

MSAD 54 Teacher Performance Evaluation and Professional Growth Model

Updated 9-2017

A Handbook and Implementation Guide for Educators

“Systemic changes to standards, curricula, instructional practices and assessment will achieve little if efforts are not made to ensure that every learner has access to highly effective teachers and school leaders.”

-Maine DOE Education Evolving, 2012

Contents

	Page
Introduction	4
Goals and Purpose	4
Description Teacher PE/PG Framework.....	5
Teacher PE/PG Multiple Measures.....	5
Factors in a Summative Effectiveness Rating:	
InTasc Evaluation Standards and Rubrics	6-9
Definition of Summative Rating Measures.....	10
Student Surveys.....	11-14
Goal Setting.....	15-19
Artifacts of Professional Practice:.....	20
Student Learning and Growth Measures.....	20
RSU 54/MSAD 54 Teacher Evaluation Process Summary/ Qualitative and Quantitative Measures of Teacher Effectiveness.....	21
RSU54/MSAD 54 Teacher Evaluation Process Timeline:	
RSU 54/MSAD 54 Adjusted Timeline.....	22
Continuing Contract Evaluation Process.....	23
Probationary Teacher.....	24
Continuing Contract Flow Chart.....	25
Continuing Contract Teacher Year 1.....	26
Continuing Contract Teacher Year 2.....	27
Continuing Contract Teacher Year 3.....	28
Teacher Improvement Plan Process.....	29
Teacher Improvement Plan Form.....	30
Teacher PE/PG Reflection and Self-Evaluation.....	31-32
Training of Evaluators and Teachers.....	33
Training of Evaluators/Collegial Peer Coaching.....	33
Training of Teachers/Collegial Peer Coaching.....	34
Figure 1. Training requirements specific to MSAD 54 Teacher and Evaluator Process.....	35
MSAD # 54 Principal Evaluation System	
Introduction.....	36-37
Timeline Observation and Feed back.....	37
Domain 1: Professional Growth and Learning.....	38-39
Rubric for Domain 1: Professional Growth and Learning.....	40

Domain 2: Student Growth and Achievement.....41

Rubric for Domain 2: Student Growth and Achievement.....42

Chart A: Percentage ranges of teachers to meet growth targets.....43

Domain 3: School Planning and Progress.....44

Rubric for Domain 3: School Planning and Progress.....45

Score for Domain 3: School Planning and Progress.....46

Domain 4: School Culture.....47

Rubric for Domain 4: School Culture.....48

Score Domain 4: School Culture.....49

Domain 5: Professional Qualities and Instructional Leadership.....50

Rubric for Domain 5: Professional Qualities and Instructional Leadership.....51-52

Score for Domain 5: Professional Qualities and Instructional Leadership.....52

Domain 6: Stakeholder Support and Engagement.....53

Rubric for Domain 6: Stakeholder Support and Engagement.....54

Score for Domain 6: Stakeholder Support and Engagement.....54

Assigning and Evaluation Rating.....55

Implications Based on Level of Performance from Proficiency Standards and the process for
Identifying Professional Development.....56

Surveys:

Parent 360-Degree Survey Feedback for Principal.....57

Stakeholder Support and Engagement.....58

Domain 1: Staff 360-Degree Survey Feedback for Principal.....59

Domain 2: Student Growth and Achievement.....60

Domain 3: Student Planning and Progress.....61

Domain 4: School Culture.....62

Domain 5: Professional Qualities and Instructional Leadership.....63

Domain 6: Stakeholder Support and Engagement.....64

360 Degree Student Survey.....65-66

Superintendent Checklist.....67

Introduction

Background: Effective teachers continually reflect on and seek opportunities to improve their practice. Routine self-assessment, feedback from supervisors and peers, and focused professional development are essential in supporting a teacher in becoming and remaining a skillful educator. With these principles in mind, the Maine Legislature enacted the Educator Effectiveness law in 2012. It is the first law in the state's history to require every school administrative unit to implement a Performance Evaluation and Professional Growth (PE/PG) system for teachers and principals that includes not only performance evaluation but also intentional structures of support for professional growth.

With the final adoption of Rule Chapter 180 came a requirement that the Maine DOE offer PE/PG models for teachers and for principals. The Teacher Performance Evaluation and Professional Growth (T-PE/PG) model will be detailed in this document. The details of the model elements described in this document are a synthesis of research, conversations, listening, and critical review/development by all affected stakeholders.

MSAD 54 appointed a committee as defined by the DOE protocol to work on developing the PE/PG system for the district. The committee met monthly over this period and will continue to meet four times each year to monitor ongoing needs in the PE/PG process. Over a six-year period, the committee developed a model that addresses the following components included in the Educator Effectiveness law:

- Standards of professional practice;
- Multiple measures of educator effectiveness, including professional practice and student learning and growth measures;
- A rating scale consisting of four levels of effectiveness, with professional growth opportunities and employment consequences tied to each level;
- A system for using information from the evaluation process to inform professional development and other personnel decisions;
- A mechanism for training evaluators and for the ongoing training of educators in components and procedures of the system;
- A process for determining teacher of record ⁽¹⁾ ;
- A framework for observation and feedback on a regular basis;
- A framework for peer review and collaboration; and
- Plans for professional growth and improvement

Goals and Purpose

The overarching goal of the Teacher PE/PG system is to provide all students with effective teachers throughout their public school experience and improve student learning and growth by:

- Serving as a basis for professional development that can improve instructional effectiveness;
- Clarifying expectations and serving as a guide for teachers as they reflect upon and improve effectiveness;
- Facilitating collaboration by providing a common language to discuss performance;
- Focusing the goals and objectives of schools and districts as they support, monitor and evaluate their teachers;
- Serving as a tool in developing structures of peer support for teachers; and
- Serving as a meaningful measurement of performance of individual teachers.

