school-wide achievement data to assure district goals are supported and achieved. Overall, the model provides clear guidelines and expectations of performance while assuring professional growth is continuous and supported.

## Collaboration

**The Educator Effectiveness Stakeholder Committee** was formed in August 2013 with teachers elected by the MSAD 6 Teachers, MSAD 6 administrators, MSAD 6 Community and Board of Education members in order to **develop** this Performance Evaluation and Professional Growth System. A consensus decision-making process was utilized. This committee transitioned to a Steering Committee in compliance with Maine State Rule Chapter 180.

### Members

<b>Teachers</b>	<b>Administrators</b>	<b>School Board Members</b>	<b>Community Members</b>	<b>Non Voting Members</b>
MaryEllen Schaper Bonny Eagle Middle School (BEMS)	Michael Roy BEMS	Debra Black	Debra Black	Doris Hicks (SVTA President)
Cathie Bunk George E. Jack	Clay Gleason Hollis Elem	Lester Harmon	Lester Harmon	Frank Sherburne (Superintendent)
Chad Greene Bonny Eagle High School (BEHS)	Diane Nadeau Buxton Center Elementary School (BCES)	Carol Gifford	Carol Gifford	Charles Lomonte (Assistant Superintendent)
Debbie Moore BEMS	Erin Maguire BEHS			
Octavia Stevens BCES	Lori Napolitano BEHS			

Hilary Ventura BEMS	Stacey Schatzabel BEMS			
Laura Branch BEHS	Ben Harris BEMS			
Meredith Verrill BEMS				
Michelle Harnick Steep Falls School				
Paula Richardson Steep Falls School				
Rebecca Manchester BEHS				
Stephanie Melaugh BEMS				

### **Steering Committee (2015-16)**

<b>Teachers</b>	<b>Association Member</b>	<b>Administrators</b>	<b>Community Member</b>
<b>MaryEllen Schaper</b>	<b>Yes</b>		<b>Yes</b>
<b>Cathie Bunk</b>	<b>Yes</b>		<b>Yes</b>
<b>Denise Whitehead</b>	<b>Yes</b>		<b>Yes</b>
<b>Chad Greene</b>	<b>Yes</b>		
<b>Laura Branch</b>	<b>Yes</b>		
		<b>Michael Roy</b>	
		<b>Diane Nadeau</b>	
		<b>Lori Napolitano</b>	<b>Yes</b>
		<b>Clay Gleason</b>	<b>Yes</b>

### **Board Mission**

The mission of the MSAD 6 School Board is to govern in order to make the District a state model in terms of excellence in Academic Performance, Fiscal Performance, and Community Relations through a system of continuous improvement.

## Philosophy of Performance Evaluation & Professional Growth System

A well-planned and systematic program of supervision and evaluation of performance tied to educational outcomes is vital to the ongoing improvement of the instructional program. It is incumbent upon this (MSAD 6) Board to ensure that sufficient administrative time and energy are expended to supervise (observe and assist) and evaluate (measure and assess) teachers. The evaluation program will address all aspects of teaching performance and recognize that the fulfillment of student needs is of primary importance. It is also incumbent for the MSAD 6 Board to ensure time and resources for teacher training and continued support for all teachers to become peer coaches.

For each student to succeed, all staff members must work to continually improve their professional competence and collegially to implement a continuous cycle of improvement. This dual focus on individual and collegial professionalism provides a strong system of support for each student's achievement and growth.

Evaluation includes processes for supporting professional growth and processes for professional accountability. The established professional and instructional practices standards are designed to improve professional knowledge and skills to raise student achievement, serving to support both professional growth and performance evaluation. The system is designed to integrate growth and evaluation in ways that are seamless and supportive.

### Process

The annual process for teachers includes three distinctive evaluative components. Teachers not demonstrating proficiency in any standard may be assigned additional individual goals.

<b>Student Growth Goals</b>	Teachers must adequately demonstrate successful completion of yearly growth goals as approved by the administrator.
<b>Instructional Practices</b>	Teachers must adequately demonstrate <i>Domain 1: Classroom Strategies and Behaviors</i> as observed through formal and informal observations conducted by observers.

