MSAD 35
Teacher and Principal Performance Evaluation and Professional Growth Plan

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State of Maine Guidelines

Teacher – Performance Evaluation and Professional Growth [1*]

Introduction (per Maine D.O.E.)

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 (PEPG) system for teachers and principals that includes not only performance evaluation but also intentional structures of support for professional growth.

Once the law was passed, the Maine Department of Education (DOE) worked to adopt rule language that would establish the guidelines and requirements of PEPG systems. In 2012 several Maine schools had elected to participate in the competitive federal Teacher Incentive Fund (TIF) grant, which supports high needs schools in implementing an evaluation system that incorporates financial rewards for performance. These schools are collectively known as The Maine Schools for Excellence (MSFE). With the final adoption of Rule Chapter 180 came a requirement that the Maine DOE offer PEPG models for teachers and for principals. The Teacher Performance Evaluation and Professional Growth (TEACHER PE/PG) model has been informed by the work of the Maine Schools for Excellence and the development of performance evaluation and professional growth systems in other states. The details of the model elements described in this document are a synthesis of research, conversations, listening and critical review by experts, stakeholders and practitioners in the field.

Meeting the Requirements of Statute and Rule (per Maine D.O.E.):

The Maine DOE Teacher PE/PG model satisfies the requirements of Chapter 508 of the Maine Revised Statutes, Title 20-A and Rule Chapter 180 by including:

Standards of professional practice;

Multiple measures of educator effectiveness, including professional practice and student learning and growth measures;
A rating scale consisting of 4 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 ongoing training

A mechanism for training educators in components and procedures of the system;

A process for determining teacher of record;

A framework for observation and feedback on a regular basis;

[1*] These remarks are excerpts from the Maine Department of Education Teacher Performance Evaluations and Growth Model Handbook.

A framework for peer review and collaboration; and

Plans for Professional Growth and Improvement

In implementing PE/PG systems, all school administrative units must satisfy the requirements listed above for teacher models. Districts are reminded that any local teacher PE/PG system that differs in part or in whole from the Maine DOE Teacher PE/PG system is subject to review and approval by the Department, in accordance with Rule Chapter 180. Additionally, districts should be aware that although substitutions for the elements featured in the state model are permitted prior to June 1, 2015, the elements in any model are interconnected, and changes to one element will likely trigger the need to change other elements in the model as well. For example, the summative performance rating rubrics and matrices in the state Teacher PE/PG model are based on the National Board Five Core Propositions and the Maine Schools For Excellence Teacher Evaluation and Professional Growth Rubrics; a district that chooses a different set of practice standards will need to also revise or replace the rubrics, matrices and other supporting materials in the state model.

MSAD 35 District Philosophy

The purpose of the MSAD35 Teacher Supervision and Evaluation System is to improve student learning and support student achievement of the Maine Learning Results through teacher growth and improvement.
[*MSAD 35 Board Policy GCOA*]

The MSAD 35 Teacher Supervision and Evaluation system will:

- Encourage the highest level of professional performance through a focus on excellence, continued improvement, and professional development aligned with the MSAD 35 district Strategic Plan and linked to student success.
- Provide teachers with a range of options for self-initiated professional growth.
- Validate and recognize the contributions and accomplishments of the professional learning community.
- Ensure that all teachers demonstrate the competencies essential to fostering student academic success.
- Provide a clear assessment of teacher performance, progress and achievement.
- Provide appropriate documentation to guide employment decisions.

MSAD 35 Teacher Performance Evaluation and Professional Growth System

Teacher Performance Evaluation and Professional Growth System is structured to serve teachers in 3 categories:

1. Probationary Teachers
2. Continuing Contract Teachers
3. Teachers who are placed on an Monitored Growth Plan

<u>Probationary Teachers</u>

STATEMENT OF PURPOSE:

According to state law, and RSU 35 District policy, teachers receive a one-year contract for up to three years during the Probationary period for any new teacher hired prior to September 1, 2020. The Probationary period is defined as the first three years of a teacher's contract where they are currently employed. For new teachers hired after September 1, 2020 the probationary period will be two years. The Probationary system is aimed at allowing the teacher time to demonstrate their teaching competencies, and the administrators to determine whether the candidate is an appropriate match for RSU 35. At the conclusion of each probationary year, by May 15th, the superintendent must notify each candidate, in writing, of their coming year's contract status.

*for the duration of this document probationary period will be defined as either two or three years depending on hiring date.

PROBATIONARY TEACHER EVALUATION FORMAT:

The probationary teacher standard format evaluation process will be completed using two different modalities:

1. Mini Observations - "Mini Observations" allow for frequent interactions and rich conversation about practice through real time organic snapshots of what is occurring in the classroom.
2. Formal Observations - "Formal Observations" allows for the demonstration of effective lesson planning through the pre-conference / observation / post-conference cycle.

The integration of these two observation models improves the depth and breadth of discourse between administrators and teachers regarding effective teaching and learning. Use of the "Marshall" modified rubrics, as the focus of these discussions is important to eliminate biases and focus on teaching and learning.

MENTOR TEACHER RELATIONSHIP TO TEACHER EVALUATION PROCESS:

Although the mandated Maine State mentor program and the MSAD 35 Performance Evaluation and Professional Growth programs are not directly related, it is our hope that with common understanding (rubrics), the Mentor Program may better support and guide probationary teacher success as they complete certification requirements. All probationary teachers will be assigned a mentor or peer coach based on their level of certification and experience.

PROBATIONARY TEACHER EVALUATION PROCESS:

- In August, during the MSAD 35 New Staff Orientation, administrators meet together with probationary teachers and, when appropriate, the mentor to review rubrics.

- All 1ˢᵗ year teachers will be required to attend two district-wide New staff meetings as outlined in the chart that follows.

- By October 15ᵗʰ all year one probationary teachers will meet with building administration to review rubrics and highlight expectations.

- By October 15ᵗʰ of each probationary year the teacher will use the Marshall rubrics to self-evaluate their professional practice, and will meet with their supervisor to set two to three professional practice goals for the year.

- Between September and December conduct a minimum of 3 mini observations, focusing on seeing different times of the class (beginning / middle / end).

- In an effort to provide greater support for professional growth, the number of mini observations and/or informal observations by an administrator, in a given year, is not limited.

- Observations may be conducted during both instructional and non-instructional times.

- Mini observations require that staff be provided face-to-face feedback as well as a written documentation of the observation within a timely manner (usually within 24 to 48 hours as often as possible in teacher's classroom/professional workspace).

- Between January and May 1st conduct, a minimum of 1 formal pre-conference / observation/ post-conference cycle and a minimum of 1 mini observation, or a minimum of two additional mini observations.

- By May 15th the Superintendent must notify the candidate in writing of their contract status for the coming year.

- Administrators may opt to forgo the formal observation in lieu of additional "mini observations" for probationary teachers after the completion of their first probationary year. [Note: A minimum of five mini observations would be required in that circumstance].

New Staff Meetings

Meeting #1	Meeting #2
Early September	Late September
Topic	**Topic**
Planning and Preparation for Learning	Monitoring, Assessment and Follow-up
Classroom Management	Family and Community Outreach
Delivery and Instruction	Professional Responsibilities

PROBATIONARY TEACHERS – YEAR 1

Probationary Teachers

Year 1

New Teacher Meetings September

By October 15, Teacher meets with supervisor to review self evaluation and create 2 to 3 goals for the academic year.

By December 1, a minimum of 3 mini observations have been completed.

Between January and May 1st, a minimum of 1 formal observation and 1 or more mini observations, or 2 additional minis, must be completed.

By May 15, notified in writing by Superintendent of Schools of coming years status.

Probationary Teachers

Year 2

By October 15, Teacher meets with supervisor to review self evaluation and create 2 to 3 goals for the academic year.

By December 1, a minimum of 3 mini observations have been completed.

Between January and May 1st, a minimum of 1 formal observation and 1 or more mini observations must be completed. Administrators, for probationary teachers in year 2 or 3 may opt to conduct 2 or more mini observations in lieu of 1 formal and 1 mini observation.

By May 15, notified in writing by Superintendent of Schools of coming years status.

If returning to MSAD35, and probationary period is complete, staff advances to Continuing Contract Status (IDP 1).

Continuing Contract Teachers

STATEMENT OF PURPOSE:

According to state law, and RSU 35 District policy, teachers that have completed the 2 or 3 year probationary period based on hiring date will be considered Continuing Contract teachers. The Continuing Contract cycle begins with 2 years of Individual development plans and the third year is a Focus year. All years within the Continuing Contract cycle will be based on Marshall's Teacher Evaluation Rubrics. In an effort to provide greater support for professional growth, the number of mini observations and/or informal observations by an administrator, in a given year, is not limited.

CONTINUING CONTRACT TEACHER'S EVALUATION:

Year 1 & 2 –Individual Development Plan Goals

- IDP could be based on:

  - Principal recommendations from end of the year Marshall rubric/summary.

  - Student learning and growth needs as identified by student data.

  - School and/or District Goals.

  - Yearly reflection with Marshall rubric to inspire goal setting.

  - While IDP teachers are not an observation year, administrators still may use mini observations to provide ongoing feedback and support.

  - By October 1st Individual Development Plan must be submitted to the Administrator for collaborative feedback.

  - By the last day of the school year Individual Development Plan reflection form is completed.

  - Year 1 and 2 continuing contract teachers are encouraged to engage in reflective professional practice. This may include non-evaluative observations of and by teacher colleagues. Administrators and team leaders can support teachers in finding peer observers based on their needs and areas for improvement indicated in the IDP.

Year 3- Observation and Evaluation Year

- By June 1st (at the end of year 2 of the Individual Development Plan cycle) the teacher will use the Marshall rubric as a self-reflection tool to begin to think about developing 2-3 professional practice goals for their focus year, the next school year.

- By October 1st of their focus year, the teacher will use the Marshall rubric to self-evaluate their professional practice and will meet with their supervisor to set 2-3 professional practice goals for the year.

- By February 1st the supervisor will complete a minimum of three mini observations and meet with the teacher to compare and discuss ratings on each teacher performance indicator for all six of the Marshall rubric domains. The teacher and the supervisor will: discuss differences, assess areas of progress on the teacher's goals, and identify areas for growth.

- By the end of May, an additional 2 mini observations, at a minimum, will be completed.

- By June 10th the teacher and supervisor will meet again, to review all mini observations. The teacher and the supervisor will: discuss differences, assess areas of progress on the teacher's goals, and identify areas for growth in order to reach closure on the year's summative ratings. The supervisor will provide the teacher a completed Marshall Evaluation Rubric Summary [see appendix] for the teacher's comment & signature.

- "Mini" observations require that staff be provided face-to-face feedback as well as written documentation of the observation within a timely manner (usually within 24 to 48 hours, as often as possible in the teacher's classroom/professional workspace.).

Notes: Mini observations of a teacher's practice may include but are not limited to: observation of classroom and school wide instruction; the teacher's participation at professional meetings; the teacher's collaborative planning efforts; the teacher's management of professional responsibilities; the teacher's interactions with students, parents, colleagues and with the community. Mini observations may also be conducted virtually by the evaluator joining the google classroom or other virtual experience alongside students.

