Maine DOE Teacher Performance Evaluation and Professional Growth Model

A Handbook and Implementation Guide for School Administrative Units (2014-2015)

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

-Maine DOE Education Evolving, 2012

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Introduction

Background: Effective teachers continually reflect on and seek opportunities to improve their practice. Routine self-assessment, feedback from supervisors and peers, and focused professional development are essential in supporting a teacher in becoming and remaining a skillful educator. With these principles in mind, the Maine legislature enacted the Educator Effectiveness law in 2012. It is the first law in the state's history to require every school administrative unit to implement a Performance Evaluation and Professional Growth (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 (T-PEPG) 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.

Scope of this document: This handbook relates to performance evaluation and professional growth for teachers.

The handbook has four distinct uses. It can serve as

- A model to be voluntarily adopted in its entirety prior to June 1, 2015;
- A model to be adopted in its entirety by SAUs who are not able to complete the development of a model in accordance with the requirements of Rule Chapter 180 prior to June 1, 2015;
- A model to be adopted in part and merged with locally determined elements by SAUs prior to June 1, 2015; or
- A guide to local SAUs in developing and implementing a model.

Meeting the Requirements of Statute and Rule: The Maine DOE T-PEPG 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;
- A framework for peer review and collaboration; and
- Plans for professional growth and improvement.

In implementing PEPG systems, all school administrative units must satisfy the requirements listed above for teacher models. Districts are reminded that any local teacher PEPG system that differs in part or in whole from the Maine DOE T-PEPG 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 T-PEPG model are based on the National Board Five Core Propositions and the MSFE TEPG 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.

Goals and Purpose

The overarching goal of the T-PEPG system is to provide all students with effective teachers throughout their public school experience and improve student learning and growth by:

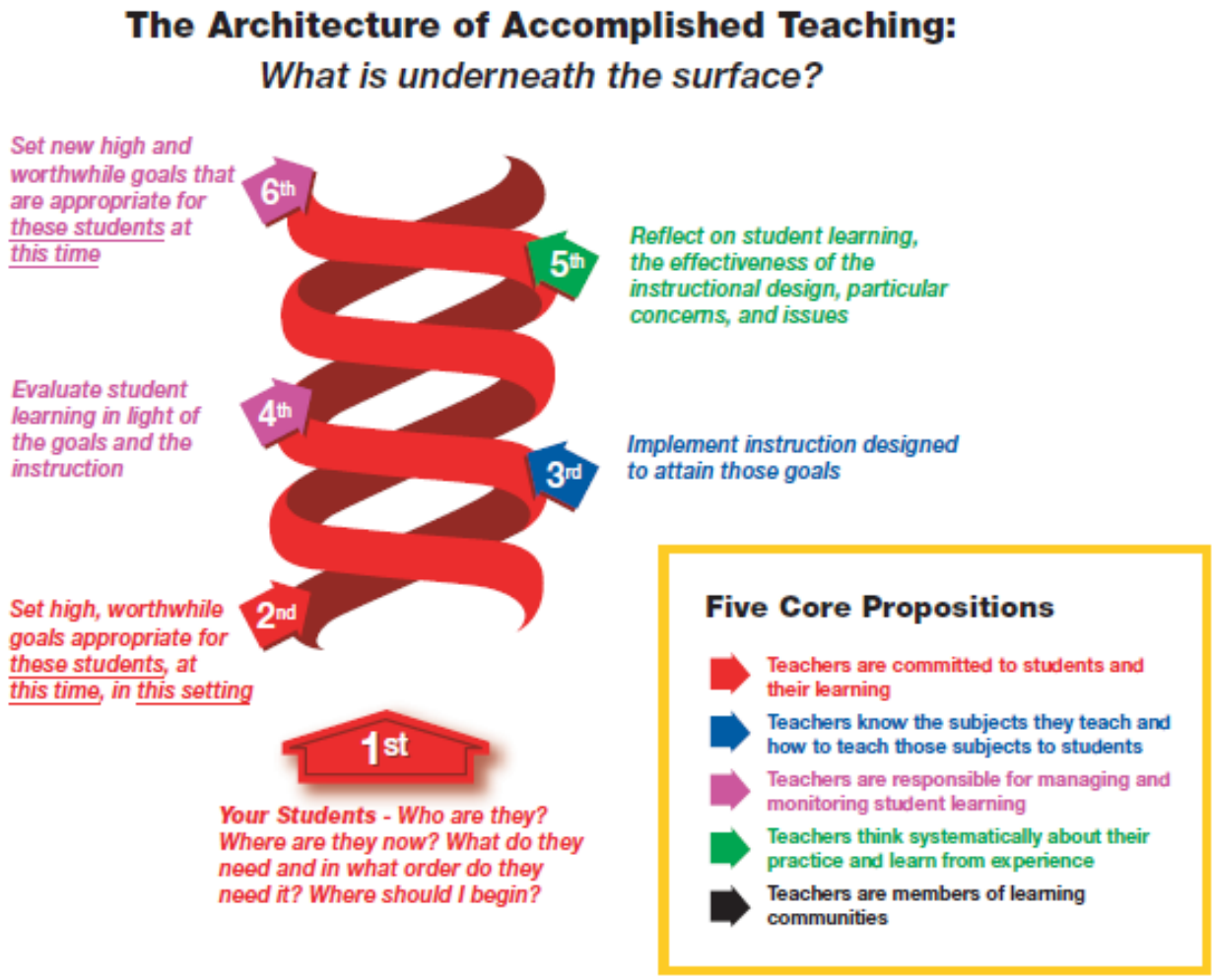
- Serving as a basis for professional development that can improve instructional effectiveness;
- Clarifying expectations and serving as a guide for teachers as they reflect upon and improve their effectiveness;
- Facilitating collaboration by providing a common language to discuss performance;
- Focusing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

The T-PEPG model encourages shared language about the craft of teaching and supports collaboration within and across schools, ultimately fostering improvement in teaching practices and positively impacting students' learning.

Factors in a Summative Effectiveness Rating

The T-PEPG model is grounded in the National Board Professional Teaching Standards (NBPTS), which uses the Architecture of Accomplished Teaching (Figure 1) as a metaphor for six core professional practices effective teachers employ to ensure that their craft is continually evolving and that their students are continually progressing toward proficiency and beyond. The core practices shown in Figure 1are reflected in the DOE T-PEPG model design.

Figure 1. The Architecture of Accomplished Teaching



The Maine DOE T-PEPG model combines four distinct measures of effectiveness that collectively encompass the core practices and are described in Figure 2.

Figure 2. Multiple Measures

Professional Practice

- A measure of effective instruction, management of classroom environment and professional learning
- Defined in the Indicators of the National Board Core Propositions for Teachers
- Emphasis on the Instructional Core Propositions 1, 2 and 3

Professional Growth

- A measure of professional growth and reflection
- Based on the progress toward and attainment of professional goals that develop the professional attributes that lead to student achievement of learning targets

Student Learning and Growth

- A measure of the teacher's influence on students' academic growth
- Based on rating of student performance on assessments of measurable growth targets
- Includes learning targets developed using the Student Learning Objective (SLO) framework (For greater detail see the SLO Handbook)

Student Perception (Year 3)

- A measure of teacher influence on student engagement/perception
- Based on a student perception survey
- Implementation in Year 3
- Details to be announced at a later date

Evaluation Timeline Overview

The Maine DOE T-PEPG Model includes two timeframes. One is the **Implementation Timeline** (Figure 3) which describes the first two years of implementation of the model. The second is the **Annual T-PEPG Process** (Figure 5) which defines the cyclical series of activities that occur during each year. The first year of the T-PEPG Model implementation is the 2015-2016 school year. The 2014-2015 school year serves as a pilot year.

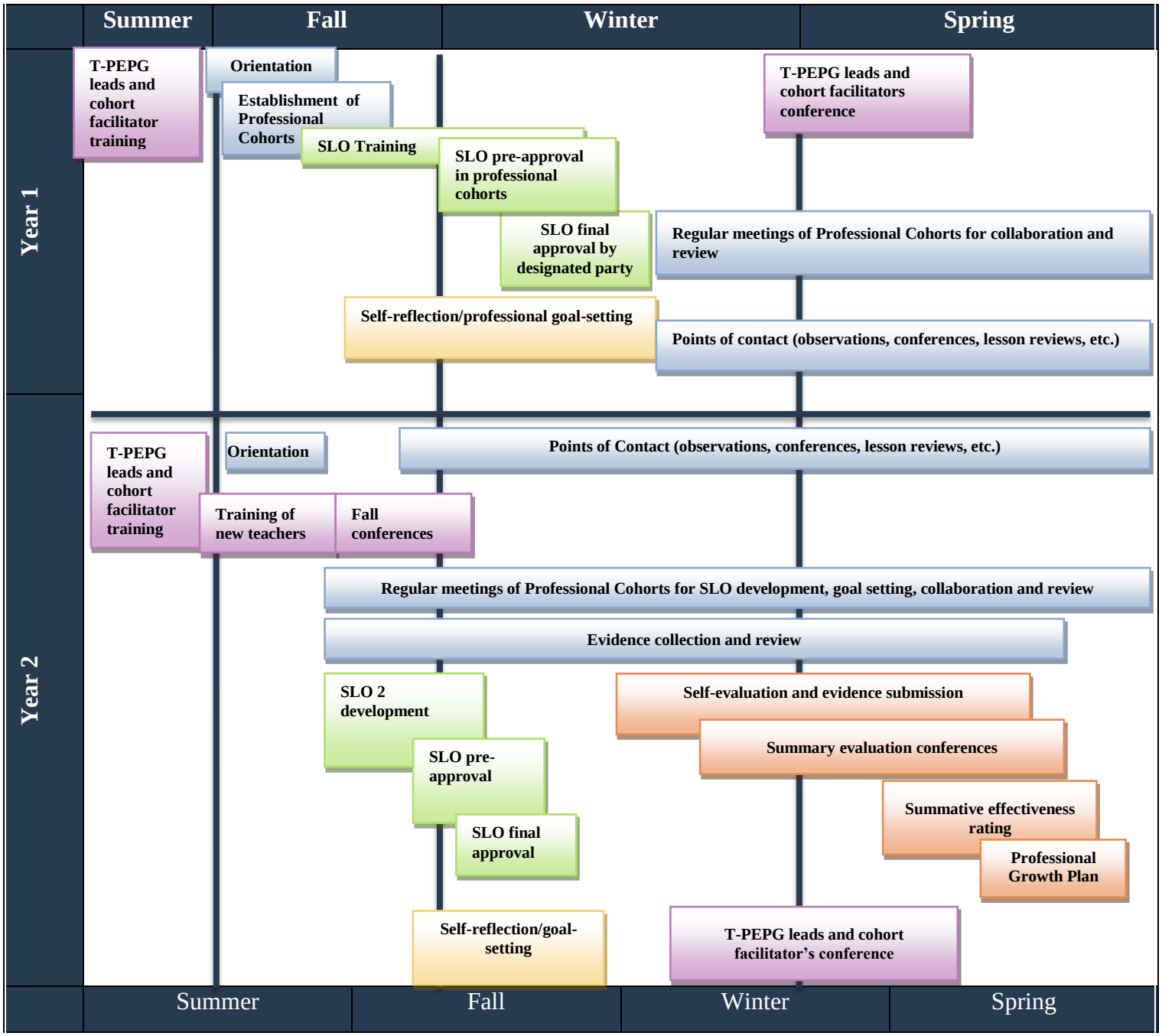
The Implementation Years

In the first three months of the first year of implementation (2015-2016), teachers and evaluators are fully trained in the system requirements and in their roles within the system. During this time, teachers are trained in the areas of developing Student Learning Objectives (SLOs), writing professional goals, and selecting or developing high quality assessments. Evaluators continue their training in observing and providing feedback that was begun prior to the start of the 2015-2016 school year. Evaluator training should begin no later than the summer of 2015.

Beginning no later than December of 2015, evaluators begin observations, conferences and review of practice with teachers. These activities last through the 2015-2016 calendar year and until June 2017. Teachers develop and implement professional goals and at least two SLOs over the course of the two implementation years. These data are incorporated into the first summative effectiveness rating.

By June of 2017, every teacher will have received a Summative Effectiveness Rating based on the first three measures of effectiveness described in Figure 2. Administrators and evaluators determine the completion dates for Summative Effectiveness Ratings for teachers; completion dates should begin no earlier than February of 2017. Evaluators should prioritize the setting of completion dates for teachers who require an accelerated timeline for improvement. The rating for a teacher's Impact on Student Learning and Growth will be based on at least two SLOs, one developed in 2015-2016 and at least one developed in 2016-2017. Teachers will be placed on differentiated professional growth plans beginning in September 2017.