<b>Professional Practices</b>	Teachers must adequately demonstrate: <ul style="list-style-type: none"> <li>• <i>Domain 2: Planning and Preparing</i></li> <li>• <i>Domain 3: Reflecting on Teaching</i></li> <li>• <i>Domain 4: Collegiality and Professionalism</i></li> </ul>
<b>Sources of Evidence</b>	<ul style="list-style-type: none"> <li>• Teacher-defined artifacts</li> <li>• Portfolios, Lesson Plans, Student Work Samples</li> <li>• Deliberate Planning Pre Conference Questions</li> <li>• Unlimited number of artifacts</li> <li>• Observations outside the classroom</li> <li>• Live classroom observations</li> <li>• Observations of video-taped instruction</li> <li>• Announced (formal), long observations with pre and post conferences</li> <li>• Announced, short observations</li> <li>• Unannounced, long and short observations</li> </ul>

### Scoring Percentages

The Educator Effectiveness Stakeholder committee agreed to score Instructional Practices and Professional Practices combined at eighty percent and Student Growth Measures at twenty percent.

<b>Evaluation Category and Definition</b>	<b>Form(s)</b>	<b>Weight</b>	<b>Percent of Total Evaluation</b>
Category: 1 Definition: All Teachers	Instructional Practice	80%	%
	Domain 1	60%	
	Domain 2	10%	
	Domain 3	10%	
	Domain 4	20%	
	Student Growth	20%	%

## Conjunctive Scoring Method (Non Averaging)

Category 1	Innovating (4) Highly Effective	Applying (3) Effective	Developing (2) Partially Effective	Beginning (1) Ineffective
Domain 1	At least 50% of Elements Observed at Level 4	At least 50% at Level 3	Less than 50% at Level 3 or higher and less than 50% at Level 1, 0	Greater than or Equal to 50% at Level 1, 0
Domain 2				
Domain 3				
Domain 4				

<b>Not Using (0)</b>
0

### Weighting of Evaluation Components:

Instructional Practice and Deliberate Practice/Growth Plans – 80%

Student Growth – 20%

### Rating Scales

#### Instructional Practice

Highly Effective	Effective	Partially Effective	Ineffective
3.5 – 4.0	2.5 – 3.49	1.50 – 2.49	1.0 – 1.49

#### Final Instructional Practice Score

Highly Effective	Effective	Partially Effective	Ineffective
3.50 – 4.0	2.5 – 3.49	1.50 – 2.49	1.0 – 1.49

### Summative Effectiveness Rating and Process

1. Determine the Instructional & Professional Practice Rating Scale using iObservation. Instructional/Professional Practice Rating **80%**.
2. Determine the student growth measure rating using the Student Growth Scale **20%**.

3. Percentage of students who made growth goal(s)

100-81% = 4      80-61%= 3      60-41%= 2      <40%=1

<b>Highly Effective</b>	<b>Effective</b>	<b>Partially Effective</b>	<b>Ineffective</b>
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

4. Determine the Summative Effectiveness Rating using iObservation.

**Summative Effective Final Rating**

<b>Evaluation Category and Definition</b>	<b>Form(s)</b>	<b>Weight</b>	<b>Percent of Total Evaluation</b>
Category: 1 Definition: All Teachers	Instructional Practice	80%	80%
	Domain 1	60%	
	Domain 2	10%	
	Domain 3	10%	
	Domain 4	20%	
	Student Growth	20%	20%

<b>Highly Effective</b>	<b>Effective</b>	<b>Partially Effective</b>	<b>Ineffective</b>
<b>3.5 – 4.0</b>	<b>2.5 – 3.49</b>	<b>1.50 – 2.49</b>	<b>1.0 – 1.49</b>

## Evaluation Goals

- Assure student achievement and growth,
- Identify professional levels of competency and provide the impetus for ongoing professional growth for all certified staff,
- Establish accountability for meeting professional and instructional practice standards, and assuring student proficiency in attainment of the Maine Learning Results,
- Promote excellence by recognizing effective performance, and
- Support high functioning collegial teams focused on student learning and growth.

## Annual Teacher Growth Plan

The Annual Teacher Growth Plan is created under the growth tab of iObservation that serves as the cornerstone document for evaluation. With administrative approval, teachers create two goals from Domains 1-4 and one goal for student growth (Student Growth Measure Requirements).