Monitored Growth Plan

PURPOSE OF A MONITORED GROWTH PLAN:

According to state law, and RSU 35 District policy, when data indicates that immediate improvement is necessary in a Continuing Contract teacher's practice, a Monitored Growth Plan will be created. Monitored Growth Plan is defined as a written document containing specific goals, expectations, and a timeline for improving performance in order to meet standards and expectations of MSAD35. Monitored Growth Plan goals will be created from instructional and non-instructional observations and data based on Marshall's six domains: Planning and Preparation for Learning; Classroom Management; Delivery of Instruction; Monitoring, Assessment, and Follow-up; Family and Community Outreach; and Professional Responsibilities. A summative rating of ineffective in one or more of these domains will trigger the creation of a Monitored Growth Plan. An administrator can initiate a Monitored Growth Plan at any time; provided data has been collected that indicates that immediate improvement is necessary. Monitored Growth Plans focus on the areas of concern and are maintained by frequent check-ins, and support with the use of observational data.

Required elements of a Monitored Growth Plan:

1. Statement of the problem: a written summary that identifies the teacher's current level of performance and clearly articulates the problem areas / domains that must be remediated by the teacher as a condition of continuing employment. This section references specific data that has been collected, including instructional and non-instructional observations, using language from Marshall's rubrics.

2. Goal statement and objectives drawn from Marshall's rubrics: The teacher and supervisor will craft goals designed to address the problem statements using the language of Marshall's rubrics as a guideline. Objectives should be precise and actionable based on the performance indicators outlined in the rubrics.

3. Action statements: the teacher and supervisor will work collaboratively to create action statements that clearly designate the required steps that the teacher will take to improve performance and the steps the supervisor will take to support and validate the teacher's progress. In the event that the teacher and administrator cannot come to a common understanding of the performance difficulties and the steps to improve performance, the administrator will create the action statements and steps that will be required by the teacher.

- **Action statements will clearly state what teachers must do to demonstrate improved practice**
  - Teacher action statements are crafted to specifically address the plan's goals and objectives using the indicators in the Marshall rubric and identify resources needed. Resources may include but are not limited to: courses, professional literature, meetings with or observations of colleagues, etc. Action statements identify the steps the teacher will take to work toward the goals and objectives within a specific time frame. In order to demonstrate improvement of ineffective practice, Monitored Growth Plans need to identify what the evidence of success will be in order for the teacher to demonstrate the expected level of improvement.

- **Administrative support and accountability measures**
  - The administrator will customize teacher observation and support based on targeted goals and objectives of the teacher Monitored Growth Plan. Accountability measures may include but are not limited to: observation of classroom instruction, or professional meetings, case management, evidence of collaborative planning, completion of required coursework or professional development.

4. Time frame for improvement: this timeline will include a specific time period for the teacher to demonstrate success and make strides toward reaching the designated goals. This will include the dates of administrator and

teacher check-ins. At each check-in, the teacher will provide evidence of continued progress toward the goals and objectives of the Monitored Growth Plan. The evidence that is provided at each check-in will be clearly designated during the creation of the Monitored Growth Plan. This evidence may include but is not limited to: a teacher's lesson plans, curriculum completed, communication with parents, student work samples, etc. During the check-ins, administrators will provide support and feedback as to whether the evidence presented meets the expectations of the Monitored Growth Plan and its goals. Based on teacher performance, an administrator may change the type of support provided or increase the number or check-ins and observations.

5. Completion of the Monitored Growth Plan:
At the end of the designated time frame for the Monitored Growth Plan, the administrator will craft an evaluative summative report which states whether or not the teacher has successfully met the goals of the Monitored Growth Plan based on observations and evidence provided by the teacher. The administrator will make a recommendation for or against continuing employment.

3 YEAR – CONTINUING CONTRACT OBSERVATION CYCLE

Year 1
Individual Development Plans

IDP based on:
- Principal Recommendation School/District Goals
- Marshall Rubric
- October 15 – IDP plans submitted for collaborative feedback.
- June 1 – IDP Reflection completed

Year 3
Observation

- Over the summer teacher completes Marshall Rubric Self Reflection.
- By October 15, Teacher meets with supervisor to review self evaluation and create 2 to 3 goals for the academic year.
- By the February 1, a minimum of 3 mini observations will be completed.
- By February 1, Supervisor and Teacher meet in order to assess progress on 2 to 3 goals.
- By June 1, an additional 3 mini observations will be completed.
- By June 10, Supervisor will provide Marshall Evaluation Rubric Summary

Year 2
Individual Development Plans

IDP based on:
- Principal Recommendation School/District Goals
- Marshall Rubric
- October 15 – IDP plans submitted for approval and feedback.
- End of school year – IDP Reflection completed

TEACHER SUMMATIVE EFFECTIVENESS RATING MATRIX

TEACHER PROFESSIONAL PRACTICE RUBRICS

	HIGHLY EFFECTIVE	EFFECTIVE	IMPROVEMENT NECESSARY	DOES NOT MEET STANDARD
HIGH IMPACT	Highly Effective	Highly Effective	Review Required	Review Required
EXPECTED IMPACT	Highly Effective	Effective	Partially Effective	Review Required
LOW IMPACT	Effective	Effective	Partially Effective	Ineffective
NEGLIGIBLE IMPACT	Review Required	Review Required	Ineffective	Ineffective

*(Left axis label: **CHOICE MEASURE IMPACT**)*

Implications of Summative Effectiveness Ratings for Teachers

A continuing contract teacher receiving an overall teacher effectiveness rating of either *effective* or *highly effective* will be placed on an individual development plan for the next two years of the evaluation cycle.

A continuing contract teacher receiving an overall teacher effectiveness rating of *partially effective* will be placed on a second observation and evaluation year designed to focus on specific areas of weakness identified in the professional practice rubrics and/or in student growth data.

If a continuing contract teacher receives an overall teacher effectiveness rating of *partially effective*, for two consecutive years, the teacher will be placed on a monitored growth plan.

A continuing contract teacher receiving an overall teacher effectiveness rating of *ineffective* will be placed on a monitored growth plan immediately, developed to address specific concerns outlined by the supervisor.

MSAD 35
Teacher Professional Practice Rubrics

A. Planning and Preparation for Learning

The teacher	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Knowledge	Is expert in the subject area and up to date on authoritative research on child development and how students learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Has little familiarity with the subject matter and few ideas on how to teach it and how students learn.
b. Standards	Has a detailed plan for the year that is tightly aligned with high standards and ensures success on external assessments.	Plans the year so students will meet high standards and be ready for external assessments.	Has done some thinking about how to cover high standards and test requirements this year.	Plans lesson by lesson and has little familiarity with state standards and tests.
c. Units	Plans all units embedding big ideas, essential questions, knowledge, skill and noncognitive goals that cover all Bloom's levels.	Plans most units with big ideas, essential questions, knowledge, skill and noncognitive goals covering most Bloom's levels.	Plans lessons with some thought to larger goals and objectives and higher-order thinking skills.	Teaches on an ad hoc basis with little or no consideration for long-range curriculum goals.
d. Assessments	Prepares diagnostic, on the spot, interim, and summative assessments to monitor student learning.	Plans on the spot and unit assessments to measure student learning.	Drafts unit tests as instruction proceeds.	Writes final tests shortly before they are given.
e. Anticipation	Anticipates students' misconceptions and confusions and develops multiple strategies to overcome them.	Anticipates misconceptions that students might have and plans to address them.	Has a hunch about one or two ways that students might become confused with the content.	Proceeds without considering misconceptions that students might have about the material.
f. Lessons	Designs each lesson with clear, measurable goals closely aligned with standards and unit outcomes.	Designs lessons focused on measurable outcomes aligned with unit goals.	Plans lessons with some consideration of long-term goals.	Plans lessons aimed primarily at entertaining students or covering textbook chapters.
g. Engagement	Designs highly relevant lessons that will motivate all students and engage them in active learning.	Designs lessons that are relevant, motivating, and likely to engage most students.	Plans lessons that will catch some students' interest and perhaps get a discussion going.	Plans lessons with very little likelihood of motivating or involving students.
h. Materials	Designs lessons that use an effective mix of high-quality, multicultural learning materials and technology.	Designs lessons that use an appropriate multicultural mix of materials and technology.	Plans lessons that involve a mixture of good and mediocre learning materials.	Plans lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets.
i. Differentiation	Designs lessons that break down complex tasks and address all learning needs, styles, and interests.	Designs lessons that target several learning needs, styles and interests.	Plans lessons with some thought as to how to accommodate special needs students.	Plans lessons with no differentiation.
j. Environment	Uses room arrangement, materials, and displays to maximize student learning of all material.	Organizes classroom furniture, materials, and displays to support unit and lesson goals.	Organizes furniture and materials to support the lesson, with only a few decorative displays.	Has a conventional furniture arrangement, hard-to-access materials, and few wall displays.

Overall rating:_____ **Comments:**

B. Classroom Management

The teacher	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Expectations	Is direct, specific, consistent and tenacious in communicating and enforcing very high expectations.	Clearly communicates and consistently enforces high standards for student behavior.	Announces and posts classroom rules and punishments.	Comes up with ad hoc rules and punishments as events unfold during the year.
b. Relationships	Shows warmth, caring, respect, and fairness for all students and builds strong relationships.	Is fair and respectful toward students and builds positive relationships.	Is fair and respectful toward most students and builds positive relationships with some.	Is sometimes unfair and disrespectful to the class; plays favorites.
c. Respect	Wins all students' respect and creates a climate in which disruption of learning is unthinkable.	Wins almost all students' respect and refuses to tolerate disruption.	Wins the respect of some students, but there are regular disruptions in the classroom.	Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.
d. Social-emotional	Implements a program that successfully develops positive interactions and social-emotional skills.	Fosters positive interactions among students and teaches useful social skills.	Often lectures students on the need for good behavior and makes an example of "bad" students.	Publicly berates "bad" students, blaming them for their poor behavior.
e. Routines	Successfully inculcates class routines up front so that students maintain them throughout the year.	Teaches routines and has students maintain them all year.	Tries to train students in class routines, but many of the routines are not maintained.	Does not teach routines and is constantly nagging, threatening, and punishing students.
f. Responsibility	Gets all students to be self-disciplined, take responsibility for their actions, and have a strong sense of efficacy.	Develops students' self-discipline and teaches them to take responsibility for their own actions.	Tries to get students to be responsible for their actions, but many lack self-discipline.	Is unsuccessful in fostering self-discipline in students; they are dependent on the teacher to behave.
g. Repertoire	Has a highly effective discipline repertoire and can capture and hold students' attention any time.	Has a repertoire of discipline "moves" and can capture and maintain students' attention.	Has a limited disciplinary repertoire and some students are not paying attention.	Has few discipline skills and constantly struggles to get students' attention.
h. Efficiency	Skillfully uses coherence, momentum, and transitions so that every minute of classroom time produces learning.	Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions.	Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions.
i. Prevention	Is alert, poised, dynamic, and self-assured and nips virtually all discipline problems in the bud.	Has a confident, dynamic presence and nips most discipline problems in the bud.	Tries to prevent discipline problems, but sometimes little things escalate into big problems.	Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate.
j. Incentives	Gets students to buy into a highly effective system of incentives linked to intrinsic rewards.	Uses incentives wisely to encourage and reinforce student cooperation.	Uses extrinsic rewards in an attempt to get students to cooperate and comply.	Gives out extrinsic rewards (e.g. free time) without using them as a lever to improve behavior.