Figure 3. Implementation Timeline 2015-16 through 2016-17



Training of Evaluators and Teachers

In order to provide the opportunity for each evaluator and teacher to understand his or her responsibilities and participate fully in the T-PEPG system, the school administrative unit must provide training for each evaluator and each teacher according to the requirements of Rule Chapter 180, listed below, and the guidelines in Figure 4. The Maine DOE will identify resources that can be used with this model.

Training Requirements as set forth in Rule Chapter 180

Evaluator Training

A. Evaluators must complete training in the following:

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

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

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

Teacher Training

As part of implementing the T-PEPG system, a school administrative unit must provide training to each teacher who is evaluated under the system, in the following areas:

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

- Other aspects of the system necessary to enable the educator to participate fully in the evaluation and professional growth aspects of the system.

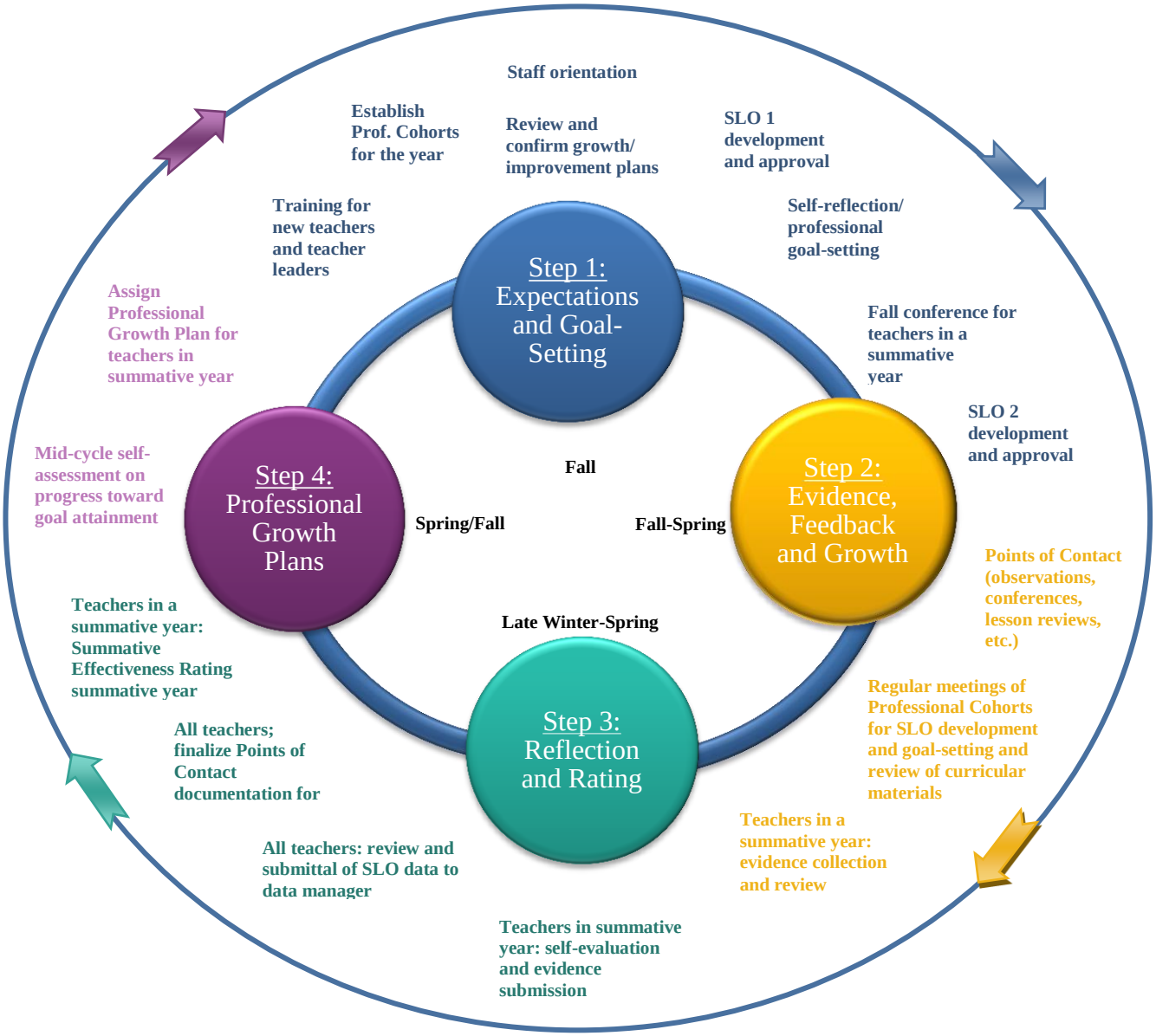
Figure 4. Training requirements specific to Steps 1-4 of the T-PEPG process

	Evaluator	Teacher
Step 1 Expectations and Goal Setting	➢ Understanding the model ➢ Conferencing with teachers o Listening skills o Coaching/Guiding ➢ Reviewing Professional growth plans ➢ Understanding the elements of the SLO framework ➢ Creating and assessing SMART goals	➢ Participating in professional cohorts ➢ Understanding model elements and cycles ➢ Developing student growth goals and SLOs ➢ Setting SMART professional goals ➢ Understanding the NBPTS professional practice standards, indicators and rubrics ➢ Reflecting on personal performance
	Evaluator	**Teacher**
Step 2 Evidence, Feedback and Growth	➢ Understanding the professional practice standard indicators and using them to assess teacher practice o Interrater Agreement o Accuracy o Calibration o Observation and feedback ➢ Providing feedback to teachers o Objectivity o Sources of evidence o Focus o Timeliness o Accuracy o Professional growth plans ➢ Evaluating student growth data	➢ Collecting and presenting evidence o Multiple sources of evidence o Key evidence o Systems of gathering evidence o Timelines ➢ Participating in conferences with evaluators o Objectivity o Evidence ➢ Talking about the evidence with an evaluator ➢ Analyzing and presenting student progress on growth targets
	Evaluator	**Teacher**
Step 3 Reflection and Rating	➢ Making sense of evidence ➢ Arriving at a summative effectiveness rating ➢ Writing concise rationales for summative rating	➢ Self-evaluating performance ➢ Combining of evidence and rating s to arrive at a summative effectiveness rating ➢ Understanding Consequences of Ratings
	Evaluator	**Teacher**
Step 4 Professional Growth Plans	➢ Understanding the different plans and related implications ➢ Assisting teachers in the development of plans based on evidence	➢ Understanding requirements, implications and opportunities associated with professional growth plans ➢ Implementing professional growth plans ➢ Setting goals ➢ Accessing professional development ➢ Selecting an appropriate professional cohort

Annual T- PEPG Process

After the first year of implementation, which is truncated to allow for the training of district educators and evaluators, the Maine DOE T-PEPG Model follows an annual series of conversations and activities that emphasize feedback and professional growth. The annual process can be illustrated as four distinct but interrelational steps or aspects of the model (Figure 5), which collectively inform the activities and decisions of subsequent years. The following pages provide details about each step of the T-PEPG process as it plays out each year.

Figure 5. Annual T-PEPG Process



Step 1: Expectations and Goal Setting

T-PEPG Orientation: The first step in the T-PEPG process occurs at the beginning of the school year and sets the stage for a positive, collaborative performance evaluation and professional growth process for the coming year. At this time school administrators hold a TEPG orientation meeting for all teachers to:

- Reorient previously trained teachers to the T-PEPG system and arrange for teachers new to the district to receive the full training program;
- Share district and school goals and expectations for the coming year;
- Provide teachers with and/or confirm individual information on growth plans and evaluation cycles that were established in prior years, and the names of evaluators; and
- Provide the schedule of Professional Cohort meetings.

Teacher self-reflection and professional goal-setting

Phase 1— After orientation, the teacher sets goals for student learning and growth. Working in Professional Cohorts (see text box), teachers use the Student Learning Objective (SLO) framework to develop at least one measurable student growth target early in the teaching period. A second required SLO may be developed simultaneously or later in the teaching year. The SLO development process is described in detail in the SLO Handbook and is supported by the Professional Cohort which provides training, review and pre-approval of SLOs.

The Professional Cohort

In the Maine DOE T-PEPG model, the Professional Cohort is the locus of support and training for teachers in achieving their student learning objectives and professional goals. The Professional Cohort provides a mechanism for the critical peer review and pre-approval of teachers' goals and Student Learning Objectives (SLOs). The Professional Cohorts meet at regular intervals throughout the year. As teachers support and learn from one another, a culture of collaboration and ongoing improvement of practice is fostered, and a common understanding of effective practice is institutionalized. For detailed information and content-driven timelines, see the Professional Growth Model Professional Cohort Guide in Appendix B (To be released in fall 2014).

Phase 2— Next, teachers set expectations and goals for professional growth. Teachers engage in self-reflection and professional goal setting that will help them to achieve or maintain effective practice and see that students meet the rigorous learning targets established in Phase 1. Regardless of his or her Professional Growth Plan or period of employment in the district each teacher will identify areas of strength and weakness that are based on the Core Propositions and prior feedback. This reflection serves as the basis for setting new goals or for monitoring progress on ongoing goals. See Step 4, Professional Growth Plans, for more detailed information.

Phase 3—Following reflection and initial goal-setting, the teacher seeks review and approval of goals and expectations. Depending on the teacher's Professional Growth Plan and evaluation cycle, the review and approval of the teacher's goals and SLO is conducted as part of a Professional Cohort protocol and/or conducted in close consultation with an administrator or evaluator. A teacher who is in a summative evaluation year meets with the assigned evaluator in a fall conference. During the conference the teacher and evaluator discuss all goals, expectations and timelines for improvement. If called for, they also discuss scheduling of Points of Contact,

submittal of evidence and other details relevant to the summative effectiveness rating that allow the teacher to fully participate in the process.

> **Professional Growth Plans:** As indicated in the previous sections, a teacher's individual professional growth plan and evaluation cycle influence the approach taken in the establishment of expectation and goal-setting in Step 1. More information about individual growth plans can be found in Step 4, Professional Growth Plans.

Figure 6. Activities to be completed in the first month or two of the school year

Step 2: Evidence, Feedback and Growth

Step 2 of the T-PEPG process occurs throughout a teacher's professional growth plan, whether it be a one-year, two-year or three-year cycle. The focus of Step 2 is learning about the many facets of a teacher's practice, sharing insights and feedback based on evidence and collaborating in planning next steps for professional growth. This step is supported by the Points of Contact framework (Figure 7).

The Points of Contact Framework—The system of observation, review of evidence and feedback in the T-PEPG model is predicated on the idea that students and teachers thrive and grow in a culture characterized by open doors, professional conversations and critical review of practice. The Points of Contact framework allows for a variety of teacher-selected and evaluator-selected interactions to provide multiple contexts for review and feedback by peers and evaluators and supply ample evidence for the evaluation of performance. Importantly, the activities associated with Points of Contact, such as preparing for an observation or review of artifacts, can raise a teacher's awareness to the particulars of his or her practice and in turn foster a habit of reflection and adjustment.

Procedure—As part of a teacher's Professional Growth Plan, both the teacher and the evaluator select a minimum number of points of contact from the Points of Contact Menu (see Figure 7). Points of contact include both peers and evaluators. Points of contact allow for flexibility and choice in the sources of evidence collected, however in a teacher's summative year, a formal conference cycle is required as a point of contact.

Quality Assurances—All points of contact must be:

- Person-to-person—Every point of contact for summative or formative use must include a two-way conversation during which evidence collected and feedback on teacher practice and student growth is shared and discussed. Conversations may be formal and lengthy, or informal and concise. When appropriate, conversations may be conducted electronically. Conversations must take place in a reasonable period of time following the point of contact;
- Documented—Every point of contact must be documented using a Points of Contact Documentation Form. The documentation may be as detailed or as concise as required to reasonably reflect evidence collected and feedback on teacher practice and student impact and to summarize the face-to-face conversation. Documentation is a shared responsibility between the teacher and the evaluator or peer; and
- Evidence based—Evidence and feedback collected should inform a teacher's ongoing implementation of his or her plan and be grounded in a teacher's individual growth plan and the Core Propositions. Documentation should be directly tied to the practice standards and/or student learning and growth.

Figure 7 summarizes the minimum points of contact a teacher must experience. These minimum standards have been set to make requirements achievable for summative evaluators and peer reviewers; teachers, summative evaluators and peer reviewers are strongly encouraged to consider additional points of contact, especially classroom observations.