- Teachers develop the Annual Teacher Growth Plan by identifying yearly growth plan targets (elements) in a SMART goal format and include accompanying action steps and evidence. The Growth Plan will also serve as a plan to achieve the identified student growth goals. Administrators coach teachers in their development and ongoing implementation of these growth goals.
- Teachers use their Growth Plan to guide actions in an iterative cycle. Goals may be added and activities adjusted throughout the Evaluation Cycle, as teachers and administrators monitor progress. Subsequent activities and evidence to support goal attainment may be added.
- Teachers will write a reflection to include the results of goal(s) attainment and evidence supporting completion of identified activities.
- Administrators will review reflections and submitted evidence, complete the evaluative summary, conference with the teacher, and forward the signed document to central office.

## **Supervision and Evaluation of Professional Staff Administrative Procedure**

I. Renewed Contract Teachers will be placed on a three (3) year evaluation cycle.

A. Years One and Two

During years one (1) and two (2), the iObservation survey form is to be completed with goals outlined and dates for monitoring. The teacher will meet with the administrator to review their goals and assess the alignment with the district's goals/direction. At the beginning of each school year, no later than October 31<sup>st</sup>, the iObservation goals planning form will be submitted in final form to the building administrator. The iObservation goals planning form will then be submitted to the Superintendent no later than November 15<sup>th</sup> and will be placed in the teacher's personnel file. The teacher and administrator meet mid-year to assess the plan and make any needed adjustments. The teacher completes a self-assessment (reflection) of the iObservation goals planning form at the end of the school year to be submitted to the administrator no later than June 1<sup>st</sup>. All professional development activities approved for the individual will be derived from the iObservation goals planning form during the year in which it is active. The iObservation goals planning form and reflection are maintained as part of the three-year evaluation cycle for each teacher.

It is encouraged that teachers select a mentor during this two-year cycle and that release time during preparation periods is available for peer observations and support. The administrator as part of the observation/evaluation cycle will not use peer mentoring and observations unless specifically requested by the teacher.

B. Year Three

During year three, the teacher creates a iObservation goals planning form and follows the same sequence as in years one and two. The teacher also receives support and feedback on instruction using the evaluation tool, which reflects Marzano's work and model for teacher effectiveness. The teacher is observed and receives feedback using the evaluation form at least three times during that year with a summative evaluation completed by June 1<sup>st</sup> of that evaluation year.

C. Formal Observation/Evaluation Cycle for Renewed Contract Teachers During Year Three

Observations:

- November 1
- February 1
- April 15

Evaluation:

- June 1

D. A teacher who is deemed to not satisfactorily meet competencies during the year three cycle will be placed on a corrective action plan for the next two consecutive years, beginning in the fall following the unsatisfactory evaluation. The administrator who will be completing the observations/evaluation will develop a corrective action plan that will be shared with the teacher. If a renewed contract teacher is placed on corrective action because of an unsatisfactory evaluation, the observation/evaluation cycle will occur as follows:

Formal Observation for **Corrective Action** of Renewed Contract Teacher:

- October 1
- November 1
- January 1

Evaluation:

- February 1

In the instance that a renewed contract teacher is not recommended for renewal at the end of the two-year corrective action cycle, the individual must be aware and the Board must take action before February 27<sup>th</sup> of the second year of the cycle to meet state non-renewal notice requirements.

If a teacher is deemed in need of improvement outside the three-year cycle, this will occur with a specific improvement plan developed by the administrator targeting improvement goals, activities to support the goals, outcome target dates, and specific recommendations for continued improvement once plan goals

have been achieved. The tool and forms for evaluation and cycle of observation and feedback in this situation might vary from the format of the three-year cycle described above. This phase of the evaluation process is corrective in nature and falls outside the normal evaluation cycle. A teacher who is in the corrective cycle must be aware that this is a serious step in correcting his/her teaching practices and could lead to a recommendation of termination if not successful in achieving outcomes over a two year period of time. This two-year period aligns with the current state law (LD 1858) governing teacher improvement and evaluation.