1) Teacher of record means a teacher to whom the academic growth of a student, at whole or in part, and was present and was subject to instruction by that teacher 80% of the time and, where appropriate, the student took both the pretest and posttest designed to measure achievement in that learning experience.

Teacher PE/PG Framework-

Framework for MSAD 54 Teacher PE/PG System: MSAD 54 adopted the InTASC standards as the framework to use in the Teacher PE/PG system, and the state approved the framework on June 3, 2015. MSAD 54 is pleased to offer this set of model core teaching standards that outline what teachers should know and be able to do to ensure every K-12 student has the skills necessary to succeed in college, the workforce, or any other post-secondary pursuits. These standards outline the common principles and foundations of teaching practice that cut across all subject areas and grade levels and that are necessary to improve student achievement. More importantly, these Model Core Teaching Standards articulate what effective teaching and learning looks like in a transformed public education system – one that empowers every learner to take ownership of his/her learning, that emphasizes the learning of content and application of knowledge and skill to real world problems, that values the differences each learner brings to the learning experience, and that leverages rapidly changing learning environments by recognizing the possibilities they bring to maximize learning and engage learners. A transformed public education system requires a new vision of teaching.

Teacher PE/PG Multiple Measures-

Professional Practice-

- A measure of effective instruction, management of classroom environment and professional learning as delineated in the InTASC standards
- 2016-2017 will have all teachers on the InTASC evaluation

Personal Growth-

- A measure of professional growth
- Based on the progress toward attainment of professional goals that develop the professional attributes that lead to student achievement
- 2016-2017 through 2018-2019 all teacher will have either been through a three- year cycle where professional goals have been established or progressing from Year 1 to Year 3.

Student Learning and Growth-

- A measure of the teacher's influence on students' academic growth
- Based on rating of student performance on multiple approved assessments (p.26)

Student Perception-

- A measure of teacher effectiveness
- Based on a student perception survey

RSU 54/MSAD 54 TEACHER EVALUATION STANDARDS AND RUBRICS

STANDARD 1: Learner Development

Exceeds (7 points) The teacher/instructor excels in her/his understanding of how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Meets (4 to 6 points) The teacher/instructor is consistent in her/his understanding of how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Partially Meets (2 to 3 points) The teacher/instructor is inconsistent in her/his understanding of how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Does Not Meet (0 to 1 point) The teacher/instructor rarely understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

STANDARD 2: Learning Differences

Exceeds (7 points) The teacher/instructor excels in her/his understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Meets (4 to 6 points) The teacher/instructor is consistent in her/his understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Partially Meets (2 to 3 points) The teacher/instructor is inconsistent in her/his understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Does Not Meet (0 to 1 point) The teacher/instructor rarely understands individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

STANDARD 3: Learning Environments

Exceeds (7 points) The teacher/instructor excels in working with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Meets (4 to 6 points) The teacher/instructor is consistent in working with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Partially Meets (2 to 3 points) The teacher/instructor is inconsistent in working with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Does Not Meet (0 to 1 point) The teacher/instructor rarely works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

STANDARD 4: Content Knowledge

Exceeds (8 points) The teacher/instructor excels in his/her understanding of the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Meets (5 to 7 points) The teacher/instructor is consistent in his/her understanding of the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Partially Meets (3 to 4 points) The teacher/instructor is inconsistent in his/her understanding of the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Does Not Meet (0 to 2 points) The teacher/instructor rarely understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

STANDARD 5: Application of Content

Exceeds (8 points) The teacher/instructor excels in his/her understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.

Meets (5 to 7 points) The teacher/instructor is consistent in his/her understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.

Partially Meets (3 to 4 points) The teacher/instructor is inconsistent in his/her understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.

Does Not Meet (0 to 2 points) The teacher/instructor rarely understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.

STANDARD 6: Assessment

Exceeds (10 points) The teacher/instructor excels in his/her understanding and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's/instructor's and learner's decision making.

Meets (6 to 9 points) The teacher/instructor is consistent in his/her understanding and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's/instructor's and learner's decision making.

Partially Meets (3 to 5 points) The teacher/instructor is inconsistent in his/her understanding and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's/instructor's and learner's decision making.

Does Not Meet (0 to 2 points) The teacher/instructor rarely understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's/instructor's and learner's decision making.

STANDARD 7: Planning for Instruction

Exceeds (10 points) The teacher/instructor excels in his/her planning of instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, as well as knowledge of learners and the community context.