Figure 7. Minimum Points of Contact Relative to Professional Growth Plan

NOTE: A summative evaluator may elect to document additional points of contact during any year of the cycle. A teacher may request additional points of contact beyond the annual minimum.

Points of Contact Menu	Selection Level	Professional Growth Plan				
		Three-year Self-Directed Growth Plan		Two-year Monitored Growth Plan		Sixty-day to One-year Directed Growth Plan
A. Formal Observation Cycle B. Extended Classroom Observation C. Series of Informal Classroom Observations D. Curriculum Review E. Review of Student Learning Data F. Professionalism Observation-Conference G. Video Lesson Review H. Student Engagement Analysis I. Other **See full descriptions on next page**	**Teacher-Selected**	Plan Year	Number and Type of Contact	Plan Year	Number and Type of Contact	Number and Type of Contact
		Year One	1— with peer	Year One	2—one with peer and one with evaluator	3—one with peer and one with evaluator
		Year Two	1—with peer	Year Two/ Summative Year	2—one with peer and one with evaluator	
		Year Three/ Summative Year	2—one with peer and one with evaluator			
	Required	Year One		Year One		2—Formal Observation by two different evaluators
		Year Two		Year Two/ Summative Year	1—Formal Observation	
		Year Three/ Summative Year	1— Formal Observation			
	Evaluator-selected	Year One		Year One	3— Total	2 — Total
		Year Two	2 —Total	Year Two/ Summative Year		
		Year Three/ Summative Year				
Total Points of Contact Spanning Plan Year(s)		**7**		**8**		**7**

Figure 8. Points of Contact Descriptions

Point of Contact Activity	Description	Supporting Document Resources Included in this Handbook
Formal Observation	A consecutive process consisting of a face-to-face planning conference, an extended classroom observation and face-to-face post-lesson conference.	➢ Point of Contact Documentation Form ➢ Pre-Observation Protocol ➢ Pre-Observation Form ➢ Observation Notes ➢ Post-Observation Form ➢ Lesson Description Template
Extended Classroom Observation	A classroom observation that: ➢ May be announced or unannounced ➢ Covers a full lesson (minimum of 40-45 minutes) ➢ May span more than 1period of instruction ➢ Results in evidence collection and feedback in numerous areas of teacher practice ➢ Includes a post-observation two-way conversation, face-to-face or electronic	➢ Point of Contact Documentation Form ➢ Observation Notes **If Announced/Planned** ➢ Pre-Observation Protocol ➢ Pre-Observation Form ➢ Observation Notes ➢ Post-Observation Form ➢ Lesson Description Template
Series of Informal Classroom Observations	A series of 3-5 classroom or professional observations that: ➢ May be announced or unannounced ➢ May not cover a full lesson (10-20 minutes) ➢ Result in evidence collection and feedback in 1-2 areas of teacher practice (often defined by the teacher's Individual Growth and Development Plan) and their impacts on student learning and engagement ➢ Includes one post-observation face-to-face conversation and single documentation of the series of observations	✓ Point of Contact Documentation Form ✓ Observation Notes
Curriculum Review	A review of teacher's curriculum, unit plans and/or lesson plans and conversation about curriculum writing or revision, student outcomes and assessments, instructional materials, etc.	➢ Point of Contact Documentation Form ➢ Lesson Description Template
Review of Student Learning Data	A review of student assessment results, student learning target results and conversations about the implications for practice	➢ Point of Contact Documentation Form ➢ SLO Template
Professionalism Observation/ Conference	An observation of and conversation about the teacher in professional contexts: ➢ Facilitation of a meeting ➢ Professional development activities ➢ Teacher leadership ➢ Peer Cohort meetings or work ➢ Other professional responsibilities defined by building or district policy ➢ Two-way post-observation conversation	➢ Point of Contact Documentation Form ➢ Evidence Submission Form (teacher will need to supply artifacts)

Video Lesson Review	A reflective conversation about a lesson video tape	➢ Point of Contact Documentation Form ➢ Post-Observation Form
Student Engagement Analysis	A conversation and planning session following: ➢ An observation by the teacher, evaluator or peer of students in the classroom for the purpose of tracking engagement or another aspect of student response ➢ An interview with students by the teacher, evaluator, or peer about the learning and/or classroom experience ➢ A review of data, generated thorough a survey or other mechanism for soliciting student feedback, by the teacher and evaluator or peer	➢ Survey questions provided by the SAU
Other	This option is for circumstances not described in the above options that the teacher or the evaluator wishes to explore and discuss. The contact activity must be grounded in the professional practice standards and/or student learning data.	➢ Point of Contact Documentation

Teacher Impact on Student Learning and Growth

Annually each teacher develops at least two SLO's. The extent to which students meet the growth targets set forth in the combined SLOs results in an Impact on Student Growth rating for the teacher of High, Moderate, Low, or Negligible. At the end of the teacher's evaluation cycle, the overall impact rating is combined with the teacher's ratings on Professional Practice and Professional Growth to arrive at a final summative effectiveness rating. The total number of SLOs that are used to generate an impact rating varies depending on a teacher's professional growth plan but the minimum number is two in a one-year evaluation cycle. See the Student Learning Objective (SLO) Handbook for detailed information and instructions.

Step 3: Reflection and Rating

Many of the ongoing activities related to evidence, feedback and growth in Step 2 of the evaluation and professional growth process occur to inform Step 3, Reflection and Rating. The reflection element of Step 3 occurs throughout a teacher's professional growth plan — concurrent with gathering of evidence and feedback—to inform changes to teaching practices, but much of the activity in this step occurs toward the end of the school year and/or the end of an evaluation cycle. During Step 3, a teacher gathers all of the evidence collected through a variety of measures and tools. If it is the teacher's summative evaluation year, the evaluator uses this evidence—in conjunction with observation information—to give the teacher's performance a summative effectiveness rating. Step 3 is intended to be a collaborative process.

Self-Evaluation and Submittal of Evidence

In the first part of Step 3 and toward the end of a professional growth plan, the teacher will self-evaluate his/her teaching practice. The teacher's self-evaluation should relate to each of the 11 Standard Indicators on Core Propositions 1, 2, 3 and 5 in the MSFE TEPG Rubric (Appendix A) and should include a brief explanation for each rating (Appendix M). The self-evaluation should be informed by the teacher-collected evidence, progress toward goals, and feedback and observation evidence from the evaluator, resulting in a rating that represents the teacher's perspective on his or her performance on each standard. Evidence should be information gathered during the course of regular responsibilities; it should reflect authentic practice.

Summative Evaluation Conference

Prior to a scheduled conference, the evaluator collects evidence, which may include the teacher's self-evaluation and other submittals, evaluator observations and other data to determine preliminary ratings on measures of Professional Practice and Professional Growth. The evaluator compares the evidence to the performance descriptors in the MSFE TEPG Rubrics and determines the rating that best fits the majority of evidence. The evaluator also develops draft recommendations for professional development related to areas of practice that indicate the greatest opportunity for improvement .

During the 45- to 60-minute summative evaluation conference, the teacher shares his or her self-assessment and any ongoing learning and/or practices related to professional growth goals and SLOs and highlights the key evidence that was submitted. The teacher and evaluator will review the evaluator's preliminary ratings on Professional Practice and Professional Growth, focusing on specific feedback and recommendations.

Performance Ratings

Within a reasonable period following the summative evaluation conference, the evaluator assigns the teacher a final rating for Professional Practice and Professional Growth and reviews the Student Learning and Growth data for the evaluation cycle submitted by the teacher. In the last phase of the performance rating, the evaluator combines all three ratings and uses the

Summative Effectiveness Rating Matrix to determine the teacher's Summative Effectiveness Rating. A fourth rating based on Student Survey data is added in year three of implementation. See **Arriving at a Summative Rating** below for full details.

Figure 9. End of Year Activities

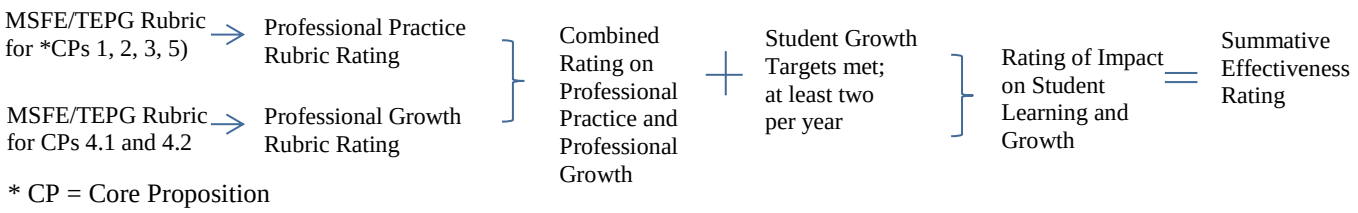
End-of-Year Activities

Summative Evaluation Year	Formative Year(s)
All Professional Growth Plans ➢ Collection and review of all evaluative evidence obtained in the period between the prior rating and the current rating ➢ Self-evaluation/ratings and evidence on professional practice and professional growth ➢ Review and submittal of SLO data ➢ Summative Evaluation Conference ➢ Summative Effectiveness Rating	**Monitored Growth Plan (Year 1 of 2)** ➢ Gather and document self-reflection, evidence of improvement on target areas (to inform conversations and goal setting in the second year) and points of contact documentation ➢ Review and submittal of SLO data **Self-Directed Growth Plan (Years 1 and 2)** ➢ Gather and document self-reflection and points of contact documentation ➢ Review and submittal of SLO data

Arriving at a Summative Effectiveness Rating

After all of the evidence has been examined and discussed by the evaluator and teacher, the evaluator uses the rubrics and matrices described below in combining ratings for professional practice, professional growth and the teacher's impact on student learning and growth to arrive at a final summative effectiveness rating. Figure 10 provides an overview of the process of combining the three performance ratings. The overview is followed by descriptions of each step in the process.

Figure 10. Combining Multiple Measures



Process of Combining Ratings

1

Rate Standard Indicators of Professional Practice

There are 11 rubrics, one for each Standard Indicator of the four NBPTS Core Propositions (1, 2, 3 and 5) used to evaluate professional practice. At the end of the evaluation cycle the evaluator makes a final determination of each of the Standard Indicators and assigns a rating for each Indicator. See Appendix A for the MSFE TEPG Rubric document that is used to rate professional practice.

2

Determine overall rating of Professional Practice

The evaluator uses the Professional Practice Rating Rubric to determine the overall professional practice rating. The Maine DOE T-PEPG Model emphasizes the importance of instructional practices to student growth and achievement. Core Propositions 1, 2 and 3 comprise the Instructional Core Propositions (ICPs), which are given a greater weight in the professional practice rubric.

Maine DOE T-PEPG Professional Practice Rating Rubric *CP= Core Proposition; ICP= Instructional Core Propositions (CPs 1, 2, and 3)			
Ineffective	**Developing**	**Effective**	**Distinguished**
Performance ratings of Effective on fewer than seven of the nine ICP Indicators	Performance ratings of Effective or Distinguished on at least seven of the nine ICP Indicators **with** Ratings on the six remaining Indicators (CPs 1, 2, 3, 5) to include no more than two Ineffective	Performance ratings of Effective or Distinguished on at least seven of the nine *ICP Indicators **with** Performance ratings on the four remaining Indicators (CPs 1, 2, 3, 5) to include no more than two Developing **with** no rating of Ineffective	Performance ratings of Distinguished on at least seven of the nine ICP Indicators **with** no rating below Effective on any Standard
Threshold: Effective on 7 ICP Indicators	**Threshold: Effective on 7/11 ICPs; Developing on 4 remaining CP Indicators**	**Threshold: Effective on 9/11 Indicators; no Ineffective**	**Threshold: Distinguished on 7/9 ICP Indicators; nothing lower than Effective**

Figure 11. Professional Practice Rating Rubric

3 Rate each of the two Indicators of Professional Growth

There are two rubrics, one for each of the two Standard Indicators of NBPTS Core Proposition 4, used to evaluate Professional Growth. At the end of the evaluation cycle the evaluator makes a final determination of the two indicators and assigns ratings. See Appendix A for the MSFE TEPG Rubric document.

4 Determine the overall Professional Growth rating

The evaluator uses the Professional Growth Rating Rubric below to determine the overall professional growth rating. The Maine DOE T-PEPG Model emphasizes the importance of reflective practice to becoming a highly effective teacher. Core Proposition Standard indicator 4.1 Reflective Practice given a greater weight in the Professional practice rubric.