Overall rating:_____ **Comments:**

C. Delivery of Instruction

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Expectations	Exudes high expectations and determination and convinces all students that they will master the material.	Conveys to students: This is important, you can do it, and I'm not going to give up on you.	Tells students that they subject matter is important and they need to work hard.	Gives up on some students as hopeless.
b. Mindset	Actively inculcates a "growth" mindset: take risks, learn from mistakes, through effective effort you can and will achieve at high levels.	Tells students that effective effort, not innate ability, is the key.	Doesn't counteract students' misconceptions about innate ability.	Communicates a "fixed" mindset about ability: some students have it or some don't.
c. Goals	Shows students exactly what's expected by posting essential questions, goals, rubrics, and exemplars of proficient work.	Gives students a clear sense of purpose by posting the unit's essential questions and the lesson's goals.	Tell students the main learning objectives each lesson.	Begins lessons without giving students a sense of where instruction is headed.
d. Connections	Hooks all students' interest and makes connections to prior knowledge, experience, and reading.	Activates students' prior knowledge and hooks their interest in each unit and lesson.	Is only sometimes successful in making the subject interesting and relating it to things students already know.	Rarely hooks students' interest or makes connections to their lives.
e. Clarity	Always presents material clearly and explicitly with well-chosen examples and vivid and appropriate language.	Use clear explanations, appropriate language, and examples to present material.	Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate.	Often presents material in a confusing way, using language that is inappropriate.
f. Repertoire	Orchestrates highly effective strategies, questions, materials, technology, and groupings to boost the learning of all students.	Orchestrates effective strategies, questions, materials, technology, and groupings to foster student learning.	Uses a limited range of classroom strategies, questions, materials, and groupings with mixed success.	Use only one or two teaching strategies and types of materials and fails to reach most students.
g. Engagement	Gets all students highly involved in focused work and discussions in which they are active learners and problem solvers.	Has students actively think about, discuss and use the ideas and skills being taught.	Attempts to get students actively involved, but some students are disengaged.	Mostly lectures to passive students or has them plod through textbooks and worksheets.
h. Differentiation	Successfully reaches all students by skillfully scaffolding and using peer and adult helpers.	Differentiates and scaffolds instruction and uses peer and adult helpers to accommodate most students' learning needs.	Attempts accommodate students with learning deficits, but with mixed success.	Fails to differentiate instruction for students with learning deficits.
i. Nimbleness	Deftly adapts lessons and units to exploit teachable moments and correct misunderstandings.	Is flexible about modifying lessons to take advantage of teachable moments.	Attempts to accommodate students with learning deficits, but with mixed success.	Fails to differentiate instruction for students with learning deficits.
j. Application	Consistently has all students summarize and internalize what they learn and apply it to real-life situations.	Has students sum up what they have learned and apply it in a different context.	Sometimes brings closure to lessons and asks students to think about applications.	Moves on at the end of each lesson without closure or application to other contexts.

Overall rating:_____ **Comments:**

D. Monitoring, Assessment, and Follow-Up

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Criteria	Posts and reviews clear criteria for proficient work, including rubrics and exemplars, and all students internalize them.	Posts criteria for proficiency, including rubrics and exemplars of student work.	Tells students some of the qualities that their finished work should exhibit.	Expects students to know (or figure out) what it takes to get good grades.
b. Diagnosis	Gives students a well-constructed diagnostic assessment up front, and uses the information to fine-tune instruction.	Diagnoses students' knowledge and skills up front and makes small adjustments based on the data.	Does a quick K-W-L (know, want to know, learned) exercise before beginning a unit.	Begins instruction without diagnosing students' skills and knowledge.
c. On-the-Spot	Uses a variety of effective methods to check for understanding: immediately unscrambles confusion and clarifies.	Frequently checks for understanding and gives students helpful information if they seem confused.	Use mediocre methods (e.g., thumbs up, thumbs down) to check for understanding during instruction.	Uses ineffective methods ("is everyone with me?") to check for understanding.
d. Self-Assessment	Has students set ambitious goals, continuously self-assess, and take responsibility for improving performance.	Has students, set goals, self-assess, and know where they stand academically at all times.	Urges students to look over their work, see where they had trouble, and aim to improve those areas.	Allows students to move on without assessing and improving problems in their work.
e. Recognition	Frequently posts students' work with rubrics and commentary to celebrate progress and motivate and direct effort.	Regularly posts students' work to make visible their progress with respect to standards.	Posts some A student work as an example to others.	Post only a few samples of student work or none at all.
f. Interims	Works with colleagues to use interim assessment data, fine-tune teaching, reteach, and help struggling students.	Uses data from interim assessments to adjust teaching, reteach, and follow up with failing students.	Looks over students' tests to see if there is anything that needs to be retaught.	Gives tests and moves on without analyzing them and following up with students.
g. Tenacity	Relentlessly follows up with struggling students with personal attention so they all reach proficiency.	Takes responsibility for students who are not succeeding and gives them extra help.	Offers students who fail tests some additional time to study and do retakes.	Tells students that if they fail a test, that's it; the class has to move on to cover the curriculum.
h. Support	Makes sure that students who need specialized diagnosis and help received appropriate services immediately.	When necessary, refers students for specialized diagnosis and extra help.	Sometimes doesn't refer students promptly for special help, and/or refers students who don't need it.	Often fails to refer students for special services and/or refers students who do not need them.
i. Analysis	Works with colleagues to analyze and chart data, draw action conclusions, and leverage student growth.	Analyzes data from assessments, draws conclusions, and shares them appropriately.	Records students' grades and notes some general patterns for future reference.	Records students' grades and moves on with the curriculum.
j. Reflection	Works with colleagues to reflect on what worked and what didn't and continuously improve instruction.	Reflects on the effectiveness of lessons and ¨nits and continuously works to improve them.	At the end of a teaching unit or semester, thinks about what might have been done better.	Does not draw lessons for the future when teaching is unsuccessful.

Overall rating:_____ **Comments:**

E. Family and Community

The teacher	4 **Highly Effective**	3 **Effective**	2 **Improvement Necessary**	1 **Does Not Meet Standards**
a. Respect	Shows great sensitivity and respect for family and community, culture, values and beliefs.	Communicates respectfully with parents and is sensitive to different families' culture and values.	Tries to be sensitive to the culture and beliefs of students' families but sometimes shows lack of sensitivity.	Is often insensitive to the culture and beliefs of students' families.
b. Belief	Shows each parent an in-depth knowledge of their child and a strong belief he or she will meet or exceed standards.	Shows parents a genuine interest and belief in each child's ability to reach standards.	Tells parents that he or she cares about their children and wants the best for them.	Does not communicate to parents knowledge of individual children or concern about their future.
c. Expectation	Gives parents clear, user-friendly learning and behavior expectations and exemplar of proficient work.	Gives parents clear expectations for student learning and behavior for the year.	Sends home a list of classroom rules and the syllabus for the year.	Doesn't inform parents about learning and behavior expectations.
d. Communication	Makes sure parents hear positive news about their children first and immediately flags any problems.	Promptly informs parents of behavior and learning problems, and also updates parents on good news.	Lets parents know about problems their children are having but rarely mentions positive news.	Seldom informs parents of concerns or positive news about their children.
e. Involving	Frequently involves parents in supporting and enriching the curriculum for their children as it unfolds.	Updates parents on the unfolding curriculum and suggests ways to support learning at home	Sends home occasional suggestions on how parents can help their children with school work.	Rarely, if ever, communicates with parents on ways to help their children at home.
f. Homework	Assigns highly engaging homework, gets close to a 100 percent return, and promptly provides helpful feedback.	Assigns appropriate homework, holds students accountable for turning it in and gives feedback.	Assigns homework, keeps track of compliance, but rarely follows up.	Assigns homework but is resigned to the fact that many students won't turn it in and doesn't follow up.
g. Responsiveness	Deals immediately and successfully with parent concerns and makes parents feel welcome any time.	Responds promptly to parent concerns and makes parents feel welcome in the school.	Is slow to respond to some parent concerns and comes across as unwelcoming.	Does not respond to parent concerns and makes parents feel unwelcome in the classroom.
h. Reporting	Uses student-led conferences, report cards, and informal talks to give parents detailed and helpful feedback on children's progress.	Uses conferences and report cards to give parents feedback on their children's progress.	Uses report card conferences to tell parents the areas in which their children can improve.	Gives out report cards and expects parents to deal with the areas that need improvement.
i. Outreach	Is successful in contacting and working with all parents, including those who are hard to reach.	Tries to contact all parents and is tenacious in contacting hard-to-reach parents.	Tries to contact all parents, but ends up talking mainly to the parents of high achieving students.	Makes little or no effort to contact parents.

Overall rating:_____ **Comments:**

F. Professional Responsibilities

The teacher	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Attendance	Has perfect or near-perfect attendance (98-100 percent)	Has very good attendance (95-97 percent).	Has moderate absences (6-10 percent). If there are extenuating circumstances, state below.	Has many absences (11 percent or more). If there are extenuating circumstances, state below.
b. Language	In professional contexts, speaks and writes correctly, succinctly, and eloquently.	Uses correct grammar, syntax, usage, and spelling in professional contexts.	Periodically makes errors in grammar, syntax, usage and/or spelling in professional contexts.	Frequently makes errors in grammar, syntax, usage, and/or spelling in professional contexts.
c. Reliability	Carries out assignments conscientiously and punctually, keeps meticulous records, and is never late.	Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.	Occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines.	Frequently skips assignments, is late, makes errors in records, and misses paperwork deadlines.
d. Professionalism	Presents as a consummate professional and always observes appropriate boundaries.	Demonstrates professional demeanor and maintains appropriate boundaries.	Occasionally acts/and/or dresses in an unprofessional manner and/or violates boundaries.	Frequently acts and/or dresses in an unprofessional manner and violates boundaries.
e. Judgment	Is invariably ethical, honest and forthright, uses impeccable judgment, and respects confidentiality.	Is ethical and forthright, uses good judgment, and maintains confidentiality with student information.	Sometimes uses questionable judgment is less than completely honest, and /or discloses student information.	Is frequently unethical, dishonest, uses poor judgment, and/or discloses student information.
f. Above and Beyond	Is an important member of teacher teams and committees and frequently volunteers for extra activities.	Shares responsibility for grade-level and school wide activities and takes part in extra activities.	When asked, will serve on a committee and attend an extra activity.	Declines invitations to serve on committees and attend extra activities.
g. Leadership	Frequently contributes valuable ideas and expertise and installs in others a desire to improve student results	Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school	Occasionally suggests an idea aimed at improving the school	Rarely, if ever, contributes ideas that might help improve the school
h. Openness	Actively seeks out feedback and suggestions from students, parents, and colleagues and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive but does listen to feedback and suggestions.	Is very defensive about criticism and resistant to changing classroom practice.
i. Collaboration	Meets at least weekly with colleagues to plan units, share ideas, and analyze interim assessments.	Collaborates with colleagues to plan units, share teaching ideas, and look at student work.	Meets occasionally with colleagues to share ideas about teaching and students.	Meets infrequently with colleagues, and conversations lack educational substance.
j. Growth	Actively reaches out for new ideas and engages in action research with colleagues to figure out what works best.	Seeks out effective teaching ideas from colleagues, workshops, and other sources and implements them well.	Can occasionally be persuaded to try out new classroom practices.	Is not open to ideas for improving teaching and learning.