## II. Three-Year Probationary Status Teachers' Evaluation Cycle:

A. Probationary teachers will be placed on a three (3) year formal evaluation cycle. During all three years, teachers will complete an iObservation goals planning form with goals outlined and monitored by the teacher and administrator. The teacher meets with the administrator to review their goals and assess the alignment with the district's goals/direction. At the beginning of each school year, no later than October 31<sup>st</sup> the iObservation goals planning form will be submitted in final form to the building administrator. The iObservation goals planning form will then be submitted to the Superintendent no later than November 15<sup>th</sup> and will be placed in the teacher's personnel file. The teacher and administrator meet after each formal observation to assess the plan and make any needed adjustments. The teacher completes a self-assessment (reflection) of the iObservation goals planning form at the end of the school year. All professional development activities approved for the teacher will be derived **from the iObservation goals planning form during the year in which it is active**. The iObservation goals planning form and reflection are maintained as part of the three-year evaluation cycle for each teacher. The probationary status teacher is observed at least three times during the year using the evaluation tool. The dates of completion and submission to the Superintendent by the administrator are as follows:

### **Formal Observations**

- November 1
- February 1
- April 1

### **Formal Evaluation due to Superintendent with recommendation of renewal/non-renewal:**

- April 15

B. The Board must take action of non-renewal of a probationary status teacher and the teacher must be given notice of non-renewal no later than May 14.

It is encouraged that teachers select a mentor during this two-year cycle and that release time during preparation periods is available for peer observations and support. The administrator as part of the observation/evaluation cycle will not use peer mentoring and observations unless specifically requested by the teacher.

C. During year three, the teacher creates an iObservation goals planning form and follows the same sequence as in years one and two. The teacher also receives support and feedback on instruction using the evaluation tool, which reflects Marzano's work and model for teacher effectiveness. The teacher is observed using the evaluation tool at least three-times during that year with a summative evaluation completed by April 15<sup>th</sup> of that evaluation year.

Teacher evaluators might not be the individual's building administrator. The administrator might be any individual in the district who meets the requirement of being an evaluator. This is being done to insure that teacher evaluations are being completed and that teachers are provided with objective feedback on their performance in the classroom. Administrator teams may be developed to support the teacher evaluation process. This will allow teams of administrators to dedicate their time to a particular building and insure that teachers are provided feedback. Once an administrator is assigned to a teacher, that person will remain the teacher's primary evaluator for the duration of the formal evaluation cycle unless the superintendent determines the need for reassignment.

## Renewed Contract Teacher Evaluation Format Date Sequence

Year One	Year Two	Year Three	Probationary Teachers (All 3 Years)
<b>Complete Self Assessment and Growth Plan using iObservation, and Meet with Admin to review by October 31</b>	<b>Same as Year One</b>	<b>Same as Year One and Two</b>	<b>Complete Self Assessment and Growth Plan using iObservation and meet with Admin to review by October 31</b>
<b>Submit Growth Plan to Superintendent no later than November 15</b>	<b>Same as Year One</b>	<b>Same as Year One and Two</b>	<b>Submit Growth Plan to Superintendent no later than November 15</b>
<b>Meet with Admin Mid Year to assess and adjust Growth Plan</b>	<b>Same as Year One</b>	<b>Same as Year One and Two</b>	<b>Meet with Admin after each formal observation to assess and adjust growth plan</b>
<b>Complete Self Assessment (Reflection) of Growth Plan and submit to admin by June 1</b>	<b>Same as Year One</b>	<b>Same as Year One and Two</b>	<b>Complete Self Assessment (Reflection) of Growth Plan and submit to admin by June 1</b>
<b>Teacher is encouraged to select a mentor for Peer Observation and support (Admin will not use in evaluation unless specifically requested by the teacher)</b>	<b>Same as Year One</b>	<b>Receive Feedback on instruction via iObservation at least 3x</b>	<b>Teacher is encouraged to select a mentor for Peer Observation and support (Admin will not use in evaluation unless specifically requested by the teacher)</b>
		<b>Dates of Observations: November 1 February 1 April 15</b>	<b>Dates of Observations: November 1 February 1 April 1</b>
		<b>Receive Summative Evaluation using iObservation by June 1</b>	<b>Receive Summative Evaluation Using iObservation by April 15</b>

## **SAD 6 Training Requirements for Evaluators and Professionals as set forth in Rule Chapter 180**

### **Evaluator Training**

**A.** Evaluators complete training in iObservation, which includes the following:

- Conducting pre-observation and post-observation conferences;
- Observing and evaluating the professional practice of teachers; and
- Developing and guiding professional growth plans.