Maine DOE T-PEPG Professional Growth Rating Rubric			
Ineffective	**Developing**	**Effective**	**Distinguished**
Performance rating of Ineffective on either CP4.a or CP4.b	Performance rating of Effective on CP4.1 or CP.4.2; **with** Developing on the other	Performance ratings of Effective on both CP 4.1 and CP 4. 2 or Effective on CP 4.1 **with** Distinguished on CP 4.2	Performance ratings of Distinguished on CP 4.1 and CP 4.2 **or** Distinguished on CP 4.1 and Effective on CP 4.2

Figure 12. Professional Growth Rating Rubric

5 Determine combined Professional Practice and Professional Growth rating.

Maine DOE T-PEPG Combined Professional Practice and Professional Growth Rating Matrix					
		Professional Practice			
		Ineffective	Developing	Effective	Distinguished
Professional Growth	Distinguished	Developing	Developing	Effective	Distinguished
	Effective	Developing	Developing	Effective	Distinguished
	Developing	Ineffective	Developing	Effective	Effective
	Ineffective	Ineffective	Ineffective	Developing	Developing

Figure 13. Combined Professional Practice and Professional Growth Rubric

6 **Determine the teacher's impact on student learning and growth using the scale below.**

Impact on Student Learning and Growth Rating Scale

Figure 14. Impact on Student Learning and Growth Scale

Percentage Ranges of Students Who Met Their Growth Targets	
85–100%	High
71–84%	Moderate
41–70%	Low
0–40%	Negligible
Total of the % of all growth targets met÷ number of SLOs = Average % of students who met the growth target	Impact on Student Learning and Growth Rating

7 **Determine the summative effectiveness rating using the matrix along with the rating level descriptions on page 26.**

Summative Effectiveness Rating

Figure 15. Summative Effectiveness Rating Rubric

Maine DOE TEPG Summative Performance Rating Matrix					
		Combined Professional Practice and Professional Growth			
		Ineffective	Developing	Effective	Distinguished
Impact on Student Learning and Growth	High	Review Required	Effective	Highly Effective	Highly Effective
	Moderate	Partially Effective	Partially Effective	Effective	Effective
	Low	Ineffective	Partially Effective	Partially Effective	Review Required
	Negligible	Ineffective	Ineffective	Partially Effective	Review Required

Summative Effectiveness Rating Level Descriptions

Highly Effective describes actions and behaviors that consistently reach beyond the expectations for effective practice.

Many effective teachers reach the distinguished level occasionally or in some elements of their practice, and a few are able to autonomously sustain a distinguished status, providing a model for excellence and advancement for teachers whose performance is already effective.

Effective describes the expected actions and behaviors associated with accomplished teaching, characterized by a diverse set of strategies expertly implemented to reach all students; a clear ability to collaborate and communicate successfully; and consistently satisfactory impact on student learning and growth.

Teachers whose practice is effective are able to self-direct their continued growth and often serve as leaders in the school community and may be able to provide support and guidance to peers.

Partially Effective describes actions, behaviors, and outcomes that reflect a limited or inconsistent repertoire of effective instructional and professional strategies, characterized by a limited understanding of students, content or pedagogy; a limited ability to collaborate with peers and communicate appropriately; and/or an inconsistent or low positive impact on student learning and growth.

Teachers who are working to expand their skills and knowledge of the teaching craft benefit from the close monitoring and support of administrators and accomplished peers who can facilitate growth.

Ineffective describes actions, behaviors and outcomes that are seldom effective, characterized by a lack of understating of students, content, or pedagogy; an inability to collaborate with peers and communicate appropriately; and a consistently low or negligible positive impact on student learning and growth.

Individuals who struggle overall with the basic competencies of the profession require close supervision and direction on an accelerated improvement plan.

Professional Growth/Improvement Plans

Highly Effective……. Self-directed, three-year Growth Plan
Effective……..Self-directed, three-year Growth Plan
Partially Effective……..Monitored, two-year Growth Plan
Ineffective……..Directed, sixty-day to one-year Improvement Plan

Review Process

In most cases the component ratings generate a clear summative rating. When a significant disparity exists between the professional practice/growth rating and the impact on student learning and growth rating an evaluator does not assign a summative rating until a review is conducted and the disparity resolved. The review must include but is not limited to an investigation and consideration of all evidence related to:

- The accuracy of the scoring process;
- The accuracy of the evaluator's judgments;
- The appropriateness of the assessments used to measure student growth;
- The students included in the calculation of the student growth measure; and
- The appropriateness of the student growth target.

If the reason for the disparity is not readily apparent and easily resolved, the teacher continues on the current growth plan and a second evaluator is brought in to confer and calibrate with the original evaluator.

Step 4: Professional Growth/Improvement Plans

In the final step of the T-PEPG process, the evaluator and teacher uses evaluation information to assign each teacher an appropriate professional growth plan. The growth plan is determined based on the Summative Effectiveness Rating and includes opportunities for professional development. The professional development opportunities included in any growth plan are designed to support the teacher in becoming effective and/or in attaining professional goals. All teachers, regardless of plan, participate in a peer community that provides opportunities for collaboration, focused dialog and observation and feedback. The T-PEPG Model provides three differentiated professional growth plans. These plans include a Self-Directed Professional Growth Plan, a Monitored Professional Growth Plan and a Directed Improvement Plan. The plans vary in both duration and the level of administrative oversight.

Self-Directed Professional Growth Plan (Appendix C)
A teacher whose summative effectiveness rating is Highly Effective or Effective is placed on a self-directed professional growth plan that is three years in length. The teacher develops goals ranging from one year to three years in length and a timeline to achieve the goals. Each teacher on a self-directed professional growth plan participates in a Professional Cohort and is eligible to fulfill that obligation as a Professional Cohort Facilitator or District T-PEPG Lead.

The T-PEPG Leads and Professional Cohort Facilitator are teacher roles in the Maine DOE T-PEPG Model. They are trained by the agency that trains evaluators to be experts in the T-PEPG Model and in facilitating cohorts for system-wide training and peer review. Information on the training agency and the Professional Cohort Guide will be released in fall, 2014.

The Self-directed Professional Growth Plan must include:

- The minimum Points of Contact as provided for in Figure 7.
- Two teacher-developed goals with completion timelines of up to three years;
- A plan for participation in a teacher-selected professional cohort (school, district, or other) to support attainment of goals (may be fulfilled as a facilitator or District T-PEPG Lead);
- Data on at least two SLOs per year; and
- Mid-cycle (winter of year two) self-reflection on progress toward goals.

A teacher on a Self-directed Professional Growth Plan who subsequently receives a summative effectiveness rating of Effective or Distinguished will continue on a Self-directed plan. A teacher on the Self-directed Professional Growth Plan who receives a summative effectiveness rating of Partially Effective or Ineffective will move to a Monitored Professional Growth Plan or a Directed Improvement Plan (respectively) for the following year.

Monitored Professional Growth Plan (Appendix D)
A teacher whose Summative Effectiveness Rating is Partially Effective is placed on a Monitored Professional Growth Plan, which is two years in length. The teacher and an evaluator identify the practice indicators in need of improvement, develop goals that target these areas, and develop an accompanying action plan to achieve a summative rating of Effective. In collaboration with the

evaluator or administrator, each teacher on a Monitored Professional Growth Plan selects and participates in a school or district-based Professional Cohort.

The Monitored Growth Plan must include

- The minimum Points of Contact as provided for in Figure 7;
- Two goals developed with support of a Professional Cohort or an administrator; aligned to the areas in need of improvement; and including completion timelines of up to two years (Appendix D);
- A plan for participation in a teacher-selected Professional Cohort (school or district) to support attainment of identified goals and achievement of a rating of Effective;
- At least two SLOs per year; and
- Mid-cycle self-reflection on progress toward goals.

A teacher on a monitored professional growth plan who subsequently receives a summative effectiveness rating of Effective or Distinguished is considered to have successfully completed the monitored professional growth plan and will move to the Self-directed Professional Growth Plan. A teacher who subsequently receives a summative effectiveness rating of Partially Effective or Ineffective will move to the Directed Improvement Plan for the following year.

Directed Improvement Plan (Appendix E)
A teacher whose summative effectiveness rating is Ineffective will be placed on the Directed Improvement Plan, which is one year in length. Placement on an improvement plan is notice to a teacher that immediate improvement is expected. This plan involves targeted supports and a shorter timeline for improvement, ranging between 60 days and one school year. A directed improvement plan identifies the standards in need of improvement, the goals that target these areas, an accompanying action plan and a timeline to achieve an overall summative rating of Effective. The teacher and evaluator confer on all aspects of the T-PEPG process. The teacher on a directed improvement plan will be assigned to a school or district-based Professional Cohort, which may involve a peer coach to support the teacher. In addition, the teacher is observed by at least two different evaluators who will collaborate on the determination of the final summative effectiveness rating.

The Directed Improvement Plan must include:

- The minimum Points of Contact as provided in Figure 7;
- Evaluator and teacher developed goals aligned to the areas of practice and student growth in need of immediate improvement, including completion timelines of between sixty days and one year;
- A plan for participation in a teacher-selected and administrator- approved professional community (school or district) to support attainment of identified goals and achievement of a rating of Partially Effective or Effective;
- Two SLOs per year submitted to designated data manager;

- Frequent check-ins with evaluator on progress toward improvement; and
- A summative evaluation at the end of sixty days to one year one that involves at least two evaluators in the process.

A teacher on a directed improvement plan who subsequently receives a summative rating of Effective or Highly Effective will be considered to have completed the directed improvement plan and will be placed on the Self-directed Professional Growth Plan. If the teacher's performance is rated as Partially Effective, the teacher will be placed on a Directed Improvement Plan. If the teacher receives a rating of Ineffective at the end of the first Directed Improvement Plan, he or she will be placed back on a Directed Improvement Plan If the teacher receives a second summative effectiveness rating of Ineffective, the superintendent can consider the consecutive ratings just cause for non-renewal and may recommend the teacher for non-renewal.

Changes to Self-Directed and Monitored Plans

Evaluators may adjust the professional growth plan expectations for a teacher on a Self-Directed or Monitored plan if there is concern that the teacher is not meeting the expectations required of a particular plan.

Appendix A. MSFE TEPG Rubric

See also the Companion Guide to the Rubric

MSFE TEPG Rubric

Core Proposition 1. Teachers are committed to students and their learning.

Standard Indicator 1.1. Understanding of Students. The teacher recognizes individual differences and knows the backgrounds, abilities, and interests of his or her students and uses this information to differentiate his or her approaches to students and instruction.

Standard Indicator 1.2. Application of Learning Theory. The teacher demonstrates an understanding of how students develop and learn.

Standard Indicator 1.3. Classroom Climate. The teacher creates a respectful environment that provides opportunities for equitable participation and supports students in developing positive dispositions toward learning.

Core Proposition 2. Teachers know the subjects they teach and how to teach those subjects to students.

Standard Indicator 2.1. Subject Knowledge. The teacher demonstrates an understanding of how knowledge and skills in his or her subject domain are created, organized, and linked to those of other disciplines as appropriate.

Standard Indicator 2.2. Pedagogical Content Knowledge. The teacher creates learning experiences that make the discipline accessible and meaningful for learners to ensure mastery of the content.

Standard Indicator 2.3. Goal-Focused Planning. The teacher plans instruction rich in higher order thinking to meet clearly identified goals and objectives for student learning.

Core Proposition 3. Teachers are responsible for managing and monitoring student learning.

Standard Indicator 3.1. Managing Classroom Routines and Expectations. The teacher establishes an organized and efficient learning environment that involves and engages all students, maximizes learning time, and enhances student learning in a variety of individual and group settings.

Standard Indicator 3.2. Student Engagement. The teacher encourages and clearly communicates expectations for student involvement in the learning process, which results in a high level of student engagement.

Standard Indicator 3.3. Assessment of Student Progress. The teacher employs multiple methods to regularly measure student growth and progress and uses this information to provide feedback and adjust instructional decision making.

In the Maine DOE T-PEPG Model, Core Proposition 4 comprises the Standard Indicators that inform the Professional Growth measure of effectiveness.

Core Proposition 4. Teachers think systematically about their practice and learn from experience.

Standard Indicator 4.1. Reflective Practice. The teacher analyzes sources of evidence as he or she continually reflects on professional practice, using information about the needs of students to make decisions about adjustments in practice and goals for professional growth.

Standard Indicator 4.2. Continuous Professional Growth. The teacher uses current research-based resources, feedback from others, and professional learning opportunities to accomplish professional growth.

Core Proposition 5. Teachers are members of learning communities.

Standard Indicator 5.1. Professional Collaboration. The teacher contributes to school effectiveness by collaborating with other professionals on activities that support school improvement and student learning.

Standard Indicator 5.2. Engagement With Caregivers[3] and Community. The teacher engages in ongoing communication and collaboration with students' homes and caregivers and takes advantage of community resources to enhance student learning and school effectiveness.