Overall rating:_____ **Comments:**

MSAD 35
Teacher Summative Report

Teacher Summative Report

Teacher's Name: _____   **School year:** _____

School: _____   **Subject area:** _____

Evaluator: _____   **Position:** _____

RATINGS ON INDIVIDUAL RUBRICS

A. Planning and Preparation for Learning

Highly Effective   Effective   Improvement Necessary   Does Not Meet Standards

B. Classroom Management

Highly Effective   Effective   Improvement Necessary   Does Not Meet Standards

C. Delivery of Instruction

Highly Effective   Effective   Improvement Necessary   Does Not Meet Standards

D. Monitoring, Assessment, and Follow-Up

Highly Effective   Effective   Improvement Necessary   Does Not Meet Standards

E. Family and Community Outreach

Highly Effective   Effective   Improvement Necessary   Does Not Meet Standards

F. Professional Responsibilities

Highly Effective   Effective   Improvement Necessary   Does Not Meet Standards

PROFESSIONAL PRACTICE RATING

Highly Effective   Effective   Improvement Necessary   Does Not Meet Standards

STUDENT GROWTH RATING

High Growth   Expected Growth   Low Growth   Negligible Growth

OVERALL SUMMATIVE EFFECTIVENESS RATING

Highly Effective   Effective   Partially Effective   Ineffective

OVERALL COMMENTS BY EVALUATOR

_____

_____

OVERALL COMMENTS BY TEACHER

_____

_____

Evaluator's signature: _____   Date: _____

Teacher's signature: _____   Date: _____

Administrator Performance Evaluation and Professional Growth System

Principal/District Administrator Performance Evaluation & Professional Growth System

STATEMENT OF PURPOSE

Effective administrators continually reflect on and seek opportunities to improve their practice. Routine self-assessment, feedback from supervisor(s) and peers, and focused professional development are essential in supporting an administrator in becoming and remaining a skillful educator. Assistant Principals and Athletic Director to be supervised by the building principals using the 3 year PEPG three year evaluation cycle. In the event additional information needs to be included to encapsulate the unique position such as Athlete Director or other the District may use outside resources to provide better scope of the position.

The MSAD 35 Board of Directors provides administrators with a three-year Continuing Contract cycle that begins with the Observation and Evaluation year followed by 2 years of Individual Development Plans. New administrators may continue on an observation and evaluation year beyond year one at the discretion of the Superintendent. All years within the evaluation cycle will be based on Marshall's Administrator Evaluation Rubrics. In an effort to provide greater support for professional growth, the number of mini observations and/or informal observations by a supervisor in a given year is not limited.

FORMAT for Administrator Evaluation Cycles

Year 1   **Observation and Evaluation Year**
- By October 1st of their Observation and Evaluation year, the administrator will use the Marshall rubric to self-evaluate their professional practice and will meet with their supervisor to set 2-3 professional practice goals for the year.

- By February 1st the supervisor will complete a minimum of three observations and meet with the principal to compare and discuss ratings on each principal performance indicator for all six of the Marshall rubric domains. The administrator and the supervisor will: discuss differences, assess areas of progress on the administrator's goals, and identify areas for growth.(See Note 2 below)

- By the end of May, an additional 2 mini observations will be completed.

- By June 1st the administrator and supervisor will meet again, to review all mini observations. The administrator and the supervisor will: discuss differences, assess areas of progress on the administrator's goals, and identify areas for growth in order to reach closure on the year's summative ratings. The supervisor will provide the administrator a completed Marshall Evaluation Rubric Summary [see appendix] for their comments & signature.

Notes:

[1]"Mini" observation requires that administrators be provided face-to-face feedback as well as written documentation of the observation within a timely manner (usually within 24 to 48 hours).

[2] Mini observations of an administrator's practice may include but are not limited to: observation of classroom and school wide instruction; evidence of the principal's design and leadership of professional practice experiences; the administrator's participation at professional meetings; the principal's collaborative planning efforts with peers and subordinates; interviewing new staff; the administrator's interactions with students, parents and the community.

Years 2 & 3 ~ Setting Individual Development Plan Goals

- Individual Development Plans should be based on one or more of the following foundation documents:

> The supervisor's recommendations from the end of the year rubric/summary.

> School and/or District Goals.

> One area of focus from the Marshall Principal Evaluation Rubric.

> Other focus area developed in conjunction with the supervisor.

- The administrator will use their yearly reflection with the Marshall rubric to inspire goal setting.

- When an administrator is working on their Individual Development Plan the supervisor may still use "mini" observations to provide ongoing feedback and support.

- By October 1st the administrator must submit their Individual Development Plan to their supervisor for feedback and final approval.

- By June 1st the administrator will complete a reflection on their Individual Development Plan including analysis of school wide data.

- Administrators are encouraged to engage in reflective professional practice. This may include non-evaluative observations of and by principal colleagues. Evaluators can support administrators in finding peer observations based on their needs and areas of improvement as indicated in the IDP.

- Administrators should use the IDP choice menu (See Appendix B) to select a second measure, beyond the Marshall Rubrics that will be used to examine impact.

Mini observations of administrators can include
- Observation of Administrative Meetings
- Observation of Events/Duties
- Observation of Parent Meetings
- Observation of working with Students
- Observation of IEP / 504 Meetings

ADMINISTRATOR MONITORED GROWTH PLAN

PURPOSE OF A MONITORED GROWTH PLAN

When data indicates that immediate improvement is necessary in an administrator's practice, a monitored growth plan will be created. A monitored growth plan is defined as a written document containing specific goals, expectations, and a timeline for improving performance in order to meet the standards and expectations of MSAD 35.

Monitored growth plan goals will be created from instructional and non-instructional observations and data based on Marshall's six domains found in the principal evaluation rubrics. These six domains are:

- A. Diagnosis & Planning
- B. Priority Management & Communication
- C. Curriculum & Data
- D. Supervision, Evaluation & Professional Development
- E. Discipline & Family Involvement
- F. Management & External Relations

A summative rating of ineffective in one or more of these domains will trigger the creation of a monitored growth plan. A supervisor can initiate a monitored growth plan at any time provided data has been collected that indicates that immediate improvement is necessary. Monitored growth plans focus on the areas of concern and are maintained by frequent check-ins and support with the use of observational data.

Required Elements of a Monitored Growth Plan

1. **Statement of the problem:** A written summary that identifies the administrator's current level of performance and clearly articulates the problem areas/domains that must be remediated by the administrator as a condition of continuing employment. This section references specific data that has been collected, including instructional and non-instructional observations, using language from Marshall's principal rubrics.

2. **Goal statement and objectives drawn from Marshall's principal rubrics:** The administrator and supervisor will craft goals designed to address the problem statements using the language of Marshall's principal rubrics as a guideline. Objectives should be precise and actionable based on the performance indicators outlined in the rubrics.

3. **Action Statements**: The administrator and supervisor will work collaboratively to create action statements that clearly designate the required steps that the principal will take to improve performance and the steps the supervisor will take to support and validate the administrator's progress. In the event that the administrator and supervisor cannot come to a common understanding of the performance difficulties and the steps needed to be taken to improve performance, the supervisor will create the action statements and steps that will be required by the administrator for continued employment.

   Action statements will clearly state what the administrator must demonstrate to improve practice.
   Administrator action statements are crafted to specifically address the monitored growth plan's goals and objectives using the indicators in the Marshall principal rubric and these action statements also identify resources available to the administrator. Resources may include but are not limited to: courses, professional literature, meetings with or

observations of colleagues etc. Action statements identify the steps the administrator will take to work toward the goals and objectives within a specific time frame. In order to demonstrate improvement of ineffective practice, monitored growth plans need to identify what the evidence of success will be in order for the administrator to demonstrate the expected level of improvement.

Administrative support and accountability measures

The supervisor will customize administrator observation and support based on targeted goals and objectives written into the administrator's monitored growth plan. Accountability measures may include but are not limited to: observation of classroom and school wide instruction, the design and leadership of professional practice experiences, contributions at professional meetings, a review of the administrator's teacher evaluations, evidence of collaborative planning with peers and with subordinates, completion of coursework, and professional development.

4. **Time frame for improvement:** A timeline for improvement will be created for the administrator's monitored growth plan which will include a specific time period for the administrator to demonstrate success and make strides toward reaching designated goals. This timeline for improvement will include the dates of the supervisor and principal check-ins. At each check-in, the administrator will provide evidence of continued progress toward the goals and objectives of the monitored growth plan. The evidence that is provided at each check-in will be clearly designated during the creation of the monitored growth plan. This evidence may include but is not limited to: an analysis of student learning measures, evidence of collaborative planning with peers and subordinates, completion of coursework or professional development etc. During the check-ins, the supervisor will provide support and feedback as to whether the evidence presented meets the expectations of the monitored growth plan and its goals. Based on the administrator's performance, the supervisor may change the type of support provided or increase the number of check-ins and observations.

5. **Completion of the Monitored Growth Plan:** At the end of the monitored growth plan's designated time frame, the supervisor will craft an evaluative summative report which states whether or not the administrator has successfully met the goals of the monitored growth plan based on observations and evidence provided by the administrator. The supervisor will make a recommendation to the Board of Directors for or against the administrator's continuing employment.

ADMINISTRATOR SUMMATIVE EFFECTIVENESS RATING MATRIX

ADMINISTRATOR PROFESSIONAL PRACTICE RUBRICS

		HIGHLY EFFECTIVE	EFFECTIVE	IMPROVEMENT NECESSARY	DOES NOT MEET STANDARD
IMPACT MEASURES	**HIGH IMPACT**	Highly Effective	Highly Effective	Review Required	Review Required
	EXPECTED IMPACT	Highly Effective	Effective	Partially Effective	Review Required
	LOW IMPACT	Effective	Effective	Partially Effective	Ineffective
	NEGLIGIBLE IMPACT	Review Required	Review Required	Ineffective	Ineffective

Implications of Summative Effectiveness Ratings for Administrators

An administrator receiving an overall effectiveness rating of either *effective* or *highly effective* will be placed on an individual development plan for the next two years of the evaluation cycle.

An administrator receiving an overall effectiveness rating of *partially effective* will be placed on a second observation and evaluation year designed to focus on specific areas of weakness identified in the professional practice rubrics and/or in impact.

If an administrator receives an overall effectiveness rating of *partially effective*, for two consecutive years, the administrator will be placed on a monitored growth plan.

An administrator receiving an overall effectiveness rating of *ineffective* will be placed on a monitored growth plan immediately, developed to address specific concerns outlined by the supervisor. The supervisor will make a recommendation for or against continuing employment.