Meets (6 to 9 points) The teacher/instructor is consistent in his/her planning of instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, as well as knowledge of learners and the community context.

Partially Meets (3 to 5 points) The teacher/instructor is inconsistent in his/her planning of instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, as well as knowledge of learners and the community context.

Does Not Meet (0 to 2 points) The teacher/instructor rarely plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, as well as knowledge of learners and the community context.

STANDARD 8: Instructional Strategies

Exceeds (9 points) The teacher/instructor excels in his/her understanding and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful areas.

Meets (5 to 8 points) The teacher/instructor is consistent in his/her understanding and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful areas.

Partially Meets (3 to 4 points) The teacher/instructor is inconsistent in his/her understanding and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful areas.

Does Not Meet (0 to 2 points) The teacher/instructor rarely understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful areas.

STANDARD 9: Professional Learning and Ethical Practice

Exceeds (7 points) The teacher/instructor excels in engaging in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Meets (4 to 6 points) The teacher/instructor is consistent in engaging in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Partially Meets (2 to 3 points) The teacher/instructor is inconsistent in engaging in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Does Not Meet (0 to 1 point) The teacher/instructor rarely engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and

STANDARD 10: Leadership and Collaboration

Exceeds (9 points) The teacher/instructor excels in seeking appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Meets (5 to 8 points) The teacher/instructor is consistent in seeking appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Partially Meets (3 to 4 points) The teacher/instructor is inconsistent in seeking appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Does Not Meet (0 to 2 points) The teacher/instructor rarely seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

STANDARD 11: Case Management

Exceeds (6 points) The Special Education Teacher excels in case management services in accordance with Maine Unified Special Education Regulations.

Meets (5 points) The Special Education Teacher is consistent in providing case management services in accordance with Maine Unified Special Education Regulations.

Partially Meets (3 to 4 points) The Special Education Teacher is inconsistent in providing case management services in accordance with Maine Unified Special Education Regulations.

Does Not Meet (0 to 2 points) The Special Education Teacher rarely provides case management services in accordance with Maine Unified Special Education Regulations.

Definitions of Summative Rating Measures:

A summative rating that exceeds or meets is defined as:

All 10 standards of the evaluation (11 for special education) fall in the area of **Exceeds** or **Meets**.

OR

Two or fewer standards fall in the **Partially Meets** area on the evaluation.

A summative rating that does not meet is defined as:

One or more standards fall in the **Does Not Meet** area on the evaluation.

OR

Three or more standards fall in the **Partially Meets** areas on the evaluation.

Student Surveys:

RSU 54/MSAD 54
Student Survey, Grades K-2

School: _____

Grade/Program: _____

Teacher: _____

Date: _____

Rate your teacher's performance on the following items:

1. My teacher listens to me.



2. My teacher gives me help when I need it.



3. My teacher shows me how to do new things.



4. I know what I am supposed to do in class.



5. I am able to do the work in class.



6. I learn new things in my class.



7. I feel safe in my classroom.



Comments: _____

**RSU 54/MSAD 54
Student Survey, Grades 3-4**

School: _____

Grade/Program: _____

Teacher: _____

Date: _____

Rate your teacher's performance on the following items:

- | | | |
|---|-----------------------|----|
| 1. My teacher listens to me. | Yes, most of the time | No |
| 2. My teacher is often available to help me during class time and other times during the day. | Yes, most of the time | No |
| 3. My teacher makes the school day interesting. | Yes, most of the time | No |
| 4. I feel safe in this class. | Yes, most of the time | No |
| 5. My teacher explains lessons clearly. | Yes, most of the time | No |
| 6. I am able to do the work my teacher gives me. | Yes, most of the time | No |
| 7. My teacher shows respect to all students. | Yes, most of the time | No |

Comments:

Student Survey, Grades 5-12

School: _____ Grade/Class: _____

Teacher: _____ Date: _____

		Mostly True	Mostly Untrue
1	My teacher encourages us to do well and is genuinely concerned about my success.	<input type="radio"/>	<input type="radio"/>
2	My teacher checks to be sure we are following along when s/he is teaching.	<input type="radio"/>	<input type="radio"/>
3	My teacher asks students to explain more about the answers they give.	<input type="radio"/>	<input type="radio"/>
4	I know what I should be doing and learning in this class.	<input type="radio"/>	<input type="radio"/>
5	Our class stays busy and doesn't waste time.	<input type="radio"/>	<input type="radio"/>
6	I do not get nervous/stressed/upset in this class.	<input type="radio"/>	<input type="radio"/>
7	My teacher makes me think first, before s/he answers my questions.	<input type="radio"/>	<input type="radio"/>
8	My teacher makes learning enjoyable.	<input type="radio"/>	<input type="radio"/>
9	In this class, we learn a lot almost every day.	<input type="radio"/>	<input type="radio"/>
10	My teacher clearly defines long-term assignments (such as projects).	<input type="radio"/>	<input type="radio"/>
11	My teacher respects my ideas and suggestions and treats me fairly.	<input type="radio"/>	<input type="radio"/>
12	I am happy with how well I have done in this class.	<input type="radio"/>	<input type="radio"/>
13	We get to do a lot in this class, not just listen to the teacher.	<input type="radio"/>	<input type="radio"/>
14	In this class, we learn to correct our mistakes.	<input type="radio"/>	<input type="radio"/>
15	Students in this class treat the teacher with respect.	<input type="radio"/>	<input type="radio"/>
16	My teacher doesn't let people give up when the work gets hard.	<input type="radio"/>	<input type="radio"/>
17	I have learned a lot this year.	<input type="radio"/>	<input type="radio"/>
18	My teacher allows for and respects different opinions.	<input type="radio"/>	<input type="radio"/>
19	My teacher grades and returns my work in a reasonable time.	<input type="radio"/>	<input type="radio"/>
20	My teacher is well prepared for class.	<input type="radio"/>	<input type="radio"/>
21	My teacher manages the classroom with a minimum of disruptions.	<input type="radio"/>	<input type="radio"/>