In the Maine DOE T-PEPG Model, Core Propositions 1, 2 and 3 comprise the "Instructional Core Propositions" (ICPs), which are given greater emphasis than core Proposition 5 in the Professional Practice Rubric.

[3] The terms "family," "parent," and "caregiver" are used throughout this document to refer to people who are the primary caregivers, guardians, or significant adults in the lives of students.

NBPTS Core Proposition 1. Teachers are committed to students and their learning.

Standard Indicator 1.1. Understanding of Students. The teacher recognizes individual differences and knows the backgrounds, abilities, and interests of his or her students and uses this information to differentiate his or her approaches to students and to instruction.			
1, Ineffective	**2, Developing**	**3, Effective**	**4, Distinguished**
Teacher provides primarily whole-group instruction with no differentiation. This results in accessible and challenging instruction for few to no students. **Teacher demonstrates little or no awareness or understanding of individual students' learning needs or their backgrounds, abilities, and interests.**	*Teacher is aware of student needs and interests but tends to teach to the whole group with few differentiated opportunities for students. Teacher shows limited understanding of students' backgrounds and interests. This results in accessible and challenging instruction for only some students.* **Teacher demonstrates some recognition and understanding of some individual students' learning needs, as well as their backgrounds, abilities, and interests.**	*Teacher differentiates instruction for multiple groups and some individuals within those groups on the basis of backgrounds, readiness, and interests. This results in accessible and challenging instruction for most students.* **Teacher demonstrates thorough recognition and understanding of all individual students' learning needs, as well as their backgrounds, abilities, and interests.**	*Teacher differentiates instruction for Teacher differentiates instruction for individual and groups of students on the basis of backgrounds, readiness, and interests, resulting in accessible and challenging instruction for all students.* *Teacher provides opportunities for meaningful student choice where appropriate.* **Teacher demonstrates thorough recognition and understanding of all individual students' learning needs, as well as their backgrounds, abilities, and interests.**

NOTE: Throughout this document, "nearly all" students refers to 96–100% of students, "most" to 80–95% of students, "some" to 50–80% of students, and "few" or "few to no" students to fewer than 50% of students.

Descriptors in italics refer to elements that can be seen in instruction. Descriptors in bold refer to elements that are more closely tied to planning or other preparation and may not be visible during observation.

NBPTS Core Proposition 1. Teachers are committed to students and their learning.

Standard Indicator 1.2. Application of Learning Theory. The teacher demonstrates an understanding of how students develop and learn.			
1, Ineffective	**2, Developing**	**3, Effective**	**4, Distinguished**
Teacher does not choose developmentally appropriate instructional strategies. *Teacher rarely or never supports multiple ways for students to input information or retrieve information and expects all students to demonstrate understanding in a single context determined by the teacher.* *Teacher does not connect learning to needs and events present in students' lives and the world.* **Teacher rarely uses his or her understanding of and familiarity with social learning theory, child and adolescent development theory, and cognitive sciences to form decisions about how to plan and provide instruction.**	*Teacher implements some developmentally appropriate instructional strategies.* *Teacher sometimes supports multiple ways for students to input information, retrieve information, and demonstrate understanding.* *Teacher sometimes connects learning to needs and events present in students' lives and the world.* **Teacher sometimes uses his or her understanding of and familiarity with social learning theory, child and adolescent development theory, and cognitive sciences to form decisions about how to plan and provide instruction.**	*Teacher implements developmentally appropriate instructional strategies.* *Teacher consistently supports multiple ways for students to input information, retrieve information, and demonstrate understanding.* *Teacher consistently supports students in connecting learning to needs and events present in their lives and the world.* **Teacher frequently uses his or her understanding of and familiarity with social learning theory, child and adolescent development theory, and cognitive sciences to form effective decisions about how to plan and provide instruction.**	*Teacher implements developmentally appropriate strategies and modifies them for effective use on the basis of the social and developmental characteristics of the group of students being taught.* *Teacher consistently supports multiple ways for students to input information, retrieve information, and demonstrate understanding on the basis of knowledge of student strengths.* *Teacher frequently and consistently makes connections between learning and students' lives and the world.* **Teacher frequently uses his or her deep understanding of and familiarity with social learning theory, child and adolescent development theory, and cognitive sciences to form highly effective decisions about how to plan and provide instruction to optimize learning for students.**

NOTE: Throughout this document, "nearly all" students refers to 96–100% of students, "most" to 80–95% of students, "some" to 50–80% of students, and "few" or "few to no" students to fewer than 50% of students.

Descriptors in italics refer to elements that can be seen in instruction. Descriptors in bold refer to elements that are more closely tied to planning or other preparation and may not be visible during observation.

NBPTS Core Proposition 1. Teachers are committed to students and their learning.

Standard Indicator 1.3. Classroom Climate. The teacher creates a respectful environment that provides opportunities for equitable participation and supports students in developing positive dispositions toward learning.			
1, Ineffective	**2, Developing**	**3, Effective**	**4, Distinguished**
Teacher does not treat all students respectfully. *Teacher does not encourage students to participate and provides few or no opportunities for them to do so. Opportunities allow certain students or groups to participate more actively than others.* *Teacher does not model or support students in developing noncognitive competencies, such as self-confidence, motivation, and an acceptance of personal responsibility.* *Teacher does not encourage students to accomplish challenging learning goals or encourage students to persevere in challenging situations.* **Teacher does not plan for student participation or plans for extremely limited participation that focuses on allowing a few students to participate voluntarily.**	*Teacher treats all students respectfully.* *Teacher encourages some students to participate and provides some opportunities for them to do so. Opportunities allow certain students or groups to participate more actively than others.* *Teacher inconsistently models and supports students in developing noncognitive competencies such as self-confidence, motivation, and an acceptance of personal responsibility.* *Teacher inconsistently encourages students to accomplish challenging learning goals and to persevere in challenging situations.* **Teacher plans for student participation but uses a limited range of strategies that do not ensure equitable participation. Few or no strategies to encourage reluctant students are included.**	*The teacher treats all students respectfully and insists that all students treat each other with respect.* *Teacher encourages most students to participate and provides multiple opportunities for them to do so. Opportunities are structured to support reluctant students in participating.* *Teacher consistently models and supports most students in developing noncognitive competencies such as self-confidence, motivation, and an acceptance of personal responsibility.* *Teacher consistently encourages nearly all students to persevere in challenging situations and accomplish challenging learning goals.* **Teacher plans various ways for all students to participate, ensuring equitable participation for most students. Strategies to encourage reluctant students are included.**	*Teacher treats all students respectfully and insists that all students treat each other with respect.* *Teacher encourages nearly all students to participate and provides multiple opportunities for them to do so. Opportunities are structured to ensure equitable participation by all students.* *Teacher consistently models and supports nearly all students in developing noncognitive competencies such as self-confidence, motivation, and a sense of personal responsibility.* *Teacher consistently encourages nearly all students to persevere in challenging situations and accomplish challenging learning goals. Teacher helps students develop self-efficacy.* **Teacher plans various ways for all students to participate, ensuring equitable participation for all students. Highly effective strategies to encourage reluctant students are included, and students encourage each other to participate.**

NOTE: Throughout this document, "nearly all" students refers to 96–100% of students, "most" to 80–95% of students, "some" to 50–80% of students, and "few" or "few to no" students to fewer than 50% of students.

Descriptors in italics refer to elements that can be seen in instruction. Descriptors in bold refer to elements that are more closely tied to planning or other preparation and may not be visible during observation.

NBPTS Core Proposition 2. Teachers know the subjects they teach and how to teach those subjects to students.

Standard Indicator 2.1. Subject Knowledge. The teacher demonstrates an understanding of how knowledge and skills in his or her subject domain are created, organized, and linked to those of other disciplines as appropriate.			
1, Ineffective	**2, Developing**	**3, Effective**	**4, Distinguished**
Teacher rarely addresses central organizing concepts as well as factual information. *Statements of content include many errors. Essential questions are not posted or referred to.* *Teacher does not include reading, writing, listening, or speaking strategies, academic language, or connections to other disciplines.* *Teacher does not encourage alternative perspectives or interpretations.* **Teacher does not plan and integrate instruction or activities to highlight cross-curricular connections.**	*Teacher periodically addresses central organizing concepts, as well as factual information.* *Most statements of content are accurate. Essential questions are communicated and/or referred to but are not clearly tied to content of instruction.* *Teacher sometimes includes reading, writing, listening, and speaking strategies and academic language or makes appropriate connections to other disciplines.* *Teacher encourages some alternative perspective and interpretations but does not provide students the opportunity to think analytically about the content.* **Teacher occasionally plans and integrates instruction and activities to highlight cross-curricular connections but may not always do so successfully.**	*Teacher clearly and consistently addresses central organizing concepts, as well as factual information.* *Statements of content are accurate.* *Essential questions are posted or referred to and clearly tied to content of instruction.* *Teacher regularly integrates reading, writing, listening, and speaking strategies, academic language, and connections to other disciplines, as appropriate for the student learning goals for the lesson.* *Teacher encourages multiple perspectives and interpretations, questioning prevailing beliefs and assumptions, and supports students in thinking analytically about content.* **Teacher consistently plans and integrates instruction and activities to highlight cross-curricular connections.**	*Teacher clearly and consistently addresses central organizing concepts, as well as factual information.* *Statements of content are accurate and structured around essential questions, which are clearly and directly related to student learning outcomes.* *Teacher regularly integrates reading, writing, listening, and speaking strategies and academic language, and students are enabled to independently make connections to other disciplines as appropriate for their learning goals for the lesson.* *Teacher encourages multiple alternative perspectives and interpretations, questioning prevailing beliefs and assumptions, and supports students' metacognition in continually deepening their analysis of content.* **Teacher consistently plans and integrates instruction and activities to highlight cross-curricular connections in ways that give students a rich, nuanced understanding of connections.**

NOTE: Throughout this document, "nearly all" students refers to 96–100% of students, "most" to 80–95% of students, "some" to 50–80% of students, and "few" or "few to no" students to fewer than 50% of students.

Descriptors in italics refer to elements that can be seen in instruction. Descriptors in bold refer to elements that are more closely tied to planning or other preparation and may not be visible during observation.

NBPTS Core Proposition 2. Teachers know the subjects they teach and how to teach those subjects to students.

Standard Indicator 2.2. Pedagogical Content Knowledge. The teacher creates learning experiences that make the discipline accessible and meaningful for learners to ensure mastery of the content.			
1, Ineffective	**2, Developing**	**3, Effective**	**4, Distinguished**
Teacher does not use a variety of content-appropriate instructional strategies nor those that extend student thinking beyond the knowledge and comprehension levels such as open-ended probing, redirection, and reinforcement. *Teacher uses no tools, resources, representations, or approaches—or only the most basic ones—and presents the subject matter in ways that support few or no students in building bridges between what they know and can do with new learning.* **Teacher is unaware of common misconceptions or does not plan for ways to address them.** **Teacher relies on known curricular materials and is resistant to the adoption of new materials or teaching methods.**	*Teacher employs a limited range of teacher-directed content-appropriate instructional strategies and occasionally those that extend student thinking beyond the knowledge and comprehension levels, such as open-ended probing, redirection, or reinforcement.* *Teacher uses a limited range of common tools, resources, representations, and approaches, presenting the subject matter in ways that support some students in building bridges between what they know and can do with new learning.* **Teacher is aware of some common misconceptions and sometimes plans for ways to address them.** **Teacher adopts curricular materials that are mandated or shared by fellow faculty members but does not independently seek out information on new curricular materials or teaching methods.**	*Teacher uses a variety of teacher-, and sometimes student-, directed, content-appropriate instructional strategies, as well as those that result in extending student thinking beyond the knowledge and comprehension levels, such as open-ended probing, redirection, or reinforcement.* *Teacher uses a broad range of tools, resources, representations, and approaches most appropriate to the subject matter, presenting the subject matter in ways that support most students in building bridges between what they know and can do with new learning.* **Teacher is aware of and plans for ways to address common student misconceptions.** **Teacher expands knowledge of curricular resources, new materials, methods, and technological developments and uses them effectively to enhance teaching and engage students.**	*Teacher employs a balance of teacher- and student-directed content-appropriate strategies, such as open-ended probing, redirection, and reinforcement, to improve the quality of student responses. Teacher supports nearly all students in using questioning to elicit elaboration from one another.* *Teacher uses a broad range of tools, resources, representations, and approaches most appropriate to the subject matter, presenting the subject matter in ways that support nearly all students in building bridges between what they know and can do with new learning.* **Teacher is aware of and plans for ways to address common student misconceptions.** **Teacher expands knowledge of curricular resources, new materials, methods, and technological developments; uses them effectively to enhance teaching and engage students; and contributes to the development of new materials and shares this knowledge with colleagues.**

NOTE: Throughout this document, "nearly all" students refers to 96–100% of students, "most" to 80–95% of students, "some" to 50–80% of students, and "few" or "few to no" students to fewer than 50% of students.