Principal Professional Practice Rubrics

A. Diagnosis and Planning

The principal:	4 **Highly Effective**	3 **Effective**	2 **Improvement Necessary**	1 **Does Not Meet Standards**
a. **Team**	Recruits a strong leadership team and develops its skills and commitment to a high level.	Recruits and develops a leadership team with a balance of skills.	Enlists one or two like-minded colleagues to provide advice and support.	Works solo with little or no support from colleagues.
b. **Diagnosis**	Involves stakeholders in a comprehensive diagnosis of the school's strengths and weaknesses.	Carefully assesses the school's strengths and areas for development.	Makes a quick assessment of the school's strengths and weaknesses.	Is unable to gather much information on the school's strong and weak points.
c. **Gap**	Challenges colleagues by presenting the gap between current student data and a vision for college success.	Motivates colleagues by comparing students' current achievement with rigorous expectations.	Presents data without a vision or a vision without data.	Bemoans students' low achievement and shows fatalism about bringing about significant change.
d. **Mission**	Wins staff and student buy-in for a succinct, inspiring, results-oriented mission statement.	Produces a memorable, succinct, results-oriented mission statement that's known by all staff.	Distributes a boilerplate mission statement that few colleagues remember.	Does not share a mission statement.
e. **Target**	Gets strong staff commitment on a bold, ambitious 3-4-year student achievement target.	Builds staff support for a 3-4-year student achievement target.	Expresses confidence that student achievement will improve each year through hard work.	Takes one year at a time and does not provide an achievement target.
f. **Theory**	Wins staff ownership for a robust, research-based theory of action for improving achievement.	Researches and writes a convincing theory of action for improving achievement.	Accepts colleagues' current notions of how student achievement is improved.	Says that hard work improves achievement – but shows doubts that progress can be made.
g. **Strategy**	Collaboratively crafts a lean, comprehensive, results-oriented strategic plan with annual goals.	Gets input and writes a comprehensive, measurable strategic plan for the current year.	Writes a cumbersome, non-accountable strategic plan.	Recycles the previous year's cumbersome, non-accountable strategic plan.
h. **Support**	Fosters a sense of urgency and responsibility among all stakeholders for achieving annual goals.	Builds ownership and support among stakeholders for achieving annual goals.	Presents the annual plan to stakeholders and asks them to support it.	Gets the necessary signatures for the annual plan, but there is little ownership or support.
i. **Enlisting**	Masterfully wins over resistant staff members who feared change and/or harbored low expectations.	Manages resistance, low expectations, and fear of change.	Works on persuading resistant staff members to get on board with the plan.	Is discouraged and immobilized by staff resistance, fear of change, and low expectations.
j. **Revision**	Regularly tracks progress, gives and takes feedback, and continuously improves performance.	Periodically measures progress, listens to feedback, and revises the strategic plan.	Occasionally focuses on key data points and prods colleagues to improve.	Is too caught up in daily crises to focus on emerging data.

Overall rating:_____ **Comments:**

B. Priority Management and Communication

The principal:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Planning	Plans for the year, month, week, and day, relentlessly getting the highest-leverage activities done.	Plans for the year, month, week, and day, keeping the highest-leverage activities front and center.	Comes to work with a list of tasks that need to be accomplished that day but is often distracted from them.	Has a list in his or her head of tasks to be accomplished each day, but often loses track.
b. Communication	Successfully communicates goals to all constituencies by skillfully using a variety of channels.	Uses a variety of means (e.g., face-to-face, newsletters, websites) to communicate goals to others.	Has a limited communication repertoire and some key stakeholders are not aware of school goals.	Is not an effective communicator, and others are often left guessing about policies and direction.
c. Outreach	Frequently solicits and uses feedback and help from staff, students, parents, and external partners.	Regularly reaches out to staff, students, parents, and external partners for feedback and help.	Occasionally asks staff, students, parents, or external partners for feedback.	Rarely or never reaches out to others for feedback or help.
d. Follow-Up	Has a foolproof system for capturing key information, remembering, prioritizing, and following up.	Writes down important information, remembers, prioritizes, and almost always follows up.	Writes things down but is swamped by events and sometimes doesn't follow up.	Trusts his or her memory to retain important information, but often forgets and fails to follow up.
e. Expectations	Has total staff buy-in on exactly what is expected for management procedures and discipline.	Makes sure staff know what is expected for management procedures and discipline.	Periodically reminds teachers of policies on management procedures and discipline.	Is constantly reminding staff what they should be doing in management and discipline.
f. Delegation	Has highly competent people in all key roles and is able to entrust them with maximum responsibility.	Delegates appropriate tasks to competent staff members and checks on progress.	Doesn't delegate some tasks that should be done by others.	Does almost everything him- or herself.
g. Meetings	Successfully gets all key teams meeting regularly and taking responsibility for productive agendas.	Ensures that key teams (e.g., leadership, grade-level, student support) meet regularly.	Needs to call key team meetings because they are not in people's calendars.	Convenes grade-level, leadership, and other teams only when there is a crisis or an immediate need.
h. Prevention	Takes the initiative so that time-wasting activities and crises are almost always prevented or deflected.	Is effective at preventing and/or deflecting many time-wasting crises and activities.	Tries to prevent them, but crises and time-wasters sometimes eat up lots of time.	Finds that large portions of each day are consumed by crises and time-wasting activities.
i. Efficiency	Deals quickly and decisively with the highest-priority e-mail and paperwork, delegating the rest.	Has a system for dealing with e-mail, paperwork, and administrative chores.	Tries to stay on top of e-mail, paperwork, and administrative chores but is often behind.	Is way behind on e-mail, paperwork, and administrative chores, to the detriment of the school's mission.
j. Balance	Remains sharp and fresh by tending to family, friends, fun, exercise, nutrition, sleep, and vacations.	Is healthy and focused by balancing work demands with healthy habits.	Is sometimes unfocused and inattentive because of fatigue and stress.	Is unproductive and irritable because of fatigue and stress.

Overall rating:_____ **Comments:**

C. Curriculum and Data

The principal:	4 **Highly Effective**	3 **Effective**	2 **Improvement Necessary**	1 **Does Not Meet Standards**
a. **Expectations**	Gets all teachers to buy into clear, manageable, standards-aligned grade-level goals with exemplars of proficient work.	Tells teachers exactly what students should know and be able to do by the end of each grade level.	Refers teachers to district or national scope-and-sequence documents for curriculum direction.	Leaves teachers without clear direction on student learning outcomes for each grade level.
b. **Baselines**	Ensures that all teams use summative data from the previous year and fresh diagnostic data to plan instruction.	Provides teacher teams with previous-year test data and asks them to assess students' current levels.	Refers teachers to previous-year test data as a baseline for current-year instruction.	Does not provide historical test data to teachers.
c. **Targets**	Gets each grade-level/subject team invested in reaching measurable, results-oriented year-end goals.	Works with grade-level and subject-area teams to set measurable student goals for the current year.	Urges grade-level/subject teams to set measurable student learning goals for the current year.	Urges teachers to improve student achievement, but without measurable outcome goals.
d. **Materials**	Ensures that all teachers have high-quality curriculum materials, technology, and training on how to use them.	Gets teachers effective literacy, math, science, and social studies materials and technology.	Works to procure good curriculum materials in literacy and math.	Leaves teachers to fend for themselves with curriculum materials.
e. **Interims**	Ensures that high-quality, aligned, common interim assessments are given by all teacher teams at least four times each year.	Orchestrates common interim assessments to monitor student learning several times a year.	Suggests that teacher teams give common interim assessments to check on student learning.	Doesn't insist on common interim assessments, allowing teachers to use their own classroom tests.
f. **Analysis**	Orchestrates high-quality data/action team meetings after each round of assessments.	Monitors teacher teams as they analyze interim assessment results and formulate action plans.	Suggests that teacher teams work together to draw lessons from the tests they give.	Does not see the value of analyzing tests given during the year.
g. **Causes**	Gets data meetings engaged in a no-blame, highly productive search for root causes and hypothesis-testing.	Asks that data meetings go beyond what students got wrong and delve into why.	Suggests that teachers focus on the areas in which students had the most difficulty.	Does not exercise leadership in looking for underlying causes of student difficulties.
h. **Follow-Up**	Gets teams invested in following up assessments with effective reteaching, tutoring, and other interventions.	Asks teams to follow up each interim assessment with reteaching and remediation.	Suggests that teachers use interim assessment data to help struggling students.	Does not provide time or leadership for follow-up after tests.
i. **Monitoring**	Uses data on grades, attendance, behavior, and other variables to monitor and drive continuous improvement toward goals.	Monitors data in several key areas and uses them to inform improvement efforts.	Monitors attendance and discipline data to inform decisions.	Is inattentive to important school data.
j. **Celebration**	Boosts morale and a sense of efficacy by getting colleagues to celebrate and own measurable student gains.	Draws attention to student, classroom, and school-wide successes, giving credit where credit is due.	Congratulates individuals on successes.	Takes credit for improvements in school performance or misses opportunities to celebrate success.

Overall rating:_____ **Comments:**

D. Supervision, Evaluation, and Professional Development

The principal:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Meetings	In plenary staff meetings, gets teachers highly invested in discussing results, learning best strategies, and building trust and respect.	Uses plenary staff meetings to get teachers sharing strategies and becoming more cohesive.	Uses staff meetings primarily to announce decisions, clarify policies, and listen to staff concerns.	Rarely convenes staff members and/or uses meetings for one-way lectures on policies.
b. Ideas	Ensures that the whole staff is current on professional literature and constantly exploring best practices.	Reads and shares research and fosters an on-going, school wide discussion of best practices.	Occasionally passes along interesting articles and ideas to colleagues.	Rarely reads professional literature or discusses best practices.
c. Development	Orchestrates aligned, high-quality coaching, mentoring, workshops, school visits, and other professional learning tuned to staff needs.	Organizes aligned, on-going coaching and training that builds classroom proficiency.	Provides staff development workshops that rarely engage staff or improve instruction.	Provides occasional workshops, leaving teachers mostly on their own in terms of professional development.
d. Empowerment	Gets teams to take ownership for using data and student work to drive constant refinement of teaching.	Orchestrates regular teacher team meetings as the prime locus for professional learning.	Suggests that teacher teams work together to address students' learning problems.	Does not emphasize teamwork and teachers work mostly in isolation from colleagues.
e. Support	Gives teacher teams the training, facilitation, and resources they need to make their meetings highly effective.	Ensures that teacher teams have facilitators so meetings are focused and substantive.	Has teacher teams appoint a leader to chair meetings and file reports.	Leaves teacher teams to fend for themselves in terms of leadership and direction.
f. Units	Ensures that teachers backwards-design high-quality, aligned units and provides feedback on drafts.	Asks teacher teams to cooperatively plan curriculum units following a common format.	Occasionally reviews teachers' lesson plans but not unit plans.	Does not review lesson or unit plans.
g. Evaluation	Visits 2-4 classrooms a day and gives helpful, face-to-face feedback to each teacher within 24 hours.	Makes unannounced visits to a few classrooms almost every day and gives helpful feedback to teachers.	Tries to get into classrooms but is often distracted by other events and rarely provides feedback.	Only observes teachers in annual or bi-annual formal observation visits.
h. Criticism	Courageously engages in difficult conversations with below-proficient teachers, helping them improve.	Provides redirection and support to teachers who are less than proficient.	Criticizes struggling teachers but does not give them much help improving their performance.	Shies away from giving honest feedback and redirection to teachers who are not performing well.
i. Housecleaning	Counsels out or dismisses all ineffective teachers, scrupulously following contractual requirements.	Counsels out or dismisses most ineffective teachers, following contractual requirements.	Tries to dismiss one or two ineffective teachers, but is stymied by procedural errors.	Does not initiate dismissal procedures, despite evidence that some teachers are ineffective.
j. Hiring	Recruits, hires, and supports highly effective teachers who share the school's vision.	Recruits and hires effective teachers.	Hires teachers who seem to fit his or her philosophy of teaching.	Makes last-minute appointments to teaching vacancies based on candidates available.