22	My teacher knows the subject matter.	<input type="radio"/>	<input type="radio"/>
23	My teacher clearly states the objectives for the lesson.	<input type="radio"/>	<input type="radio"/>
24	My teacher is available for help outside of class time.	<input type="radio"/>	<input type="radio"/>
25	My teacher sets high expectations.	<input type="radio"/>	<input type="radio"/>

Please write comments below.

Goal Setting

Goals: Each teacher should set 1 goal each year in the areas of a) Student Progress, b) Teacher Professional, and c) School or District.

Student Growth Goals: Teacher goals for student progress should be measurable and should include those students for whom the teacher is responsible for instruction.

Professional Goals: Teacher professional goals may be any goal the teacher chooses, including goals connected to that individual's professional plans (recertification, professional certification, professional action plan, etc.).

School or District Goals: Teacher, school or district goals should be aligned to the school or district goals and focus on how the teacher will meet/advance the goals of the district or school.

Goals are to be completed each year by October 1st and are to be reviewed each year and shared with the building administrator (note: in the third year of continuing contract the Evaluation Reflection is considered to include necessary goals reflection, and therefore those teachers in their evaluation year do not need to do a separate goals reflection). Teachers are welcome to continue goals forward year to year so long as appropriate.

MSAD 54/RSU 54
Student Progress Goals Form

Name:

Date:

School:

Grade/Dept:

Minimum of 1 goal; goal(s) must be measurable

Goal 1:

Process for evaluation:

Results of evaluation:

Goal 2:

Process for evaluation:

Results of evaluation:

Goal 3:

Process for evaluation:

Results of evaluation:

MSAD 54/RSU 54
Teacher Goals Form

Name:

Date:

School:

Grade/Dept:

Minimum of 1 goal; goal(s) must be measurable

Goal 1:

Process for evaluation:

Results of evaluation:

Goal 2:

Process for evaluation:

Results of evaluation:

Goal 3:

Process for evaluation:

Results of evaluation:

MSAD 54/RSU 54
School/District Goals Form

Name:

Date:

School:

Grade/Dept:

Minimum of 1 goal; goal(s) must be measurable

Goal 1:

Process for evaluation:

Results of evaluation:

Goal 2:

Process for evaluation:

Results of evaluation:

Goal 3:

Process for evaluation:

Results of evaluation:

SMART Goal Worksheet
(Teacher Goal – **SAMPLE** Worksheet)

Teacher Name _____ School _____

Today's Date: _____ Goal Year: _____ Start Date: _____

Date Achieved: _____

Goal: _____

Check traits that apply to this goal:

Goals should be _____ specific, _____ measurable, _____ aligned with standards, _____ relevant and _____ time-bound.

Action steps necessary to accomplish this goal (include completion dates for each step):

Evidence to be collected to show attainment of this goal:

InTASC standard(s) related to this goal:

Resources or support necessary to attain this goal:

This goal is important because / The benefits of achieving this goal will be:

Artifacts of Professional Practice:

All educators will have the opportunity to submit artifacts of professional practice to inform evaluators of performance relative to domains and standards of effective instruction. Submitted artifacts will serve to ensure evaluators have the information necessary to draft comprehensive formative and summative evaluation reports. Artifacts can include but are not limited to: e.g. faculty meeting agendas/materials, meeting notes/agendas, description/planning for a school/community event, emails to and from parents/families, descriptions of professional development activities, sample teacher evaluations, lesson plans, classroom activities, anchor charts, sample of student work. Submitted artifacts can also serve as evidence documenting completion of Teacher Improvement plan action steps.

Student Learning and Growth Measures

Teachers will be evaluated on student achievement as follows:

Students at any grade level taking any State Assessment will be evaluated for success as follows:

- 1) Any student in grades 4-8 achieving a two-point increase from one year to the next will be considered to have demonstrated adequate growth.
 - 2) For students in grade 11 or the third year of high school, if 25% or higher meet the state average SAT scores (e.g., 467 Reading, 471 Math in 2015), this will be considered successful achievement on the State assessment.
- Teachers 6-12 will use State Assessments if given at their grade level ~~and/or~~
 - K-12 students will show growth on the nationally normed NWEA test.
 - NWEA - Students will show growth from the first NWEA assessments in Math and Language Arts to the final NWEA given for the year. Mid-year results may be used if approved by the building administrator.
 - Teachers of students in the Read 180 program may use the reading inventory and/or
 - If no nationally normed assessment applies, teachers will establish assessments with a pre- and post- assessment to measure student growth. Any assessments used for this measure of growth must be approved by the building principal prior to the start of the school year.