Descriptors in italics refer to elements that can be seen in instruction. Descriptors in bold refer to elements that are more closely tied to planning or other preparation and may not be visible during observation.

NBPTS Core Proposition 2. Teachers know the subjects they teach and how to teach those subjects to students.

Standard Indicator 2.3. Goal-Focused Planning. The teacher plans instruction rich in higher order thinking to meet clearly identified goals and objectives for student learning.			
1, Ineffective	**2, Developing**	**3, Effective**	**4, Distinguished**
Learning objectives are not posted/communicated to students. The focus of the lesson is unclear. Few students demonstrate that they understand the learning objectives through classroom discussion or in their work. *Teacher never provides higher order learning opportunities for students through questioning strategies and assignments.* **Lesson and unit plans are not completed by the teacher or plans lack standards-based goals and learning objectives for students, learning tasks, and higher order thinking.**	*Learning objectives are posted/communicated at the beginning of the lesson but not clearly tied to instruction or revisited during the lesson.* *Some students demonstrate that they understand the learning objectives through classroom discussion and in their work.* *Teacher sometimes provides higher order learning opportunities for students through questioning strategies and assignments.* **Lesson and unit plans include standards-based goals and learning objectives for students.** **Teacher develops an instructional plan that sometimes includes higher order thinking but may contain some inappropriate goals and objectives for student learning.**	*Learning objectives are posted/communicated, drive instruction, and are revisited during the lesson. Most students demonstrate that they understand the learning objectives through classroom discussion and in their work.* *Planned learning experiences support student interaction with the content and with one another.* *Teacher regularly provides higher order learning opportunities for students through questioning and discussion strategies and assignments. Higher order questions are aligned to lesson objectives and scaffold student learning.* **Lesson and unit plans are aligned with approved curriculum and standards.** **Teacher develops an instructional plan that consistently includes higher order thinking, provides a variety of learning tasks that require the students to construct understanding, and contains appropriate, standards-based goals and objectives for student learning.**	*Learning objectives are posted/communicated, drive instruction, and are revisited during the lesson. Most students can identify the learning objectives and relate them to learning activities.* *Planned learning experiences support student interaction with the content and with one another.* *Teacher regularly provides higher order learning opportunities that are aligned to learning objectives and skillfully scaffolded as students' understanding advances throughout the lesson.* **Lesson and unit plans are aligned with approved curriculum and standards.** **Teacher develops an instructional plan that consistently includes multiple opportunities for higher order thinking, includes a variety of learning tasks that require the students to construct understanding, and reflects rigorous, clearly described, standards-based goals and objectives for student learning.**

NOTE: Throughout this document, "nearly all" students refers to 96–100% of students, "most" to 80–95% of students, "some" to 50–80% of students, and "few" or "few to no" students to fewer than 50% of students.

Descriptors in italics refer to elements that can be seen in instruction. Descriptors in bold refer to elements that are more closely tied to planning or other preparation and may not be visible during observation.

NBPTS Core Proposition 3. Teachers are responsible for managing and monitoring student learning.

Standard Indicator 3.1. Managing Classroom Routines and Expectations. The teacher establishes an organized and efficient learning environment that involves and engages all students, maximizes learning time, and enhances student learning in a variety of individual and group settings.			
1, Ineffective	**2, Developing**	**3, Effective**	**4, Distinguished**
Teacher uses limited classroom management techniques. Techniques used may not be age- or situation-appropriate. *Students need continual redirection when asked to work independently and in small groups, which is infrequent. Disruptions are common and often lead to lost learning time.* *Classroom norms, rules, and routines are not evident.* *Teacher does not alter the social and physical organizational structure of the learning environment according to the content or student needs.*	*Teacher shows basic use of classroom Teacher shows basic use of classroom management techniques. Teacher applies mostly simple techniques with little adaptation to student needs or classroom events.* *Students have trouble working independently and in small groups and need frequent redirection. Disruptions sometimes lead to lost learning time.* *Classroom norms, rules, and routines are in place but not implemented consistently.* *Teacher sometimes alters the social and physical organizational structure of the learning environment, but only when a problem or conflict necessitates the adjustment.*	*Teacher uses of a variety of classroom management techniques that are developmentally and situationally appropriate.* *Most students are able to work independently and in small groups, and there are few disruptions.* *Classroom norms, rules, and routines are well established, maintaining the effectiveness of learning time. Rules are implemented consistently.* *Teacher frequently alters the social and physical organizational structure of the learning environment according to the content and student needs.*	*Teacher shows exceptional use of classroom management techniques; explicit behavioral techniques may not be observed because classroom expectations are sufficiently well established that overt reminders are not necessary.* *Nearly all students are able to work independently and in small groups, and disruptions are rare, insignificant, and resolved quickly.* *Classroom norms, rules, and routines maximize and increase the effectiveness of learning.* *Teacher frequently alters the social and physical organizational structures of the learning environment according to the content and student needs; students are invited or allowed to independently make adjustments as needed.*

NOTE: Throughout this document, "nearly all" students refers to 96–100% of students, "most" to 80–95% of students, "some" to 50–80% of students, and "few" or "few to no" students to fewer than 50% of students.

Descriptors in italics refer to elements that can be seen in instruction. Descriptors in bold refer to elements that are more closely tied to planning or other preparation and may not be visible during observation.

NBPTS Core Proposition 3. Teachers are responsible for managing and monitoring student learning.

Standard Indicator 3.2. Student Engagement. The teacher encourages and clearly communicates expectations for student involvement in the learning process, which results in a high level of student engagement.			
1, Ineffective	**2, Developing**	**3, Effective**	**4, Distinguished**
Teacher does not communicate or demonstrate expectations for student involvement in the learning process. *Teacher rarely or never uses strategies that motivate students and capture their interest by actively engaging students in learning. Content is presented in ways that do not encourage students to explore or interact with the content.* *Teacher typically does not create authentic tasks, problems, or simulations and rarely or never makes connections to real-life situations.* *Teacher employs few if any group learning opportunities and settings that enhance student learning by encouraging students to interact and engage with the content and with one another.* *Most learning is through passive reception of information, and pacing is inconsistent and often inappropriate.* **Groups are set at the beginning of the year and rarely, if ever, changed.**	*Teacher communicates expectations for student involvement in the learning process.* *Teacher sometimes uses strategies that motivate students and capture their interest by actively engaging students in learning. Learning tasks are primarily teacher-directed with some opportunity for students to interact with the content using appropriate tools, technology, or resources.* *Teacher sometimes creates authentic tasks, problems, or simulations and makes some more obvious connections to real-life situations.* *Teacher employs a small number of group learning opportunities and settings that enhance student learning by encouraging students to interact and engage with the content and with one another.* *Some learning is active, and pacing is sometimes too slow or too fast.* **The teacher does not vary grouping methods; groups are generally not flexible, although an occasional change in grouping may be made.**	*Teacher uses multiple methods to clearly communicate the expectations for student involvement in the learning process.* *Teacher regularly uses strategies that motivate students and capture their interest. Most students actively engage in learning tasks that provide opportunities to explore and select appropriate tools, technology, or resources to research, learn, and communicate.* *Teacher regularly creates authentic tasks, problems, and simulations and makes appropriate connections to real-life situations.* *Teacher employs a variety of group learning opportunities and settings that enhance student learning by encouraging students to interact and engage with the content and with one another.* *Most learning is active with appropriate pacing.* **Changes in grouping are made regularly on the basis of students' academic and social needs.**	*Teacher uses multiple methods to clearly communicate and model the expectations for student involvement in the learning process.* *Teacher regularly uses strategies that motivate students and capture their interest. Some strategies are innovative or not commonly used. Nearly all students actively engage in complex learning tasks, providing opportunities to explore and select appropriate tools, technology, or resources to develop a deep understanding and construct meaning.* *Teacher regularly creates a wide range of authentic tasks, problems, or simulations that help students develop an understanding of how practitioners in the content area construct knowledge and makes connections to real-life situations as appropriate.* *Teacher employs a wide variety of group learning opportunities and settings that significantly enhance student learning by encouraging students to interact and engage with the content and with one another.* *Most learning is active with appropriate pacing.* **Changes in grouping are made regularly on the basis of students' needs and interests. Multiple grouping strategies are used so that groups are sometimes heterogeneous and sometimes homogeneous.**

NOTE: Throughout this document, "nearly all" students refers to 96–100% of students, "most" to 80–95% of students, "some" to 50–80% of students, and "few" or "few to no" students to fewer than 50% of students.

Descriptors in italics refer to elements that can be seen in instruction. Descriptors in bold refer to elements that are more closely tied to planning or other preparation and may not be visible during observation.

NBPTS Core Proposition 3. Teachers are responsible for managing and monitoring student learning.

Standard Indicator 3.3. Assessment of Student Progress. The teacher employs multiple methods to regularly measure student growth and progress and uses this information to provide feedback to students and adjust instructional decision making.			
1, Ineffective	**2, Developing**	**3, Effective**	**4, Distinguished**
Teacher does not monitor or rarely monitors individual and class learning. Teacher incorrectly administers assessment methods or uses results incorrectly to adjust instruction or provide feedback to students or others. *Checks for understanding are rare and provide the teacher with little data about the nature of student misunderstandings.* *Assessments are not standards-based, aligned to curriculum, adapted for student needs, or used to provide specific and timely feedback to students.* **Teacher inaccurately interprets assessment results.**	*Teacher infrequently monitors individual and class learning.* *Checks for understanding provide the teacher with little data about the nature of student misunderstandings.* *Some assessments are standards-based, aligned to curriculum, adapted for student needs, and used to provide specific and timely feedback to students.* **Teacher accurately interprets assessment results but does not use them to plan effective changes in instruction or to inform judgments about the relative success and failure of instructional delivery.**	*Teacher periodically monitors individual and class learning, checking for understanding with a variety of assessment methods.* *Checks for understanding provide the teacher with data about the nature of student misunderstandings, which is used to adjust instruction and provide feedback to students during instruction.* *Assessments are standards-based, aligned to curriculum, adapted for student needs, and used to provide specific and timely feedback to students.* **Teacher accurately interprets assessment results and uses them to plan and adjust instruction and to inform judgments about the relative success or failure of an instructional strategy.**	*Teacher consistently monitors individual and class learning, checking for understanding with a variety of assessment methods, including peer and self-assessments.* *Checks for understanding provide the teacher with data about the nature of student misunderstandings, which is used to adjust instruction and provide feedback to students during instruction. Teacher uses assessment data to engage students in self-reflection and monitoring progress toward academic goals.* *Assessments are standards-based, aligned to curriculum, adapted to student needs, and used to provide specific and timely feedback to students.* **Teacher accurately interprets assessment results and uses them to self-evaluate, to plan and adjust instruction, and to inform judgments about the relative success or failure of an instructional strategy.**

NOTE: Throughout this document, "nearly all" students refers to 96–100% of students, "most" to 80–95% of students, "some" to 50–80% of students, and "few" or "few to no" students to fewer than 50% of students.

Descriptors in italics refer to elements that can be seen in instruction. Descriptors in bold refer to elements that are more closely tied to planning or other preparation and may not be visible during observation.

NBPTS Core Proposition 4. Teachers think systematically about their practice and learn from experience.

Standard Indicator 4.1. Reflective Practice. The teacher analyzes sources of evidence as he or she continually reflects on professional practice, using information about the needs of students to make decisions about goals for professional growth.			
1, Ineffective	**2, Developing**	**3, Effective**	**4, Distinguished**
Teacher creates professional goals without analyzing evidence or develops standalone goals. **OR** **Teacher does not set a goal.**	**Teacher uses little data to set goals and periodically reflect on practice.**	**Teacher systematically uses multiple sources of evidence to set goals and continually reflect on practice and its impact on student learning.**	**Teacher deeply analyzes and strategically selects multiple sources of evidence to set goals and continually reflect on practice and its impact on student learning.**

NOTE: Throughout this document, "nearly all" students refers to 96–100% of students, "most" to 80–95% of students, "some" to 50–80% of students, and "few" or "few to no" students to fewer than 50% of students.

Descriptors in italics refer to elements that can be seen in instruction. Descriptors in bold refer to elements that are more closely tied to planning or other preparation and may not be visible during observation.