Overall rating:_____ **Comments:**

E. Discipline and Family Involvement

The principal:	4 **Highly Effective**	3 **Effective**	2 **Improvement Necessary**	1 **Does Not Meet Standards**
a. Expectations	Gets staff buy-in for clear, school wide student-behavior standards, routines, and consequences.	Sets expectations for student behavior and establishes school wide routines and consequences.	Urges staff to demand good student behavior, but allows different standards in different classrooms.	Often tolerates discipline violations and enforces the rules inconsistently.
b. Effectiveness	Deals effectively with any disruptions to teaching and learning, analyzes patterns, and works on prevention.	Deals quickly with disruptions to learning and looks for underlying causes.	Deals firmly with students who are disruptive in classrooms, but doesn't get to the root causes.	Tries to deal with disruptive students but is swamped by the number of problems.
c. Celebration	Publicly celebrates kindness, effort, and improvement and builds students' pride in their school.	Praises student achievement and works to build school spirit.	Praises well-behaved students and good grades.	Rarely praises students and fails to build school pride.
d. Training	Ensures that staff are skilled in positive discipline and sensitive handling of student issues.	Organizes workshops and suggests articles and books on classroom management.	Urges teachers to get better at classroom management.	Does little to build teachers' skills in classroom management.
e. Support	Is highly effective getting counseling, mentoring, and other supports for high-need students.	Identifies struggling students and works to get support services to meet their needs.	Tries to get crisis counseling for highly disruptive and troubled students.	Focuses mainly on discipline and punishment with highly disruptive and troubled students.
f. Openness	Makes families feel welcome and respected, responds to concerns, and gets a number of them actively involved in the school.	Makes parents feel welcome, listens to their concerns, and tries to get them involved.	Reaches out to parents and tries to understand when they are critical.	Makes little effort to reach out to families and is defensive when parents express concerns.
g. Curriculum	Informs parents of monthly learning expectations and specific ways they can support their children's learning.	Informs parents of the grade-level learning expectations and ways they can help at home.	Informs parents of grade-level learning expectations.	Does not inform parents of the school's learning expectations.
h. Conferences	Orchestrates student-led report card conferences in which parents and students see specific next steps for improvement.	Works to maximize the number of face-to-face parent/ teacher report card conferences.	Makes sure that report cards are filled out correctly and provided to all parents.	Provides little or no monitoring of the report card process.
i. Communicatio n	Sends home a weekly school newsletter, gets all teachers sending substantive updates, and organizes a user-friendly electronic grading program.	Sends home a periodic school newsletter and asks teachers to have regular channels of communication of their own.	Suggests that teachers communicate regularly with parents.	Leaves parent contact and communication up to individual teachers.
j. Safety-net	Provides effective programs for all students with inadequate home support.	Provides programs for most students whose parents do not provide adequate support.	Provides ad hoc, occasional support for students who are not adequately supported at home.	Does not provide assistance for students with inadequate home support.

Overall rating:_____ **Comments:**

F. Management and External Relations

The principal:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Ethics	Sets a stellar example for colleagues through impeccably ethical and professional behavior.	Acts in an ethical and professional manner and conveys the clear expectation that colleagues will do likewise.	Cuts corners and is not sufficiently attentive to ethical and professional standards, giving mixed messages to colleagues.	Acts unethically or unprofessionally, setting a poor example for colleagues.
b. Scheduling	Creates an equitable schedule that maximizes learning, teacher collaboration, and smooth transitions.	Creates a schedule that provides meeting times for all key teams.	Creates a schedule with some flaws and few opportunities for team meetings.	Creates a schedule with inequities, technical flaws, and little time for teacher teams to meet.
c. Movement	Ensures efficient, friendly student entry, dismissal, meal times, transitions, and recesses every day.	Supervises orderly student entry, dismissal, meals, class transitions, and recesses.	Intermittently supervises student entry, dismissal, transitions, and meal times.	Rarely supervises student entry, dismissal, and common spaces and there are frequent problems.
d. Custodians	Leads staff to ensure effective, creative use of space and a clean, safe, and inviting campus.	Supervises staff to keep the campus clean, attractive, and safe.	Works with custodial staff to keep the campus clean and safe, but there are occasional lapses.	Leaves campus cleanliness and safety to custodial staff and there are frequent lapses.
e. Transparency	Is transparent about how and why decisions were made, involving stakeholders whenever possible.	Ensures that staff members know how and why key decisions are being made.	Tries to be transparent about decision-making, but stakeholders sometimes feel shut out.	Makes decisions with little or no consultation, causing frequent resentment and morale problems.
f. Bureaucracy	Deftly handles bureaucratic, contractual, and legal issues so they rarely detract from, and sometimes contribute to, teaching and learning.	Manages bureaucratic, contractual, and legal issues efficiently and effectively.	Sometimes allows bureaucratic, contractual, and legal issues to distract teachers from their work.	Frequently mishandles bureaucratic, contractual, and legal issues in ways that disrupt teaching and learning.
g. Budget	Skillfully manages the budget and finances to maximize student achievement and staff growth.	Manages the school's budget and finances to support the strategic plan.	Manages budget and finances with few errors, but misses opportunities to support the strategic plan.	Makes errors in managing the budget and finances and misses opportunities to further the mission.
h. Compliance	Fulfills all compliance and reporting requirements and creates new opportunities to support learning.	Fulfills compliance and reporting responsibilities to the district and beyond.	Meets minimum compliance and reporting responsibilities with occasional lapses.	Has difficulty keeping the school in compliance and district and other external requirements.
i. Relationships	Builds strong relationships with key district and external personnel and gets them excited about the school's mission.	Builds relationships with district and external staffers so they will be helpful with paperwork and process.	Is correct and professional with district and external staff but does not enlist their active support.	Neglects relationship building with district and external staff and doesn't have their support to get things done.
j. Resources	Taps all possible human and financial resources to support the school's mission and strategic plan.	Is effective in bringing additional human and financial resources into the school.	Occasionally raises additional funds or finds volunteers to help out.	Is resigned to working with the standard school budget, which doesn't seem adequate.

Overall rating:_____ **Comments:**

MSAD 35
Administrator Summative Evaluation Report

Administrator Summative Report

Administrator's Name: _____   **School year:** _____

Building: _____

Evaluator: _____   **Position:** _____

RATINGS ON INDIVIDUAL RUBRICS

A. Diagnosis and Planning

Highly Effective   Effective   Improvement Necessary   Does Not Meet Standards

B. Priority Management and Communication

Highly Effective   Effective   Improvement Necessary   Does Not Meet Standards

C. Curriculum and Data

Highly Effective   Effective   Improvement Necessary   Does Not Meet Standards

D. Supervision, Evaluation, and Professional Development

Highly Effective   Effective   Improvement Necessary   Does Not Meet Standards

E. Discipline and Family Involvement

Highly Effective   Effective   Improvement Necessary   Does Not Meet Standards

F. Management and External Relations

Highly Effective   Effective   Improvement Necessary   Does Not Meet Standards

PROFESSIONAL PRACTICE RATING

Highly Effective   Effective   Improvement Necessary   Does Not Meet Standards

STUDENT GROWTH RATING

High Growth   Expected Growth   Low Growth   Negligible Growth

OVERALL SUMMATIVE EFFECTIVENESS RATING

Highly Effective   Effective   Partially Effective   Ineffective

OVERALL COMMENTS BY EVALUATOR

_____

_____

OVERALL COMMENTS BY ADMINISTRATOR

_____

_____

Evaluator's signature: _____   Date: _____

Administrator's signature: _____   Date: _____

Supporting and Maintaining Inter-rater Reliability

MSAD 35 recommends that administrators new to the district follow the training plan which we used to train ourselves in using Marshall's professional practice model. These training steps can be summarized as follows:

1. Provide administrators new to the district the opportunity to closely read and understand *Rethinking Teacher Supervision and Evaluation,* by Kim Marshall.

2. As part of our regular work as an administrative team, MSAD 35 administrators practice observing and providing teachers with feedback first by watching videos of teachers teaching and then by participating in simulated mini-observations. At the end of the video clip, each team member will pair off whereby one administrator plays the role of the teacher in the video and one administrator plays the role of the evaluator in the video and a simulated debriefing of the lesson would occur. During the simulated debriefing session, the administrator playing the role of evaluator practices providing the teacher with *just the right feedback* to clearly help the teacher focus on the next best step for improving their practice. After the simulated debriefing session, the administrator playing the role of teacher provides the administrator playing the role of evaluator how they perceived the feedback was received. For example, did the teacher feel overwhelmed by the feedback? Was the feedback clear and helpful?

3. Take the debriefing session to the next level by practicing summarizing the debriefing conversation through a brief write-up.

4. Share summative evaluations and use them as case studies to check how well an evaluator captured the essence of the mini-observation write-ups and integrating these remarks with the six domains of the Marshall rubrics.

5. On-going support and training of administrators include the observation of teachers' practice [including mini-observations, debriefing sessions, brief write-ups and summative evaluation meetings] with a colleague or expert evaluator to provide administrators the opportunity to continue to calibrate and refine the evaluator's observation and feedback skills.

6. Provide new administrators with a mentor during their first year.

PE/PG Steering Committee Decision Making Process

<div align="center">

Define Consensus[*]

</div>

The DOE rule governing PE/PG provides that the initial group of stakeholders "must use a consensus decision-making process" to develop the system. This incorporates a process and approach to decision-making.

A consensus process is inclusive, participatory, agreement seeking, process oriented and collaborative.

Consensus is most useful as a term describing the process of making decisions collaboratively. For example, "Can we live with this?"

<div align="center">

PE/PG Committee Decision-Making Process

</div>

✔ Thumbs up ~ I agree with the proposal

✔ Thumb sideways ~ I can live with the proposal and I will support the proposal

✔ Thumbs down ~ I need to talk more about this proposal in order to reach consensus

The Process
1. The facilitator will call for the "thumbs" rating of the proposal.
2. All "thumbs up, or all sideways, or all down" the rating is complete.
3. Any "thumbs down" will trigger a discussion of the reasoning around the rating. This increases the possibility for greater clarity and ultimately for reaching consensus.

   If the person(s) with the "thumbs down" rating:

   - Acknowledges that he/she has been heard and understands the reasoning around the rating by the rest of the group, and moves to a thumb sideways or a thumbs up rating as a result, then consensus is reached.

   - Continues to be "thumbs down" but feels heard and understood, then he/she may choose to "gift" their support for the rating to the group, thus enabling the decision to move forward to consensus.

   - Remains unconvinced and "thumbs down" regarding the decision on the table, then the decision moves forward with notes taken of his/her differing opinion. [Note: At this point the consensus decision-making process is not in play and it becomes a majority decision.]

[**]Note: The decision-making process used in the DOE Standards Review Panel, Fall 2014

Definition of Terms

Consensus – The terms and definitions below are referenced from Evaluation That Works: Implementing Your New Educator Effectiveness System by Drummond Woodsum, pages 3 – 5.