MUST USE STATE ASSESSMENT IF GIVEN AND APPLICABLE

RSU 54/MSAD 54 Teacher Evaluation Process Summary

Teacher _____

Date _____

Administrator _____ School _____ Grade(s) _____

The primary measure for determining teacher effectiveness will be the teacher evaluation. Teacher Evaluation Report (65%), Exceeds or Meets the standard is defined as all 10 standards (11 standards for Special Education) of the evaluation fall within the area of Exceeds or Meets or 2 or fewer standards fall within the Partially Meets area. Partially Meets or Does Not Meet the standard is defined as 1 standard within the Does Not Meet area or 3 or more standards within the Partially Meets area.

____ Exceeds or Meets Date(s) _____ ____ Does Not Meet Date(s) _____

Other measures that are considered in teacher effectiveness include:

Rubric

	4 Exceeds	3 Meets	2 Partially Meets	1 Does Not Meet
2) Goals for Student Progress (20%)	Successfully meets clear and measureable goals focused on improving individual student progress. (85% to 100% of students met growth target)	Ensures there is a consistent process to establish clear and measureable goals focused on improving individual student progress. (71% to 84% of students met growth target)	Develops a general process without clear focus on individual student progress. (41% to 70% of students met growth target)	Does not develop goals that relate to individual student progress. (0% to 40% of students met growth target)
3) Goals for School/District (5%)	Successfully meets clear, measurable goals based on adopted school goals and adheres to the proposed timeline.	Develops, implements and partially meets clear, measurable goals with specific timelines based on adopted school goals.	Generates limited, general goals without timelines or clear focus based on adopted school goals.	Does not develop goals based on adopted school goals.
4) Teacher Goals (5%)	100% of goals met	75%-99% of goals met	50%-74% of goals met	0% to 49% of goals met
5) K-2 Student Survey (5%)	90% to 100% smiley faces	80% to 89% smiley faces	70% to 79% smiley faces	Under 70% smiley faces
3-4 Student Survey (5%)	90% to 100% yes, most of the time	80% to 89% yes, most of the time	70% to 79% yes, most of the time	Under 70% yes, most of the time
5-12 Student Survey (5%)	90% to 100% totally true	80% to 89% totally true	70% to 79% totally true	Under 70% totally true

Rating for School/District Goals, Student Progress Goals, Teacher Goals, and Student Surveys

____ (1-4) Student Progress Goals, Date(s) _____
 ____ (1-4) School/District Goals, Date(s) _____
 ____ (1-4) Teacher Goals, Date(s) _____
 ____ (1-4) Student Surveys, Date(s) _____

Comments:

Qualitative & quantitative measures of teacher effectiveness: As described above by Percentage.

MSAD54 Adjusted Timeline (Transition from Pilot to Year One Implementation)

	2016-17	2017-18	2018-19	2019-20	2020-21
CC Year 1 <i>2016-17 Timeline</i>	X Year 1	Year 2	Year 3	X Year 1	Year 2
CC Year 1 2017-18 Timeline		Year 1	Year 2	X Year 3	Year 1
CC Year 2 <i>2016-17 Timeline</i>	Year 2	Year 3	X Year 1	Year 2	Year 3
CC Year 2 2017-18 Timeline		Year 2	X Year 3	Year 1	Year 2
CC Year 3 <i>2016-17 Timeline</i>	Year 3	X Year 1	Year 2	Year 3	X Year 1
CC Year 3 2017-18 Timeline		X Year 3	Year 1	Year 2	X Year 3