**B.** The iObservation training in observing and evaluating professional practice of teachers includes the following:

- Training in evaluating performance based on evidence, and without bias;
- Adequate time for evaluators to practice and become familiar with the PEPG Model;
- Opportunity for evaluators to work collaboratively;
- Training in assessing evidence of performance not directly observed in classroom observations and in incorporating that evidence into a summative evaluation; and
- Training designed to ensure a high level of inter-rater reliability and agreement. To continue to serve as a trained evaluator, an evaluator must maintain an identified minimum level of inter-rater reliability and agreement by participating in training or recalibration at least every three years.

### **Professionals Training**

As part of implementing the PEPG system, MSAD 6 provides training to each teacher who is evaluated under the system, in the following areas:

- The structure of the system, including the multiple measures of educator effectiveness, student growth measures and the evaluation cycle;
- The names and roles of administrators and others whose decisions impact the educator's rating;
- The process for participation in professional development opportunities to assist the teacher in meeting professional practice standards used in the system;
- The results and consequences of receiving each type of summative effectiveness rating; and

- Other aspects of the system necessary to enable the educator to participate fully in the evaluation and professional growth aspects of the system. For example, new teachers are initially trained in the PEPG system during New Teacher Orientation, and receive ongoing training by administrators, mentors, and peers. All professionals receive ongoing training by administrators, mentors, peers and professional development.

## **Annual Roles and Responsibilities**

### **The teacher will:**

- Complete and/or review a self-assessment using the Marzano Art & Science Teaching Framework;
- Develop a teacher professional growth plan using iObservation's Growth Plan;
- Monitor progress of work toward goals and make adjustments as appropriate;
- Seek support through peer review and administrator feedback to develop goals that are appropriate and to secure resources to demonstrate proficiency in evaluation;
- Determine student growth measures based on those students for whom she/he is considered teacher of record;
- Document work to achieve successful completion of Teacher Professional Growth Plan; and
- Make sure all evaluation evidence demonstrating proficiency, including annual reflection, is available to the administrator no later than June 1.

### **The supervising administrator will:**

- Provide training about the PEPG System to support understanding;
- Inform staff of building/district goals
- Meet individually with staff requiring additional goal(s) and/or staff requesting exploration of goal modification and/or additional goals;
- Conduct observations and evaluations according to MSAD 6 Administrative rules;
- Review reflections and complete Teacher Professional Growth Plan, including teacher effectiveness summative rating score and written recommendations/commendations; and
- Submit signed Annual Evaluation to superintendent.

## Implementation Timeline

<b>Pilot 2012-13</b>	<p style="text-align: center;"><b>Continuing Contract volunteers:</b></p> <ul style="list-style-type: none"> <li>• <b>Pilot iObservation</b></li> <li>• <b>Volunteers will log in to iObservation and explore the tools and resource libraries available.</b></li> <li>• <b>Observers will train, provide feedback</b></li> <li>• <b>Volunteers will receive a summative evaluation by June 2013.</b></li> </ul>
<b>Phase 1 2013-14</b>	<ul style="list-style-type: none"> <li>• <b>All professionals trained in the PEPG system, Complete Self-Assessment, create growth plan, and implement two professional goals from Domain 1.</b></li> <li>• <b>All professionals will receive a summative evaluation rating by June 2014.</b></li> </ul>
<b>Phase 2 2014-15</b>	<ul style="list-style-type: none"> <li>• <b>All professionals will continue training in the PEPG system</b></li> <li>• <b>Complete Self-Assessment, create a growth plan, and implement two professional goals from Domain 1.</b></li> <li>• <b>Volunteers develop and pilot a Student Growth Measure</b></li> <li>• <b>All professionals will receive a summative evaluation rating by June 2015</b></li> </ul>
<b>Phase 3 2015-16</b>	<ul style="list-style-type: none"> <li>• <b>All professionals will continue training in the PEPG system</b></li> <li>• <b>Complete Self-Assessment, create a growth plan, and implement two professional goals from Domain 1.</b></li> <li>• <b>Volunteers continue developing and piloting a Student Growth Measure</b></li> <li>• <b>2<sup>nd</sup> Year Continuing Contract teachers only will develop and pilot a student growth measure as required by State.</b></li> </ul>
<b>Phase 4 2016 and beyond</b>	<ul style="list-style-type: none"> <li>• <b>All professionals will continue training in the PEPG system, developing Student Growth Measures, and selection/developing high quality assessments.</b></li> <li>• <b>Complete Self-Assessment, create a growth plan and implement two professional goals from the four Domains</b></li> <li>• <b>Develop and implement at least two students growth measures</b></li> </ul>