The DOE rule governing PE/PG provides that the initial group of stakeholders "must use a consensus decision-making process" to develop the system. This incorporates a process and approach to decision-making.

A consensus process is inclusive, participatory, agreement seeking, process oriented and collaborative. Consensus is most useful as a term describing the process of making decisions collaboratively. For example, "Can we live with this?"

Continuing Contract – A contract held by a tenured teacher in MSAD 35 after the successful completion of a three year probationary period.

Face-to-Face Feedback – Targeted and timely feedback, delivered in person, following each Mini Observation usually within 24 to 48 hours of the observation. Designed to engage both teacher and administrator in an ongoing conversation about teaching and learning throughout the year.

Formal Observation- An observation conducted in the classroom for which the teacher is given prior notice. A formal observation is comprised of three stages: the pre-conference stage, formal observation stage and the post-conference stage.

IDP Goals [Individual Development Plan Goals] - IDP goals are developed collaboratively between administrators and teachers to support a teacher's professional growth and development. Goals can be based on the following:

- Principal recommendations from end of the year summary
- School or District Goals
- Yearly reflection with Marshall Rubric to inspire goal setting.

Mini Observations – According to Kim Marshall, Mini Observations are defined as brief classroom visits (approximately 8 to 10 minutes).

Mini Observations:

- Must be frequent
- Visits are unannounced
- Face-to-face feedback must be provided after each visit, as promptly as possible (usually within 24 to 48 hours).
- Feedback needs to be provided in a manner in which openness and two-way communication is fostered.
- The evaluator will provide the teacher with a brief written summary of the Mini Observation after the face-to-face feedback between the supervisor and the teacher.

Monitored Growth Plan – A formal written document containing specific goals, expectations and a time line for improving ineffective performance in order to meet the standards for continued employment in MSAD 35.

Observation – One of several methods used to collect data about a teacher's performance; observation may include the recording of evidence and notes while watching the teacher; an observation typically occurs in the teacher's own classroom, but may also occur in other educational settings including collaborative planning sessions where the teacher may be a member.

Post Observation – A meeting between an administrator and the teacher to be observed, to review the data gathered during the observation and to provide feedback.

Pre – Observation – A meeting between an administrator and the teacher to be observed that outlines what will be observed; only used as part of the Formal Observation process.

Probationary Contract – A contract of employment for one year of service, which may be renewed annually for the first three years of a teacher's employment in MSAD 35.

Summative Teacher Evaluation – An evaluation conducted by an administrator for the purpose of assessing teaching practices and making personnel decisions at the conclusion of a school year.

Members of the original MSAD 35 Performance Evaluation and 2019-2020 Professional Growth Stakeholder Group:

2015-2016 Academic Year	2019 - 2020 Academic Year
Tony Bourbon	Tristan Morel
Jerry Burnell	Megan Zottoli-Breen
John Caverly	Elizabeth Morrison
Libby Clark	Sarah Janosik
Stacie Cocola	Melaine Dodge
Nina D'Aran	Sandra Villamil
Lynn Dorr-Garrity	Kristin Amato
Renee Doucette	Katie Gilpatrick
Heidi Early Hersey	Maureen Goering
Katie Gilpatrick	Nina D'Aran
Kelly Glynn	Tony Bourbon
Mo Goering	Jerry Burnell
Pat Higgins	Robert Scully
Joanne Hoerth	Heidi Early Hersey
Julie Hundley	John Caverly
Grace Jacobs	
Martha Leathe	
Candace Manero	
Paul Mehlhorn	
Elizabeth Morrison	
Pam Mulchahy	
Mary Nash	
Caitlin Piper	
Andy Rowe	
Chris Stauffer	
Emily Stauffer	
Vicki Stewart	
Kristine Trulock	
Lynn Walker	
Beth Werker	
Fred Wildnauer	

Appendix A
PEPG Historical Development and Inter-rater Reliability Process

MAINE SCHOOL ADMINISTRATIVE DISTRICT NO. 35
Serving the communities of ELIOT & SOUTH BERWICK

Mary C. Nash, Ph.D.
Superintendent of Schools

Randy T. Stewart
Business Manager

Carole A. Smith, Ed.D.
Director of Special Services

To: MSAD 35 Board of Directors
From: Mary Nash, Superintendent of Schools
Date: May 18, 2016
Re: Executive Summary of the District's Proposed Teacher and Principal Performance Evaluation and Professional Growth Plan [PE/PG]

On June 20, 2014 the Maine Legislature passed Chapter 508 of Title 20-A of the *Maine Revised Statutes* requiring districts to develop and implement performance evaluation and professional growth systems for their district. The purpose of Chapter 508 is "…to improve educator effectiveness by clearly setting forth expectations for professional practice and student learning and growth and providing actionable feedback and support to help educators meet those expectations. The goal of improving educator effectiveness is to improve student achievement." This 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 a performance evaluation component but also intentional structures of support for professional growth.

As a result of this law, in May 2014 MSAD 35 convened a Stakeholder Group, which met in 15 sessions over two years to study various models of supervision and evaluation to craft a comprehensive plan for our district that provides accountable feedback to the district's teachers and principals on their practice. The Stakeholder Group also developed structures of support for teachers' and principals' professional growth, which ultimately will impact our students' learning. I would like to thank the 31 members of the District's Stakeholder Group for their insights, perseverance and dedication to creating a PE/PG system for our district that is growth oriented and helpful to our practitioners as they engage in continuous reflection and refinement of their practice.

The highlights of the District's proposed PE/PG plan are as follows:

- The foundation of the District's plan rests on the premise that routine self-assessment, feedback from both supervisors and peers and focused professional development are essential in supporting teachers and principals in becoming and remaining a skillful educators.

- The plan utilizes multiple measures of educator effectiveness including professional practice and student learning and growth measures.

- The Stakeholder Group has developed a rating scale consisting of 4 levels of effectiveness and employment consequences tied to each level. [See pages 25, 46 & 47]

- The plan has a system for using information from the evaluation process to inform individual and collective professional development as well as other personnel decisions. [See pages 12 and 25; 42 and 47]

- The Stakeholder Group has developed a series of professional development strategies to heighten the inter-rater reliability of our evaluators. [See pages 57-60]

- The plan carefully outlines procedures for identifying "teachers of record" i.e. the teacher to whom the academic growth of a student in a course or other learning experience is attributed, in whole or in part. [See page 19]

- The Stakeholder Group chose the Marshall Professional Practice Rubrics as its framework for observation and feedback. This framework is earmarked by frequent "mini-observations", timely feedback and thoughtful reflection on practice using Marshall's rubrics from Kim Marshall's text, *Re-Thinking Supervision and Evaluation*. The rubrics are organized into six domains of practice and each domain has 10 indicators of practice, which clearly describe evidence of practice as: Highly Effective; Effective; Improvement Necessary; Does Not Meet Standard. [See pages 26-32 and 48-54]

- An important feature of the District's proposed framework for observation and evaluation is that the new framework is built upon the successful components of the District's previous supervision and evaluation plan. These successful features for Continuing Contract teachers are: a three year evaluation cycle consisting of two individual development planning years followed by an Observation and Evaluation Year. Probationary teachers will have three consecutive Observation and Evaluation years. The plan also has included a provision for developing a monitored growth plan for those practitioners who require intensive, directive supervision and evaluation. [See pages 5-7 and 11-13]

- The proposed District plan has an enhanced peer review and collaboration component for both teachers and principals. [See pages 12 and 42]

Horizon Work
Once the Board approves the District's PE/PG plan, the District will submit its plan to Maine's Department of Education for their review and approval. The approved Board plan will be posted immediately on our website for all of our practitioners to view in its entirety. I have asked our principals to work with their school's Instructional Leadership Teams to develop a plan to review the district's PE/PG plan in general before the end of this school year and to develop in-depth professional development experiences for their educators around implementing the PE/PG plan this fall.

Promoting a Culture of Support through Inter-Rater Reliability

The first step in training and supporting administrators to use the Marshall model of professional practice in the supervision and evaluation of teachers may seem obvious but it is to close- read Marshall's text for meaning, *Rethinking Teacher Supervision and Evaluation*. During the 2012-13 school year in preparation for selecting a professional practice model for the district, the Superintendent's Leadership Team read and analyzed the text together and ultimately recommended that the PE/PG Stakeholder Group also read and analyze this text for meaning and understanding.

A key element to the Marshall model of professional practice is to provide teachers with monthly "mini-observations" whereby an administrator observes a teacher unannounced for 10-15 minutes and has a debriefing session with the teacher close to the time of the mini-observation. After the debriefing session, the evaluator summarizes the debriefing session in a brief written write-up. All of these elements require hours of training and practice!

To simulate mini-observations and to practice observation and feedback skills, each week during the 2013-14 school year the Superintendent used part of her weekly two-hour planning meetings with her Leadership Team to view a 15 minute video clip of teachers teaching. At the end of the video clip, each team member paired off whereby one administrator would play the role of the teacher in the video and one administrator would play the role of the evaluator in the video and a simulated debriefing of the lesson would occur. The administrator playing the role of evaluator practiced providing the teacher with *just the right feedback* to clearly help the teacher focus on the next best step for improving their practice. After the simulated debriefing session, the administrator playing the role of teacher would provide the administrator playing the role of evaluator on how they perceived feedback was received. For example, did the teacher feel overwhelmed by the feedback? Was the feedback clear and helpful? It is interesting to note that in the beginning of the 2013-14 school year we looked for expert teachers to watch in our videos but by mid-year the entire Leadership Team felt confident that they could observe and provide appropriate feedback to all teachers.

Providing oral feedback to teachers relatively close to the actual mini-observation is an essential element in Marshall's professional practice model. Once the debriefing session occurs, the evaluator then writes a short summary of the debriefing conversation outlining the key elements of the teacher's and the evaluator's conversation. During the 2014-15 school year, the Superintendent and the Leadership Team continued to watch videos of teachers in their classrooms, continued to simulate a debriefing session and then added a new component i.e. providing the teacher with a brief written summary of the debriefing conversation had by the teacher and the evaluator. These written summaries are a genre unto themselves! The administrative team studied exemplars of brief write-ups after mini-observations found in Marshall's *Rethinking Teacher Supervision and Evaluation*. During the practice sessions throughout 2014-15, the Leadership Team focused on providing essential written feedback that was helpful but not overwhelming to the teacher, clearly outlining the next best teaching and learning steps.

The final step in training administrators to effectively use Marshall's professional practice model is the writing of a summative evaluation. During the 2015-16 school year the Superintendent's Leadership Team is focusing their training on sharing summative evaluation summaries. Summative evaluation documents are shared and used as case studies to check how well an evaluator captured the essence of the mini-observation write-ups and integrated these remarks with the six domains of the Marshall rubrics.

In an effort to promote and support inter-rater reliability, MSAD 35 encourages its evaluators to observe teachers' practice with a colleague [including the mini-observation process, debriefing sessions, brief write-ups work and summative evaluation meetings] such that evaluators can continue to calibrate and refine their observation and feedback skills. In August 2016 into the fall of 2016, the Superintendent's Leadership Team will participate in Jon Saphier's *Skillful Leader III* class which will focus on shoulder to shoulder observation with a master teacher evaluator and culminates with site visits to MSAD 35 schools for live inter-rater reliability work with the master evaluator!