2016-17 Timeline – Evaluation completed in Year 1

Adjusted 2017-18 Timeline – Evaluation completed in Year 3

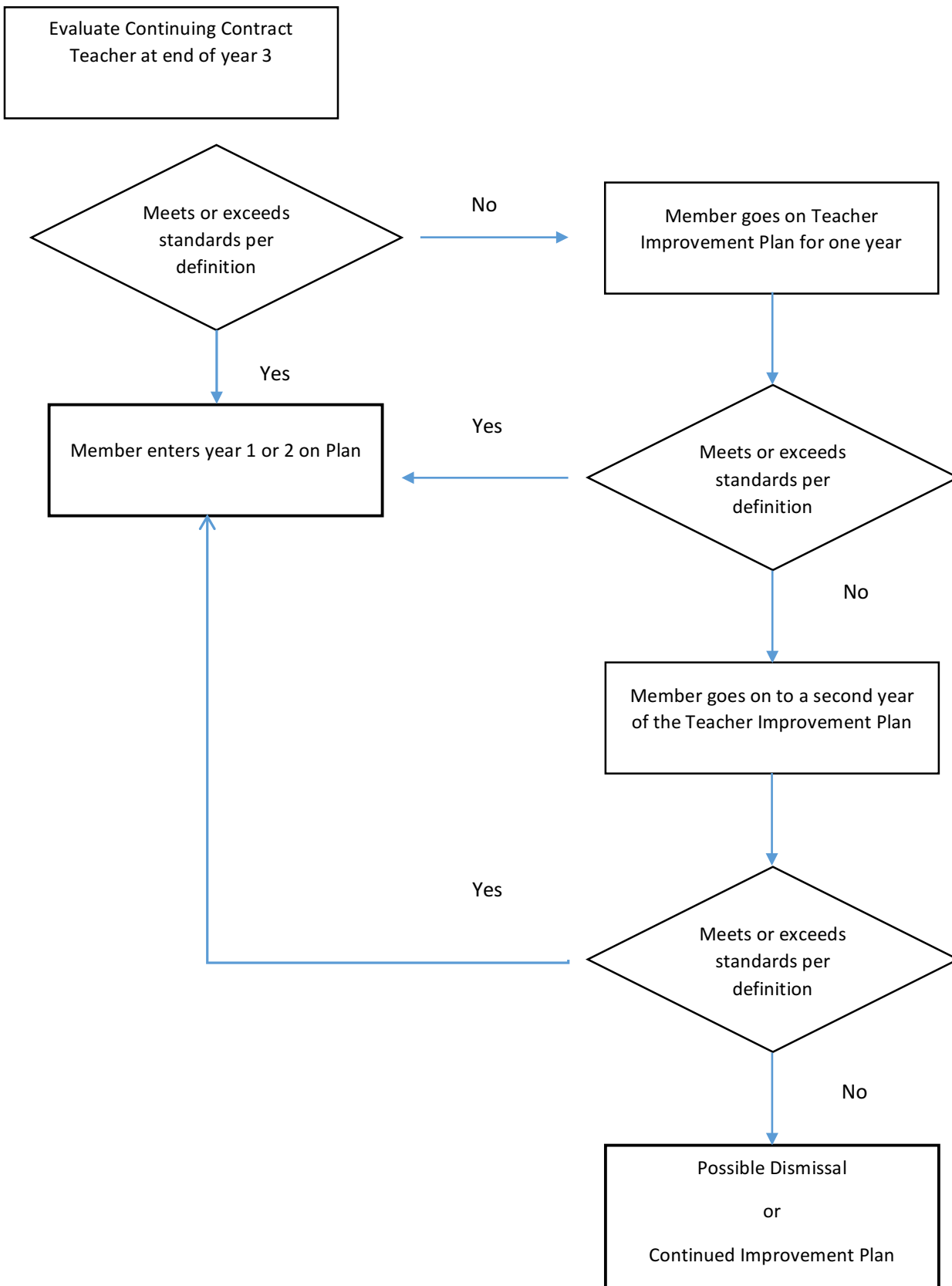
Continuing Contract Evaluation Process

	Year 1	Year 2	Year 3
			<u>Evaluation Year</u>
Goals Meeting	YES (by Oct. 1)	YES (by Oct. 1)	YES (by Oct. 1) (review results by Mar. 1)
Peer Observation	Optional	YES (either Yr. 2 or 3 or both)	YES (either Yr. 2 or 3 or both)
Pre-Observation Conference with Administrator	YES	YES	YES
Administrative Observation(s)	YES	YES	YES
Post-Observation Conference with Administrator	YES	YES	YES
Student Survey	YES (by Jun 1)	OPTIONAL	OPTIONAL
Goals Self-Reflection	Yes	Yes	No (Evaluation Self Reflection is considered to cover this)
Evaluation Self-Reflection	No	No	YES (by May. 1)
Evaluation	NO (unless administrative concern)	NO (unless administrative concern)	YES (strive to complete by May. 15) "Meets" Return to Year 1 cycle the next school year. "Does Not" or "Partial" <i>Start improvement plan</i>

Probationary Teacher Evaluation Process

	Year 1	Year 2	Year 3
Goals Meeting	YES (by Oct. 1, Certification Goals may be used)	YES (by Oct. 1, Certification Goals may be used)	YES (by Oct. 1, Certification Goals may be used)
Pre-Observation Conference with Administrator	YES	YES	YES
Administrative Observation(s)	YES (minimum two, plus Asst. Supt. observation)	YES (minimum two, plus optional Asst. Supt. observation)	YES (minimum two, plus optional, Asst. Supt. observation)
Post-Observation Conference with Administrator	YES	YES	YES
Student Survey	YES (by March. 1)	YES (by March. 1)	YES (by March. 1)
Goals Self-Reflection	Yes	Yes	No
Evaluation Self-Reflection	No	No	YES (by May. 1)
Evaluation	YES (by Apr. 25)	YES (by Apr. 25)	YES (by Apr. 25)
Recommendation for Renewal/Non-Renewal	YES (by May 1)	YES (by May 1)	YES (by May 1)

Continuing Contract Member Flowchart



Continuing Contract Teacher

Year 1

Teacher whose Year 3 evaluation meets or exceeds the standard

1. Teacher Sets goals for the year.
2. Administrator and teacher have Pre-Observation meeting to discuss teacher/administrator observation goals
3. Administrator conducts observation(s) and administrator and teacher have Post-Observation meeting. Minimum of one observation by administrator.
4. Complete Year 1 Student Surveys by June 1st.
5. Teacher Goals Reflection submitted by May 1st.
6. Minimum of one observation by administrator
7. In either Year 2 or Year 3 (or any additional year), teacher will request peer observation for feedback on professional goals.
8. Administrator may restart formal teacher evaluation process at any time if s/he has a concern about the teacher's work.