## SAD 6 Student Growth Measures

### Definitions, Requirements, Steps

**Student Growth Measure** “A process for developing, articulating and recording measurable academic growth targets for students along with all related information, such as student demographics, teacher(s) of record, learning standards and assessments” (Maine DOE T-PEPG Model Student Learning Objective (SLO) Framework: A Handbook for Teachers and Administrators)

### Student Growth Measure Definitions

<p><b>1. Teacher of Record:</b> A teacher to whom the academic growth of a student in a course or other learning experience is attributed, in whole or in part. In addition, the student was present and was subject to instruction by that teacher at least 80% of the scheduled instructional time for that course or that learning experience with that teacher. The student took both the pre-test and post-test designed to measure achievement in that course or learning experience.</p>	<p><b>2. School:</b></p>
<p><b>3. Subject/Grade/Standards Cluster:</b></p>	<p><b>4. Date:</b></p>
<p><b>5. Instructional Assignment:</b></p>	<p><b>6. Size of Instructional Cohort:</b> The group of students for whom the teacher is the teacher of record.</p>
<p><b>7. Interval of Instructional Time:</b> The duration of the learning experience during which students are expected to demonstrate a measurable amount of growth.</p>	

<p><b>8. Student Demographics and Baseline Data:</b> Beyond the assigned class or group of students, the characteristics students possess that might influence their ability to learn the content. Information about students' level of performance at the start of the interval of instruction. The baseline is established to measure student growth between two points of time.</p>
<p><b>9. Content Standards:</b> Essential areas of learning within learning experiences and content area(s) that align with national and/or state standards.</p>
<p><b>10. Summative/Post Assessment:</b> The instrument or set of criteria used to assess student growth at the end of the instructional period.</p>
<p><b>11. Growth Target:</b> The amount of growth expected from students during the interval of instruction.</p>
<p><b>12. Instructional Plan:</b> Instructional approaches that teachers incorporate specifically because they are associated with increases in learning.</p>
<p><b>13. Formative Assessment Processes:</b> A deliberate process used by teachers and students during instruction that provides actionable feedback that is used to adjust ongoing teaching and learning strategies to improve students' self-assessment, reflection and attainment of curricular learning targets/goals.</p>
<p><b>14. Allowable Exemptions:</b> If a student within a cohort has an emergency situation such as a death in the family or a serious illness, the student would be exempt from the growth expectations, as these would be situations beyond the influence of the educator.</p>

## **Student Growth Measure Requirements**

During the three-year evaluation process, each teacher is expected to prepare, develop, and implement Student Growth Measures to track student progress.

Year One: 1 Student Growth Measure

Year Two: 2 Student Growth Measures

Year Three: At least 2 Student Growth Measures

### **Step One**

Preparing the Student Growth Measure

The following information is needed in order to proceed:

- The instructional student cohort for which the teacher is the teacher of record;
- The other teacher(s) (if applicable) of record for the instructional cohort;
- Student demographics and baseline data;
- The interval of time of the learning experience; and
- The curricular standards associated with the learning experience.

### **Step Two**

Developing the Student Growth Measure

- Select/Create Summative Assessment;
- Determine growth targets for instructional cohort written in a SMART goal format
- Identify key instructional strategies to support student growth; and
- Plan for using formative assessment process to adjust instructional approaches.

## **Step Three**

### Approving the Student Growth Measure

- Peer review of the Student Growth Measure;
- Peer preapproval of the Student Growth Measure;
- Submittal of the preapproved Student Growth Measure to the supervising Administrator; and
- Final approval of the Student Growth Measure.

### **Allowable Exemptions**

If a student within a cohort has an emergency situation such as a death in the family or a serious illness, the student would be exempt from the growth expectations as these would be situations beyond the influence of the educator.

### **Peer Observation/Review/Collaboration**

The Marzano Framework includes (through iObservation) the functionality for educators to conduct peer observations and provide feedback or review of educator performance, evidence and Growth Plans. This component is included for educators to utilize for formative evaluation purposes only. Any such feedback or review will not be included in determining the summative effectiveness rating. It is at the sole discretion of the teacher whether any or part of peer observations or reviews are included in an observation or final evaluation.

Teachers have opportunities to share, learn and continually improve their practice. Peer reviews or observations with feedback cannot be seen by administrators or evaluators unless a teacher copies and pastes that feedback into their iObservation Growth Plan or prints and shares with the evaluator.