NBPTS Core Proposition 4. Teachers think systematically about their practice and learn from experience.

Standard Indicator 4.2. Continuous Professional Growth. The teacher uses current research-based resources, feedback from others, and professional learning opportunities to accomplish professional growth.			
1, Ineffective	**2, Developing**	**3, Effective**	**4, Distinguished**
Teacher does not refer to current research-based resources or use feedback from others to inform professional growth. **Teacher does not actively participate in professional learning opportunities.**	**Teacher uses some available current research-based resources or feedback when provided but does not seek out such resources on his or her own.** **Teacher attempts to apply the knowledge and skills gained from professional learning to his or her practice, but positive impact on student learning is inconsistent or not evident.**	**Teacher accesses a variety of current research-based resources, feedback from others, and professional learning opportunities.** **Teacher consistently applies knowledge and skills gained from professional learning to his or her practice in ways that positively affect student learning.**	**Teacher seeks out and accesses relevant current research-based resources and feedback from others and designs and implements professional learning opportunities to support his or her professional growth.** **Teacher consistently applies knowledge and skills gained from professional learning to his or her practice in ways that positively affect student learning.**

NOTE: Throughout this document, "nearly all" students refers to 96–100% of students, "most" to 80–95% of students, "some" to 50–80% of students, and "few" or "few to no" students to fewer than 50% of students.

Descriptors in italics refer to elements that can be seen in instruction. Descriptors in bold refer to elements that are more closely tied to planning or other preparation and may not be visible during observation.

NBPTS Core Proposition 5. Teachers are members of learning communities.

Standard Indicator 5.1. Professional Collaboration. Teacher contributes to school effectiveness by collaborating with other professionals on activities that support school improvement and student learning.			
1, Ineffective	**2, Developing**	**3, Effective**	**4, Distinguished**
Teacher does not actively participate in collaborative activities.	**When invited or required to attend, teacher actively participates in collaborative professional learning activities that contribute to school improvement or student learning.**	**Teacher engages positively in collaborative professional learning activities that contribute to school improvement and student learning.**	**Teacher engages positively in, and initiates, collaborative professional learning activities that contribute to school improvement and student learning.** **Teacher assumes proactive and creative leadership roles within and outside his or her learning community.**

NOTE: Throughout this document, "nearly all" students refers to 96–100% of students, "most" to 80–95% of students, "some" to 50–80% of students, and "few" or "few to no" students to fewer than 50% of students.

Descriptors in italics refer to elements that can be seen in instruction. Descriptors in bold refer to elements that are more closely tied to planning or other preparation and may not be visible during observation.

NBPTS Core Proposition 5. Teachers are members of learning communities.

Standard Indicator 5.2. Engagement With Caregivers and Community. Teacher engages in ongoing communication and collaboration with students' homes and caregivers and takes advantage of community resources to enhance student learning and school effectiveness.			
1, Ineffective	**2, Developing**	**3, Effective**	**4, Distinguished**
Teacher does not communicate with students' caregivers. Teacher does not identify or utilize community resources.	Teacher uses one-way communication to inform caregivers of students' progress. Teacher utilizes community resources, when provided, to enhance student learning and well-being.	Teacher uses multiple modes of communication to inform caregivers of students' progress, elicit information about learners, and enlist caregiver support in fostering learning and good habits. Teacher seeks out and builds ongoing connections with community resources and utilizes them to enhance student learning and well-being.	Teacher persistently uses multiple modes of communication to inform caregivers of students' progress, elicit information about learners, and enlist caregiver support in fostering learning and good habits. Teacher seeks out additional modes of communication in an attempt to engage all caregivers. Teacher builds ongoing connections to community resources to enhance student learning and well-being that extend beyond his or her classroom and student population. Teacher advocates in the school and community to meet the needs of learners and their families.

NOTE: Throughout this document, "nearly all" students refers to 96–100% of students, "most" to 80–95% of students, "some" to 50–80% of students, and "few" or "few to no" students to fewer than 50% of students.

Descriptors in italics refer to elements that can be seen in instruction. Descriptors in bold refer to elements that are more closely tied to planning or other preparation and may not be visible during observation.

Appendix B. Professional Cohort Guide

To be added in fall 2014 along with training modules.

Appendix C. Self-Directed Professional Growth Plan

Teacher:	**School:**
School Years:	

Required Activity	Descritption	Supporting Documents (districts may substitute their own documentation forms if desired)
Self- Reflection	See template for instructions.	Maine DOE T-PEPG Self-Evaluation and Reflection template
At least the minimum Points of Contact annually as provided in Figure 7 of T-PEPG Handbook	See pages 16-21 of T-PEPG (this) Handbook.	Points of Contact Documentation form
Two teacher-developed professional goals with completion timelines of up to three years	In a self-directed plan, professional goals target aspects of teaching that the teacher is intereseted in exploring/researching and implementing to facilitate student learning. At the beginning of the growth plan, the teacher will submit the goals to the appropriate administrator/evaluator.	Maine DOE T-PEPG Professioanl Goal and Evidence template
A plan for participation in a teacher-selected professional cohort (school, district, or other) to support attainment of goals	The self-directed teacher may fullfill this requirement by either: ➢ Preforming the role of District T-PEPG Lead or Professional Cohort facilitator; ➢ Participating in an off-campus cohort, such as an online professional community; or ➢ Participating in an on-campus cohort.	Use this space to describe cohort; include in submittal of evidence relevant and key artifacts representing how the cohort contributed to achievement of goals.
Data on two SLOs per year submitted to designated data manager.	Growth target attainment for at least six targets as described in six SLOs (two annually)	Student Learning Objective (SLO) Documents See SLO Handbook.
Mid-cycle (winter of year two) self-reflection on progress toward goals	See template for instructions.	Maine DOE T-PEPG Professioanl Goal and Evidence template
Summative year self-evaluation	See template for instructions.	Maine DOE T-PEPG Self-Evaluation and Reflection template

Teacher Signature/Date: _____ (Indicates agreement with on Plan after review of all documents)

Evaluator Signature/Date: _____(Indicates agreement with on Plan after review of all documents)

Recommendations at Plan Completion

- ☐ Teacher will remain on a Self-directed Plan
- ☐ Teacher will be moved to a Monitored Professional Growth plan
- ☐ Teacher will be moved to Directed Improvement Plan for next plan period

Evaluator Rationale for Recommendation:	
Teacher Response:	
Final Recommendation:	
Evaluator Signature and Date	**Teacher Signature and Date**

Appendix D. Monitored Professional Growth Plan

Teacher:	**School:**
Plan School Years:	**Principal/Evaluator**

Required Activity	Descritption	Supporting Documents (districts may substitute their own documentation forms if desired)
Self- Reflection	See template for instructions.	Maine DOE T-PEPG Self-Evaluation and Reflection
At least the minimum Points of Contact as provided in Figure 7;	See pages 16-21 of T-PEPG handbook.	Points of Contact Documentation Form
At least two goals developed with support of a professional cohort and an administrator and	In a monitored plan, professional goals target specific areas in need of improvement and include completion timelines of up to two years.	Maine DOE T-PEPG Professional Goal and Evidence template
A plan for participation in a teacher-selected professional cohort	The teacher on a monitored plan may fullfill this requirement by participating in a school- or distric-based professional cohort to support attainment of identified goals and achievement rating of Effective.	Use this space to describe the cohort; include in submittal of evidence relevant and key artifacts representing how the cohort contrinuted to achievement of goals.
Two SLOs per year submitted to designated data manager; and	Growth target attainment for at least four targets as described in four SLOs (two annually)	Student Learning Objective (SLO) Documents See SLO Handbook
Mid-cycle self-reflection on progress toward goals	See template for instructions.	Maine DOE T-PEPG Professional Goal and Evidence Template
Summative year self-evaluation	See template for instructions.	Maine DOE T-PEPG Self-Evaluation and Reflection

Teacher Signature/Date: _____ (Indicates agreement with on Plan after review of all documents)

Evaluator Signature/Date: _____(Indicates agreement with on Plan after review of all documents)

Recommendations at Plan Completion

- ☐ Provisional Teacher will remain on Monitored Professional Growth Plan.
- ☐ Teacher will be moved to a Self-directed Professional Growth Plan (Summative Effectiveness Rating of Effective or Highly Effective required).
- ☐ Teacher will be moved to Directed Improvement Plan for next plan period (Summative Effectiveness Rating of Partially Effective or Ineffective).

Evaluator Rationale for Recommendation:	
Teacher Response:	
Final Recommendation:	
Evaluator Signature and Date	**Teacher Signature and Date**

Appendix E. Directed Improvement Plan

Teacher:	**School:**
Plan Start and End Dates	**Principal/Evaluator**

Required Activity	Descritption	Documentation
Self- Reflection	See template for instructions.	Maine DOE T-PEPG Self-Evaluation and Reflection template
At least the minimum Points of Contact as provided in Figure 7	See pages 16-21 of T-PEPG handbook.	Points of Contact Documentation Form
Evaluator and teacher-developed goals	In the directed plan, goals are aligned to the areas of practice and student growth in need of immediate improvement and include completion timelines of between sixty days and one year.	Maine DOE T-PEPG Professional Goal and Evidence template
A plan for participation in a teacher-selected and administrator-approved professional community (school or district) to support attainment of identified goals and achievement of a rating of Partially Effective or Effective	The teacher on a monitored plan may fullfill this requirement by participating in a school- or district-based professional cohort to support attainment of identified goals and achievement of a rating of Effective; an administrator or evaluator may assign the cohort.	Use this space to describe cohort; include in submittal of evidence relevant and key artifacts representing how the cohort contrinuted to achievement of goals.
Two SLOs per year submitted to designated data manager	Growth target attainment for at least two targets as described in two SLOs; the teacher will develop the targets in close consultation with the evaluator.	Student Learning Objective (SLO) Documents SLO Handbook
Frequent check-ins with evaluator on progress toward improvement		Use this space to record check-in dates and summarize topic/focus of conversation.
A summative evaluation at the end of sixty days to one year one that involves at least two evaluators in the process	To ensure the full support and accurate evaluation of a teacher whose perfomance has bee rated ineffective, at least two different evaluators will confer on all aspects of the evalaution process, including the final rating.	
Summative year self-evaluation	See template for instructions.	Maine DOE T-PEPG Self-Evaluation and Reflection

Teacher Signature/Date: _____

Principal Signature/Date: _____

Recommendations at Plan Completion

- ☐ Provisional Teacher will remain on Monitored Professional Growth Plan.
- ☐ Teacher will be moved to a Self-directed Professional Growth Plan (Summative Effectiveness Rating of Effective or Highly Effective required).
- ☐ Teacher will be moved to Directed Improvement Plan for next plan period (Summative Effectiveness Rating of Partially Effective or Ineffective).

Evaluator Rationale for Recommendation:	
Teacher Response:	
Final Recommendation:	
Evaluator Signature and Date	**Teacher Signature and Date**

Appendix F. Points of Contact Documentation

Teacher: Click here to enter text.
Summative Evaluator or Peer Reviewer: Click here to enter text.
School: Click here to enter text.
Date: Click here to enter text.

What was this point of contact activity? *(Check only what applies to this activity)*	Teacher Defined	Evaluator Defined
☐ Formal Observation Cycle	☐	☐
☐ Extended Classroom Observation	☐	☐
☐ Series of Informal Classroom Observations	☐	☐
☐ Post-Lesson Conference (for unnanounced observation)	☐	☐
☐ Curriculum Review	☐	☐
☐ Review of Student Learning Data	☐	☐
☐ Video Lesson Review	☐	☐
☐ Professionalism Obs/Conf	☐	☐
☐ Student Engagement/Perception Analysis	☐	☐
☐ Other	☐	☐

EVIDENCE GATHERED (ARTIFACTS, OBSERVATIONS, DISCUSSIONS) *(If this form is documenting a formal observation cycle, then evidence is documented from the planning conference, extended classroom observation, and post-lesson conference.)*
Click here to enter text.

Teacher Practice

AREAS OF STRENGTH BASED ON EVIDENCE *(Tied to Performance Standards and/or individual growth plan)* *(If this form is documenting a f formal observation cycle, then feedback is provided in the areas of planning, instruction, environment, and professionalism.)*
Click here to enter text.
AREAS FOR GROWTH BASED ON EVIDENCE *(Tied to performance standards and/or individual growth plan)* *(If this form is documenting a formal observation cycle, then feedback is provided in the areas of planning, instruction, environment, and professionalism.)*
Click here to enter text.
SUMMATIVE EVALUATOR FEEDBACK SPECIFIC TO STUDENT LEARNING AND STUDENT ENGAGEMENT *(If this form is documenting a full observation cycle, then feedback is provided in the areas of planning, instruction, environment, and professionalism.)*
Click here to enter text.