Teacher whose Year 3 evaluation partially meets or does not meet the standard

1. In addition to meeting the requirements of year 3 continuing contract expectations the teacher will.
2. Administrator and teacher will meet by October 1 to review the Teacher Improvement Plan.
3. Four progress check-in dates will be set to discuss Teacher Improvement Plan progress
4. Administrator strives to complete the electronic Teacher Evaluation (includes observation(s) as evidence) prior to May 15. Administrator and teacher will meet to discuss evaluation and student surveys. If the teacher's evaluation still only partially meets or does not meet, the administrator may recommend the teacher be non-renewed or placed on a Teacher Improvement plan.
5. If the teacher's evaluation meets or exceeds the standards s/he will progress to Year 2 without a Teacher Improvement Plan. Administrator and teacher will set goals for for the following year.

Continuing Contract Teacher

Year 2

Teacher whose Year 1 evaluation meets or exceeds the standard

1. Teacher Sets goals for the year.
2. Administrator and teacher have Pre-Observation meeting to discuss teacher/administrator observation goals
3. Administrator conducts observation(s) and administrator and teacher have Post-Observation meeting. (Minimum of one observation by administrator.)
4. Student surveys by June 1st (optional)
5. Teacher Goals Reflection submitted by May 1st.
6. In either Year 2 or Year 3 (or any year), teacher will be observed by a peer.
7. Administrator may restart formal teacher evaluation process at any time if s/he has a concern about the teacher's work.

Teacher whose Year 1 evaluation partially meets or does not meet the standard

1. In addition to meeting the requirements of year 3 continuing contract expectations the teacher will.
2. Administrator and teacher will meet by October 1 to review the Teacher Improvement Plan.
3. Four progress check-in dates will be set to discuss Teacher Improvement Plan progress
4. Administrator strives to complete the electronic Teacher Evaluation (includes observation(s) as evidence) prior to May 15. Administrator and teacher will meet to discuss evaluation and student surveys. If the teacher's evaluation still only partially meets or does not meet, the administrator may recommend the teacher be non-renewed or placed on a Teacher Improvement plan.
5. If the teacher's evaluation meets or exceeds the standards s/he will progress to Year 3 without a Teacher Improvement Plan. Administrator and teacher will set goals for for the following year.

Continuing Contract Teacher

Year 3

1. Teacher Sets goals for the year.
2. Administrator and teacher have Pre-Observation meeting to discuss teacher/administrator observation goals
3. Administrator conducts observation(s) and administrator and teacher have Post-Observation meeting.
4. Student surveys optional
5. Teacher Evaluatoin Self-Reflection due by May 1.
6. Administrator completes the electronic Teacher Evaluation (includes observation(s) as evidence) prior to May 15
7. Administrator and teacher meet to discuss evaluation, teacher goals, and student surveys by June 1.
8. If the teacher evaluation meets or exceeds the standard, s/he moves to Year 1 and the administrator completes appropriate sections of the Teacher Evaluation Process Summary Form
9. The Administrator and teacher will review the teacher's progress on the Teacher Improvement Plan by May 31. If the teacher's evaluation still only partially meets or does not meet the standard the teacher will be placed on a Teacher Improvement Plan for Year 1. If the teacher's evaluation meets or exceeds the standards s/he will progress to Year 1 without a Teacher Improvement Plan.
10. If the teacher evaluation partially meets or does not meet the standards, the teacher will be put on a Teacher Improvement Plan.

Teacher Improvement Plan Process

The Teacher Improvement Plan goals for a continuing contract teacher who has received a rating of “partially meets” or “does not meet” should address the specific areas of concern identified in his/her evaluation.

Goals and Objectives

The administrator will outline what the teacher must do in order to improve his/her practice sufficiently to move to the next year in the contract cycle.

Timeline

A timeline for plan implementation will include specific dates.

Description of professional learning activities may include such elements as:

- Graduate level course work on new knowledge and practice
- Workshops
- Professional development
- Professional readings (books and articles)
- Coaching sessions (with peers)

Description of work products that the teacher anticipates producing such as:

- Project and papers from graduate courses
- Lessons, units of instruction
- Evidence of application of materials gleaned from professional development and professional readings
- Self-reflection from peer meetings/discussions

Methods of feedback:

Mandatory

- Formal supervisor observation (at least twice) with follow-up conferences
- Informal classroom visits by supervisor with feedback
- Evaluation

Optional

- Peer observation and feedback
- Meeting with peer(s) to discuss progress and practices

Teacher Improvement Plan Form, Year ____

Goals and Objectives:

Timeline:

Description of professional learning activities:

Description of work products that the teacher anticipates producing:

Teacher Date

Administrator Date

****Teacher PE/PG Goals Reflection**

Teacher Name: _____ Date of submission: _____

Instructions: By the end of the first and second year of the probationary and continuing contract evaluation cycle, referring to the goals established for that year, complete a written reflection of your goals.