## Peer Review for SLO

**SLO purpose:** *To drive student learning and guide teachers to be the best they can be.*

Date \_\_\_\_\_

Teacher of Record of SLO \_\_\_\_\_

Peer Review educator \_\_\_\_\_

### Check off items included in SLO plan

- \_\_\_ school
- \_\_\_ grade level
- \_\_\_ SLO topic
- \_\_\_ size of instructional cohort
- \_\_\_ interval of instruction
- \_\_\_ student demographics
- \_\_\_ identification of areas of students strengths and needs. List what data was used to identify needs:
- \_\_\_ content standards listed from district grade level performance indicators
- \_\_\_ summative assessment: pre test equals post test
- \_\_\_ accommodations listed for students with IEP
- \_\_\_ administrative approval (for accommodations)
- \_\_\_ GROWTH target
- \_\_\_ specific number targets for post test (i.e. scores of 5 or < 5 on pretest 5-6 = partially meets, 7-8 = meets, 9-10 = exceeds and scores of 6 or more on pretest 6-0 = meets, 10 = exceeds)
- \_\_\_ instructional strategies listed
- \_\_\_ formative assessment listed: student feedback and ongoing learning

Strengths:

Developing:

## **Glossary of Terms**

**Allowable Exemptions:** If a student within a cohort has an emergency situation such as a death in the family or a serious illness, the student would be exempt from the growth expectations as these would be situations beyond the influence of the educator.

**Artifact** A piece of evidence (a product of the teacher and/or student work) that documents the successful use of the strategy.

**Common Language** A research based framework that describes and defines teaching. The common language provides a foundation for professional conversation.

**Deliberate Practice** Activities that are designed to improve personal performance and challenge teachers as learners, which leads to higher student achievement.

**Design Questions** Ten questions teachers ask themselves when planning a lesson or unit of instruction.

**Desired Effect** The student outcome of focused practice.

**Domain** A body of knowledge defined by research representing a particular aspect of teaching.

**Educator** All personnel employed under a professional contract.

**Educational Leadership Policy Standards: ISLLC 2008 or ISLLC standards:** The set of professional practice standards for educational leaders adopted by the National Policy Board for Educational Administration/Interstate Leader Licensure Consortium Steering Committee.

**Essential Questions** Broad, important questions that refer to core ideas and inquiries within a discipline. They help students inquire and make sense of important but complicated ideas, knowledge and know-how. They are related to content, seek to prompt genuine inquiry leading to eventual understandings—

inferences drawn from facts that are provisional but not meant to be final. They hook and hold the attention of your students.

**Focused Feedback** Feedback that is focused on specific classroom strategies and behaviors during a set time interval. The feedback is informative, constructive, objective, and actionable. Administrators or a trained observer, including a peer observer, generally provides feedback.

**Focused Practice** Instructional practice that is focused on a limited number of strategies where corrections, modifications, and adaptations are made to improve student learning at an appropriate level of difficulty so that the student can experience success.

**Formal Observation** The formal observation is the primary method for collecting evidence that will be used as a source of data for the summative evaluation and provides a rich source of feedback to teachers regarding their instructional practice and professional growth. It is not the summative evaluation. The formal observation consists of an observation for a full class period as deemed appropriate for various levels (early childhood, primary, intermediate, middle and secondary school). The formal observation includes planning and reflection conferences (Pre/Post observations) with the teacher. These conferences provide a rich opportunity for teachers to reflect upon their practice, engage in a collaborative decision-making process and help administrators clarify expectations. Both the planning conference and the reflection conference should be scheduled at the same time that the observation is scheduled and should be conducted in a timely manner (1-5 days preceding and following observation).

**Guiding Questions** Questions that lead to the Essential Question. They often point toward a specific answer, factual knowledge and a definite answer.

**High Probability Strategies** High Probability Strategies are research-based strategies that have a higher probability of raising student learning when they are used at the appropriate level of implementation and within the appropriate instructional context. Teachers must determine which strategies to use with the right students at the right time.

**Informal Observation** The informal observation can be announced or unannounced and may or may not include an observation of the full class period.

While planning and reflection conferences are not required, observers should provide timely and actionable formative feedback to teachers regarding these observations. These observations are useful for providing additional feedback to teachers, acknowledging professional growth and collecting additional evidence to further inform the annual evaluation process.