The teacher and summative evaluator will sign the Points of Contact Documentation to indicate that the evidence and feedback have been shared and discussed. Both the teacher and summative evaluator retain copies. *Note: Only one pair of signatures is required below, depending on whether the summative evaluator or peer reviewer conducted the Point of Contact.*

Summative Evaluator: _____ Date: _____

Teacher: _____ Date: _____

The teacher and peer reviewer will sign the Point of Contact Documentation to indicate that the evidence and feedback have been shared and discussed. The teacher retains the form.

Summative Evaluator: _____ Date: _____

Peer Reviewer: _____ Date: _____

Appendix G. Pre-Observation Protocol

Purpose

The pre-observation protocol is an opportunity to discuss the observation process and for a teacher to share evidence of lesson and unit planning and how student data is used to inform lesson design.

Preparing for the Conversation

Observer will…

- Review the lesson plan and any other documentation that is submitted by the teacher and aligned to the TEPG Rubric.
- Review the pre-observation questions and make note of any clarifying questions to ask the teacher.

Teacher will:

- Submit the lesson plan and any other documentation to the observer prior to the scheduled observation.
- Review and prepare written responses to the pre-observation questions. This can include collecting documents that are applicable to the observation.
- Review professional goal(s) and identify standards of focus for the conversation or the observation.

During the Conversation

Observers will…

- Ask questions and take notes on the conversation.
- Collaboratively identify and document specific standards of focus for the observation.

Teachers will…

- Share responses to the questions and share documents, if any.
- Collaboratively identify and document specific standards of focus for the observation.

After completion of the pre-observation interview, both the teacher and observer should sign and date the form.

Appendix H. Pre-Observation Conversation Guidelines

Teacher Name: _____

Observer Name: _____

Grade to be observed:	Subject/lesson to be observed:
Date of conference:	Time of conference:
Date of observation:	Time of observation:

Teacher should review the questions below and prepare responses for the pre-observation conversation. Responses can be submitted electronically or in writing prior to the conference. During the conference, the teacher and observer will discuss the questions and share any relevant evidence.

1. What is the objective of the lesson? What will students know and be able to do by the end of the lesson?

2. Describe how you planned instruction to address the content standards and how you will deliver instruction to students.

3. Briefly describe the varied learning needs of students in your class and how you planned to meet their needs. What activities will you include to engage all students in the content?

4. How will you assess whether students have learned the content standards addressed in this unit of instruction?

5. Based on previous observations and professional goals, is there something the observer should pay particular attention to during the observation?

6. Is there any additional information you would like to provide that will help the observer understand your classroom or instruction? Is there anything else you would like to discuss before the observation?

Signing below indicates that the pre-observation meeting took place. A signed copy should be provided to the teacher.

Observer Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

Appendix I. Lesson Description Template

This template is only a suggestion and may be changed or expanded as desired. If preferred, teachers may use their own lesson plan formats and include the level of detail with which they are comfortable; however, teachers are encouraged to address the items listed below no matter the format.

Teacher:	**Date:**
Subject:	**Grade Level:**
Lesson Topic:	
Curricular Standard(s) Being Addressed: **Goal(s) for Student Learning as a result of THIS lesson:**	
Lesson Outline* Directed Instruction: Student Learning Activities:	
Assessment tools/activities:*	

*Consider bringing to the pre and post conference samples of student work and other materials related to this lesson.

Appendix J. T-PEPG Post-Observation Protocol

Purpose

The post-observation protocol is an opportunity for the observer and teacher to have an evidence-based conversation about the observation and for the teacher to receive actionable feedback. By the end of the conference, the teacher will have specific next steps to integrate into his/her practice.

Preparing for the Conversation

Observer will…

- Review and align observation notes to the TEPG Rubric.
- Identify areas of strength and opportunities for growth by citing evidence from classroom observation.
- Draft Post-Observation Next Steps form.
- Review the post-observation questions and make note of any additional questions or alignment with professional goals.

Teacher will:

- Review and prepare written responses to the post-observation questions.
- Collect and analyze student work samples or other documents related to the lesson.
- Identify areas of strength and opportunities for growth from the classroom observation and analysis of evidence.
- Jot down notes and ideas on the Post-Observation Next Steps form.

During the Conversation

Observer will…

- Ask questions and take notes on the conversation.
- Share evidence, alignment, strengths and opportunities for growth.
- Collaboratively identify and document on the Post-Observation Next Steps form a plan for growth for the teacher based upon the conversation and assessment.

Teacher will…

- Share responses to the questions and share documents and/or student work samples from the lesson.
- Use evidence to identify strengths and opportunities for growth.
- Collaboratively identify and document a plan for growth.

At the end of the conference, the observer and teacher will receive a signed copy of the completed documents.

Appendix K. Post-Observation Conversation Guideline

Teacher Name: _____

Observer Name: _____

Grade observed:	Subject/lesson observed:
Date of observation:	Length of observation:
Date of conference:	Time of conference:

Instructions: Teacher should review the questions below and prepare responses for the post-observation conversation. Responses can be submitted electronically or in writing at the conference. During the conference, the teacher and observer will discuss the questions and share any relevant evidence.

1. In general, what was successful about the lesson? Comment on your classroom environment (e.g. interactions, culture, procedures, and student conduct) and instructional delivery (e.g., activities, grouping of students, materials and resources). To what extent were they effective?

2. Did students engage in the lesson? Did they learn what you intended for them to learn? What evidence/data supports your response?

3. What strategies and materials allowed you to differentiate for the varied learning styles and abilities of the students?

4. If you had a chance to teach this lesson again to the same group of students, what would you do differently, from planning through execution?

5. For students who struggled with the content or engagement, what will you do next to ensure they grasp the concepts? How will you adjust the remainder of the unit, if at all?

Instructions: Prior to the post-observation conference, the administrator and teacher can separately jot down answers to guiding questions in the box below. Use this information to determine the most appropriate opportunity for growth and plan for the growth using the template below.

Strengths	Areas for Growth/Extensions

Next Steps:

Follow up support:

Monitoring Next Steps

Professional Development Opportunities	When	Evidence of Accomplishment

Signing below indicates that the post-observation meeting took place and all parts of the protocol have been completed. A signed copy should be provided to the teacher.

Observer Signature: _____ Date: _____

Appendix L. T-PEPG Reflection and Self-Evaluation

Teacher Name: _____ Date of submission: _____

Instructions: At the beginning and end of the plan, referring to the MSFE TEPG Rubric along with your Professional goals and Evidence documentation, complete a written reflection of your professional performance.

Self-Evaluation: For each standard indicator, assign yourself an accurate rating of 1-4 (using the performance indicators in the Rubric Companion Guide). In the middle column, jot down any evidence or highlights that you believe relevant to the standard indicator.

Written Reflection: Using the self-assessment and student learning data as a guide, write a summary of your strengths and opportunities for growth. You'll use this written reflection to guide the development of or monitor your professional goals.

You will repeat the self-evaluation just before your summary evaluation meeting at the end of your plan, reviewing your written reflection, considering feedback you've received throughout the plan, analyzing student learning outcomes, and identifying progress you've made towards your professional goals. This final self-evaluation will be submitted to your evaluator prior to a summative evaluation conference, to be considered as he/she prepares for your final conference and performance rating.

Appendix M. Self-evaluation

Teacher_____ Evaluator_____

_____Beginning of plan _____Final/End of plan

Measure	Evidence/Highlights	Rating
MSFE TEPG Rubric Standard Indicator	(Classroom observations, feedback, and teacher-collected evidence)	
1.1. Understanding of students		
1.2. Application of learning theory		
1.3. Classroom climate		
2.1. Subject knowledge		
2.2. Pedagogical content knowledge		
2.3. Goal-focused planning		
3.1. Managing Classroom Routines and Expectations		
3.2. Student engagement		

3.3. Assessment of student progress		
4.1. Reflective Practice		
4.2. Continuous professional growth		
5.1. Professional collaboration		
5.2. Engagement with caregivers and community		

Appendix N. Written Reflection

Teacher_____ Evaluator_____

Strengths and Opportunities for Growth

Written Reflection ***(Strengths, areas for growth, focus area(s) for this year – strategies for growth/improvement):***

Appendix O. Maine DOE T-PEPG Professional Goal Setting Template and Table of Evidence

Teacher Name: _____ Date: _____

Instructions: To complete this form, you'll need the MSFE TEPG rubric (Appendix A) and your completed self-evaluation form (Appendix M). In addition, you should consider previous feedback and/or other data regarding your professional practice and/or students' needs.

As described below, a teacher's professional growth plan determines the level of administrator involvement in the goal-setting process. Regardless of plan, all goals should be aligned with one or more professional practice standards.

Self-directed Professional Growth Plan: According to the description on the Self-directed plan template, develop goals and submit to your designated administrator/evaluator for approval. As a self-directed teacher you may also seek review from a professional cohort if desired.

Monitored Professional Growth Plan: In collaboration with an administrator/evaluator or a professional cohort, develop goals that are focused on areas in need of improvement. If the goals are developed with a professional cohort, you will confer with an administrator/evaluator for final approval.

Directed Improvement Plan: In direct consultation with an evaluator, develop goals for immediate improvement.

Part 1: Setting 'SMART' Professional Goals

As illustrated in the examples below, develop goals that are **s**pecific, **m**easurable, **a**chievable, **r**elevant and **t**ime-bound (SMART).

> *Example 1:* I will build a repertoire of at least 10 close reading strategies, along with scaffolds and models by January 2015.
>
> *Example 2:* I will incorporate into each of my four major units an element of choice for students in demonstrating learning in vocabulary acquisition, by March 1, 2015.

Goal Specific, Measurable, Achievable, Relevant, Time-bound	
Targeted Standard Indicators Of Core Propositions	
Goal Specific, Measurable, Achievable, Relevant, Time-bound	
Targeted Standard Indicators Of Core Propositions	
Goal Specific, Measurable, Achievable, Relevant, Time-bound	
Targeted Standard Indicators Of Core Propositions	

Part 2: Implementation Planning

Instructions: As a first step, develop an action plan that will support you as you work toward accomplishing your goals. In the first column of the table below, describe actions you will take to achieve your goal. Actions can include professional development opportunities, such as professional reading, workshops, coursework, peer observations, collaboration on curricular materials, leadership roles, etc.. Actions may include something you are already doing, something new you'd like to try, or (if on a monitored or directed plan, something an evaluator or administrator assigns). In the second column, explain how you will measure progress toward your goal and list anticipated evidence or artifacts you will collect to demonstrate attainment. In the third column, at the end of your plan, summarize how the evidence and artifacts you have gathered demonstrate growth and progress towards your goal, including how you have incorporated these experiences into your practice over an extended period of time.

Actions (What you will do to achieve your goals?)	**Evidence of Progress** (What specific student outcomes will tell you that you have met your goal? What evidence/artifacts might you collect?)	**Significance of Evidence of Professional Growth Related to the Goal** (To be completed at the end of the plan) How does each item provide clear evidence of the desired outcome?

Part 3: Mid-Cycle Reflection

Instructions: Midway through your professional growth plan, assess the extent to which changes in practice have impacted student outcomes and identify the next steps you might take related to these practices.

How have these changes in practice impacted student performance and what are the next steps you might take related to these practices?

Part 4: Evidence

Instructions: Throughout your plan, collect evidence aligned to the standard indicators that are the targets of your professional growth goal as well as evidence demonstrating your accomplishments related to Core Propositions 5.1. and 5.2. Use the table below to summarize this evidence. Identify the title of the document you are submitting as evidence of your practice and the standard indicator(s) with which it aligns. Provide a summary of what the document demonstrates about your practice and why you are including it for submission. Include 5-8 pieces of evidence for submission, selecting high quality, authentic illustrations of your practice.

EXAMPLE

Title of Document	***Standard Indicator(s) Alignment***	***Evidence of Practice and Rationale for Submission***
Grade 4 math CCSS Curriculum Alignment	*5.1; also: 2.3*	*I initiated and facilitated my grade level team's work this year which led to the completion of this CCSS Curriculum Alignment. This demonstrated my professional leadership and collaboration (we met a total of 5 times throughout the year for this work) and ensures that our math curriculum, moving forward, addresses the required CCSS's for 4th grade math.*

Teacher_____ Plan Completion Year _____Evaluator_____

Title of Document	**Standard Indicator(s) Alignment**	**Evidence of Practice and Rationale for Submission**

Title of Document	Standard Indicator(s) Alignment	Evidence of Practice and Rationale for Submission