Written Reflection: Using the self-assessment and student learning data as a guide, write a reflection on your approved goals.

****Teacher PE/PG Reflection and Self-Evaluation**

Teacher Name: _____ Date of submission: _____

Instructions: By May 1 of the year three of the probationary and continuing contract evaluation cycle, referring to the InTasc Standards along with your professional goals and evidence documentation, complete a written reflection of your professional performance.

Self-Evaluation: For each InTasc Standard, assign yourself a rating of Exceeds, Meets, Partially Meets or Does Not Meet. If applicable, include any evidence or highlights that you believe relevant to the rating you assign.

Written Reflection: Using the self-assessment and student learning data as a guide, write a summary of one page or less that details your strengths, opportunities for growth, and progress. This final self-evaluation will be submitted to your evaluator prior to the Year 3 March 1 meeting.

Training of Evaluators and Teachers

In order to provide the opportunity for each evaluator and teacher to understand his or her responsibilities and participate fully in the T-PE/PG system, the school administrative unit must provide training for each evaluator and each teacher according to the requirements of Rule Chapter 180, listed below, and the guidelines in Figure 1 (page 35). The Maine DOE will identify resources that can be used with this model.

Training Requirements as set forth in Rule Chapter 180

Evaluator Training

A. Evaluators must complete training in the following:

- Conducting pre-observation and post-observation conferences every three years to ensure that a standardization of the process occurs;
- Observing and evaluating the professional practice of teachers which is a requirement of the initial administrator certification; and
- Developing and guiding professional growth plans.

B. The training in observing and evaluating professional practice of teachers must include the following:

- Training in evaluating performance based on evidence, and without bias;
- Adequate time for evaluators to practice and become familiar with the T-PE/PG 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;
- 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 intervals specified in the T-PE/PG model.

Collegial Peer Coaching:

Administrators work together as part of the district leadership team to set strategic goals for improvement and help one another develop as leaders. This includes sharing of effective leadership practice, collaborating on schoolwide and districtwide professional development initiatives, honing skills of observation/evaluation through implementing instructional rounds protocols, and benchmarking progress on strategic SMART goals set at the beginning of each evaluation cycle.

Teacher Training

As part of implementing the Teacher PE/PG system, prior to beginning the three-year cycle, a school administrative unit must provide training in the following areas:

- The structure of the system, including the multiple measures of educator effectiveness 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.

Collegial Peer Coaching:

As part of all evaluation cycles, educators will seek out ways to tap into the knowledge and expertise of colleagues to share best practice and support their goals. Effective methodologies for peer coaching include peer observations focused on a specific instructional strategy, instructional rounds focused on a targeted problem of practice, and/or forming a lesson study group.

Figure 1. Training requirements specific to MSAD 54 Teacher and Evaluator Process

	Evaluator	Teacher
Step 1 Expectations and Goal Setting	<ul style="list-style-type: none"> ➤ Understanding the model ➤ Conferencing with teachers <ul style="list-style-type: none"> ○ Listening skills ○ Coaching/Guiding ➤ Reviewing Professional growth plans ➤ Understanding the elements of the Student Achievement Growth Measures ➤ Creating and assessing SMART goals 	<ul style="list-style-type: none"> ➤ Participating in professional development ➤ Understanding model elements and cycles ➤ Developing student growth goals ➤ Setting goals ➤ Understanding the InTasc professional evaluation practice standards, indicators and rubrics ➤ Reflecting on personal performance
	Evaluator	Teacher
Step 2 Evidence, Feedback and Growth	<ul style="list-style-type: none"> ➤ Understanding the professional practice standard indicators and using them to assess teacher practice <ul style="list-style-type: none"> ○ Interrater Agreement ○ Accuracy ○ Calibration ○ Observation and feedback ➤ Providing feedback to teachers <ul style="list-style-type: none"> ○ Objectivity ○ Sources of artifacts ○ Focus ○ Timeliness ○ Accuracy ○ Professional growth plans ➤ Evaluating student growth data 	<ul style="list-style-type: none"> ➤ Collecting and presenting artifacts <ul style="list-style-type: none"> ○ Multiple sources of artifacts ○ Key evidence ○ Systems of gathering artifacts ○ Timelines ➤ Participating in conferences with evaluators <ul style="list-style-type: none"> ○ Objectivity ○ Artifacts ➤ Talking about the artifacts with an evaluator ➤ Analyzing and presenting student progress
	Evaluator	Teacher
Step 3 Reflection and Rating	<ul style="list-style-type: none"> ➤ Making sense of artifacts ➤ Arriving at a summative effectiveness rating ➤ Writing concise rationales for summative rating 	<ul style="list-style-type: none"> ➤ Self-evaluating performance ➤ Combining of evidence and ratings to arrive at a summative effectiveness rating ➤ Understanding Consequences of Ratings
	Evaluator	Teacher
Step 4 Professional Growth Plans	<ul style="list-style-type: none"> ➤ Understanding the different plans and related implications ➤ Assisting teachers in the development of plans based on evidence 	<ul style="list-style-type: none"> ➤ Understanding requirements, implications and opportunities associated with professional growth plans ➤ Implementing professional growth plans ➤ Setting goals ➤ Accessing professional development