**Instructional Cohort** The group of students for whom a particular teacher is the teacher of record.

**Learning Goals/Targets** What students should know, understand or be able to do at the end of a lesson, often referred to as a target. A learning goal/target often begins with “Students will be able to” or “Students will understand”. Learning goals/targets should not be confused with activities.

**Lesson Segment** Parts of a lesson that have unique goals and purposes for teachers and for students. Teachers engage in intentional and specific actions during these times. The Marzano Evaluation Framework consists of three major lesson segments:

***-Involving Routine Events***

***-Addressing Content***

***-Enacted on the Spot***

**PE/PG System Plan** The documents governing the operation of the local PE/PG system, including but not limited to professional practice standards, descriptors and rubrics; student learning and growth measures; the method for combining these measures into a summative effectiveness rating; and other documents describing implementation of the PE/PG system.

**Performance Evaluation and Professional Growth System PEPG Stakeholder Group** (Teacher Evaluation/Educator Effectiveness Stakeholder Development Team) Committee of K-12 professionals and administration, school board member, community members tasked with collaboratively building an evaluation system and developing an implementation plan to support continuous professional growth and comply with Maine state law.

**Performance Evaluation and Professional Growth Steering Committee** The committee charged with regularly reviewing and refining the PE/PG system to assure it is aligned with MSAD 6 goals and priorities. The

committee is comprised of the Saco Valley Teachers Association (SVTA)(appointed by the SVTA), teachers, administrators and other staff.

**PEPG - Professional Evaluation and Professional Growth Plan-Corrective Action/Professional Improvement Plan (PIP)** -The

process by which a struggling teacher receives help and assistance to improve instructional skills. A plan is written for specific strategies in one or more of the four Marzano domains. A timeline is established and the plan may last from several weeks to 8-9 school months. The timeline may be extended due to extenuating circumstances. An original plan may continue into the following school year if the timeline of the plan is so designed. If the teacher does not successfully complete the PIP within the established timeline, the plan may be extended or a new plan may be written.

**Principal** A person serving in a position that requires certification under State Board of Education Rule Chapter 115, Part II, Section 4.5, 4.6 and 4.7. This includes a person serving as principal, assistant principal, teaching principal, career and technical education administrator and assistant career and technical education administrator.

**Rating Level** One of the four summative effectiveness ratings assigned to educators under the PE/PG system.

**Reflection (Post) Conference** The reflection or post-conference provides an opportunity for the teacher and the administrator to discuss the observation, clarify expectations and plan forward using the post conference form (optional) as a guide for contemplation and feedback.

**Scales** Scales describe novice to expert performance (level of skills) for each of the 60 strategies included in the 4 domains of the Marzano Evaluation Framework. The scales provide a means for teachers to gauge their use of particular instructional strategies and for administrators to provide feedback to teachers regarding their use of specific classroom strategies. These are embedded within the observation protocol using the labels:

***Innovating, Applying, Developing, Beginning, Not Using***

**SMART Goal Format (Specific, Measureable, Attainable/Achievable, Reasonable, Relevant, Timely)** Annual goals that address professional growth, student needs and are aligned and updated annually. Student measurements shall be based on student growth.

**Status Score** Reflects the teacher’s overall understanding and implementation of the Art and Science of Teaching Framework across the four domains.

Domain 1—Classroom Strategies & Behaviors

Domain 2—Planning & Preparing

Domain 3—Reflecting on Teaching

Domain 4—Collegiality & Professionalism

**Student Evidence** Specific observable behaviors in which the students engage and provide artifacts of their learning.

**Summative Effectiveness Rating** The effectiveness rating of an educator that is assigned at the end of an evaluation period, under an approved PE/PG system.

**Summative Evaluation** The annual evaluation that is given to a teacher.

**Teacher** A person who provides classroom instruction to students in a general education, special education or career and technical education program. It does not include adult education instructors or persons defined as “educational specialists” in State Board of Education Rule Chapter 115, section 2.20.

**Teacher Evidence** Specific observable behaviors that teachers engage in when using particular instructional strategies.

**Teacher of Record** (For Student Growth Measure) A teacher to whom the academic growth of a student in a course or other learning experience is attributed, in whole or in part. In addition, the student was present and subject to instruction by that teacher at least 80% of the scheduled instructional time for that course or learning experience with that teacher.