APPENDIX B
Pre Observation Form for optional full lesson observation

Teacher Pre-Observation Form

Name: _____Grade Level: _____

Lesson to be observed: _____Date of Observation: _____

Standard(s) addressed: _____

1. What would you do to ensure that students have the necessary prior knowledge to benefit from this lesson?

2. How will this lesson provide evidence that each student meets the Maine Learning Results?

3. In what ways will you differentiate instruction for the students?

4. What accommodations and modifications will you make for children with IEP's/504 plans?

5. What formative assessments will you be using throughout the lesson?

6. What will students know and be able to do as a result of this lesson? Please be specific and focus on overarching think and/or mastery objectives.

7. How are you assessing each student's success/failure? What is the evidence of success?

8. What would I like my supervisor to observe?

APPENDIX C
IDP FORMS FOR TEACHER AND ADMINISTRATOR USE

Teacher/ Administrator Individual Development Plan (IDP)
Planning and Reflection Form

Teacher/Administrator Name:_____ Date:_____

School/Grade/Subject:_____

Evaluator:_____

IDP Year 1 Planning
Source of Goal/Focus Area from Marshall Rubrics
- ❏ Planning and Preparation for Learning
- ❏ Classroom Management
- ❏ Delivery of Instruction
- ❏ Monitoring, Assessment and Follow up
- ❏ Family and Community Outreach
- ❏ Professional Responsibilities
- ❏ Other goal area identified from a non-teaching position rubric

Goal/ Focus Area for 2- year IDP:

What student data, qualitative and/or quantitative, helped you select this focus area?

Date Submitted to Evaluator:_____
Evaluator's feedback - **Year 1 fall**

IDP Year 1 Reflection/ Year 2 Planning (To be submitted to your evaluator by the end of IDP year 1)
Describe any changes you made to your goal/ focus area after IDP year 1? Restate goal if necessary.

How will you research best practice in your focus area throughout year 2 of your IDP? (example: literature review, book study, TEDtalks, teachertube, Hattie's meta-analysis work, What Works Clearinghouse, Cult of Pedagogy, Quality Math Instruction Rubrics, etc...)

What reflective practice activity will you engage in to continue to explore your goal/focus area in year 2? (choose 1)

- ❏ Peer observation and feedback (at least 2 observations in both directions)
- ❏ Analyzing video of my teaching (2 or more lessons)
- ❏ Feedback surveys
- ❏ Engaging in a full coaching cycle with an instructional coach (PK-5)
- ❏ Building a portfolio/ keeping a professional journal in area of practice I am exploring
- ❏ Co-planning and teaching with building specialists (Sped, GT, All. Arts, Guidance, SW)
- ❏ Student growth analysis
- ❏ Graduate study in growth area
- ❏ Other reflective activity (with approval)

Date Submitted to Evaluator:_____

Evaluator's Feedback **(End of IDP Year 1)**

End of IDP Year 2 Reflection
Describe any changes you made to your goal/ focus area after IDP year 2?

What will be different for your students as a result of what you have learned?

Based on what you learned, how has your instructional practice changed? What would an evaluator be able to observe if they were to visit your classroom?

What questions do you still have about this topic?

Date Reviewed with Evaluator (end of Year 2):_____
Evaluator's Feedback/ Implications or Goals for Focus year:

3 Year Evaluation Cycle Checklist

Year 1
- ❏ Uses student data and personal reflection to identify a meaningful focus area
    - Do:
        - ❏ Complete & submit Planning (Fall)
        - ❏ Complete and submit Reflection Form (End of year)

Year 2
- ❏ Provides evidence of research about best practices in the identified focus area
    - Do:
        - ❏ Complete and submit Reflection Form (End of year)
        - ❏ Research Best Practice(s)
        - ❏ Engage in Reflective Choice Activity
    - Confer:
        - ❏ With Evaluator/Admin by End of Year

Year 3
- ❏ Implements changes to practice that are observable during classroom observations/discussions
    - Do:
        - ❏ Marshall Rubrics Self-Evaluation (beginning of year)
    - Confer:
        - ❏ Meet with Evaluator/Admin re: Marshall Rubrics Self-Eval (by Oct 15)
        - ❏ (5+) Mini Observations & debriefs
        - ❏ Summative Evaluation Conference

Draft IDP Impact Rubric   **Pilot in year 2020-21**

This rubric will be completed by the administrator in the focus year (year 3). The Summative Effectiveness Rating Matrix will be scored using this rubric as well as the Marshall Rubrics. *(Insert link to matrix and rubrics)*

	High	**Expected**	**Low**	**None**

Personal & Collaborative Reflection	● Completes more than the required reflective activities in 3 year cycle
	● Engages in meaningful, reflective dialogue about changes to practice with evaluator and others
	● Shares new learning with colleagues
		● Completes all required reflective activities in 3 year cycle
		  ○ Forms & Meetings
		● Engages in meaningful, reflective dialogue about changes to practice with evaluator
			● Completed some but not all required activities
			  ○ Forms and/or Meetings
			● Engages in dialogue about practice with evaluator
				● Did not complete reflective activities
				● Did not engage in dialogue with evaluator

Changes to Practice	● Teacher is continuing to explore and refine additional changes to practice in their area of research ● Changes have transformed classroom environment	● Implements changes to practice as a result of research and reflective activity ● Changes are observable in classroom or professional practice	● Partially and/or sporadically implements changes to practice ● Changes to practice are minimally observable	● Did not implement changes to practice ● Changes are not observable in classroom or professional practice
Other Impact Considerations				
Comments				

APPENDIX D

OPTIONAL STUDENT LEARNING GROWTH TOOLS

<h1 style="text-align:center"><u>Student Learning and Growth Measures</u></h1>

One impact of effective teaching is student learning. Student Learning and Growth Measures (SLGMs) may be used as a significant factor in determining effectiveness if the teacher or principal opts to use this as their second effectiveness measure.

What are SLGMs?
Student Learning and Growth Measures (SLGMs) are a framework for measuring individual student performance and setting measurable goals for student growth at the start of a course. SLGMs should be based on a review of available local, state and national data, and should reflect state, local or national standards that require emphasis. They are intended to help educators target specific student learning needs, monitor progress and adjust instructional strategies as needed.

SLGMs need to specify a growth target. The growth target is a quantifiable amount of student learning expected between the pre-assessment and post-assessment of a course or unit. Educators collect and analyze data to identify strengths and weaknesses in student progress.

The SLGM process provides a valuable opportunity for teachers/administrators and evaluators to have rich professional conversations related to data collection, data analysis, instructional priorities and strategies, and professional development. Research demonstrates that educators who set rigorous objectives for their students often realize greater improvement in student performance. In addition, SLGMs give educators, districts, and state leaders an additional means by which to understand, value, and recognize success in the classroom.

How do SLGMs fit into an educator's evaluation?
In the MSAD 35 system, if a teacher selects student growth analysis as their second measure of effectiveness, the results of a teacher's SLGM will identify his/her impact on student learning and growth. This rating will populate the impact axis on the summative matrix.

Who is a Teacher of Record (TOR)?
The TOR is the teacher to whom the academic growth of a student in a course or other learning experience is attributed, in whole or in part. "Teacher" means 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 [athletic director, school counselor, library-media specialist, literacy specialist, school psychologist, school nurse, special education consultant, speech-language clinician, or career and technical education evaluator.]

An educator who is certified and hired as a teacher, but who does not provide direct instruction to students (e.g., a special education teacher who solely provides consultation and support to regular ed. teachers), is not included in this portion of the evaluation system. Their performance ratings are based solely on the professional practice rubrics. An employee who is assigned classroom instruction and assessment as a teacher part time (e.g., elementary guidance counselor or literacy coach who teaches some classes) is to be evaluated in accordance with the Educator Effectiveness Law and Chapter 180.

A teacher is defined in the MDOE PEPG System Requirements as a "Teacher of Record" for a student only if:
1. The student is enrolled in the course or other learning experience taught by that teacher;
2. The student was present and was subject to instruction by that teacher at least 80% of the scheduled instructional time for that course or learning experience with that teacher; and
3. The student took both the pre-test and the post-test designed to measure achievement in that course or learning experience.

What is an instructional cohort?
According to the Maine Department of Education SLO Handbook, "When appropriate, the instructional cohort includes all students assigned to a teacher or teachers in a particular class or learning experience. Very large student

assignments (e.g., as an itinerant teacher might have) warrant the identification of a smaller group of students, comparable to a regular class size in the district. Very small student assignments (such as a special educator in a resource room might have) are accepted as the size of an instructional cohort."

Further, the document states, "Just as classroom observation data does not include every class a teacher is expected to teach, the instructional cohort identified in an SLO may not include all students the teacher is responsible for teaching in a particular course or learning experience in the event that some students do not meet all the criteria for Teacher of Record."

SLGM development Process:

**It is important to note that this process is completed by the teacher, in consultation with the supervising administrator.

Step 1: Select and agree upon an area of student growth that is **important, and worthy of measure.** Based on a review of available local, state and national data, and should reflect state, local or national standards.

Step 2: Define the pre and post assessment that will be used to measure the defined area of student growth.

Step 3: Determine which analytical system will be used to evaluate student growth data. Options include: (Include links)
- Half the Gap Method
- Status Growth
- Performance Gap Reduction Method

Half the Gap		
Students grow half of the performance gap to the maximum (i.e., each student achieves half of the points between their initial score and the maximum score)		
Student	**Baseline**	**Target**
A	10 out of 100	55 out of 100
B	75 out of 100	88 out of 100
C	50 out of 100	75 out of 100

Status		
Students grow a specified amount on a more holistic measure (i.e., from one level to the next)		
Student	**Baseline**	**Target**
A	Emerging	Proficient
B	Proficient	Distinguished
C	Novice	Emerging

Performance Gap Reduction Method

1. Set a target score for proficiency on the chosen assessment measure
2. Pre-assessment/ score
3. Calculate the mean performance gap among students based on pre-assessment
4. Teach
5. Post assess/ score
6. Make any necessary adjustments to the instructional cohort
7. Calculate mean growth of the surviving instructional cohort
8. Calculate the mean performance gap reduction for the cohort
9. Determine the student growth effectiveness rating based on the PGR scale

Performance gap reduction scale	
Rating	**Average Gap Reduction**
High	80-100%
Moderate	66-79%
Low	41-65%
Negligible	0-40%

See PGR Example

Step 4: Discuss and agree upon expected growth and determine an effectiveness rating scale appropriate to the measure being used.

Sample Scale that could be adapted:

Percent of Students Who Met Their Growth Targets	Impact on Student Learning and Growth Rating
80-100%	High
66-79%	Moderate
41-65%	Low
0-40%	Negligible
Total of the % of all growth targets met ÷ number of SLGMs = Average % of students who met the growth target	

Step 5: Define the instructional cohort, whose growth will be evaluated, including pertinent demographic data.

Step 6: Administer the pre and post assessments and collect student performance data.

Step 7: Analyze data for the instructional cohort being studied, removing data from any students who do not meet the criteria for being included in the cohort, and analyze results.

Step 8: Reflect on student performance and make necessary adjustments to instruction and assessment practices

Link to Teacher Rubrics/summative form
Link to Administrator Rubrics/ summative form

Cross Reference: Supervision and Evaluation of Professional Staff - GCOA

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