



Getting Started—A Decision Guide for TIF 4 MSFE Districts Model Teacher Evaluation and Professional Growth Program

Introduction

This *Getting Started* decision guide is intended to help support the Teacher Incentive Fund (TIF) 4 Maine Schools for Excellence (MSFE) district steering committees' discussions and decision making as committee members begin to think about how to develop their teacher evaluation and professional growth (TEPG) programs. This document will provide the MSFE district steering committees with a set of guiding questions and recommendations as members begin to engage in the discussions and revisions of the MSFE model TEPG. A summary of the key state legislation and TIF requirements for this work is summarized in Table 1.

A separate guide regarding questions steering committee members should consider when designing their school leadership evaluation and professional growth programs will be available in May 2013.

Table 1. Overview of Key Legislation and Requirements, Entities Impacted, and Timelines

Maine Legislation or Grant Requirement	Summary	Entities Impacted	Estimated Implementation Start Date
<p>Maine Legislation: Legislative Document No. 1858 (2012),¹ “An Act to Ensure Effective Teaching and School Leadership”</p>	<p>This legislation requires the Maine Department of Education to collaborate with parents, educators, and community members to develop guidelines for evaluation systems for teachers and school leaders that can be adapted at the local level. The law requires the systems to have clear standards, use a four-point rating scale, and use student achievement and growth, along with other measures, to assess effectiveness. Evaluations must be conducted “regularly” and be used to inform professional development.</p>	<p>All school districts, teachers, and school leaders in the state of Maine</p>	<p>2013–14: System development</p> <p>2014–15: Piloting of evaluation systems</p> <p>2015–16: Statewide implementation</p>
<p>TIF 4 Grant Requirement: Design and implement components of a cohesive human capital management system, including performance-based compensation in high-need schools.</p>	<p>The Maine Department of Education and MSFE districts will design and then pilot the implementation of all components of the human capital management system, including evaluation, National Board for Professional Teaching Standards (NBPTS) professional development, and a pay-for-performance model.</p>	<p>Nineteen high-need schools participating within four TIF 4 MSFE districts</p>	<p>2013–14</p>
<p>TIF 4 Grant Requirement: Expand implementation of the evaluation system and human capital management system throughout participating MSFE districts.</p>	<p>MSFE districts will implement their evaluation systems with all teachers and school leaders in all schools. However, the subset of educators (from non-high-need schools) will not receive performance-based compensation using TIF grant funds.</p>	<p>All educators in high-need schools who did not pilot the system in 2013–14; all educators in the TIF 4 MSFE districts’ non-high-need schools</p>	<p>2014–15</p>

¹ 125th Maine Legislature. (2012). *Legislative Document No. 1858*. Retrieved from <http://www.mainelegislature.org/legis/bills/getPDF.asp?paper=HP1376&item=1&snum=125>

How to Use This Guide

This *Getting Started* decision guide is organized by the nonnegotiable components and related local decision points the steering committee has authority to adapt when it comes to the broader TEPG program communication, implementation, and data collection considerations. This decision guide begins by laying out the nonnegotiable model components and major decisions each district steering committee will make to design their local TEPG program (see Table 2). After working through the questions in this guide, a local district steering committee will have a roadmap of TEPG program decisions still to be made, with preliminary guidance related to those decision points.²

American Institutes for Research (AIR) and MSFE staff will develop a series of follow-up decision guides that delve more deeply into the following processes: when and how to modify the MSFE rubric, making local decisions about classroom observations, selecting and implementing student learning measures by role, setting and monitoring learning objectives, incorporating students' voices in evaluations, and weighting measures for summative ratings. These follow-up decision guides will walk steering committee members, step-by-step, through each of the processes, as the members design both their teacher and school leader evaluation systems. This guide, *Getting Started: A Decision Guide for Teacher Incentive Fund 4 Maine Schools for Excellence Districts: Model Teacher Evaluation and Professional Growth Program*, provides a high-level look at each of these components. Links to each of these documents can be found [here](#) starting in May 2013.

² Decision points and guided questions are adapted, in part, from AIR's National Comprehensive Center for Teacher Quality's *A Practical Guide to Designing Comprehensive Teacher Evaluation System: A Tool to Assist in the Development of Teacher Evaluation Systems* (Goe, Holdheide, & Miller, 2011) resource. A link to this document can be found here: <http://www.tqsource.org/publications/practicalGuideEvalSystems.pdf>.

Table 2. Nonnegotiable and Adaptable Components of the TEPG Model

Nonnegotiable TEPG Component	Rationale	Key Areas for Local Decision	Local Guidance Needed
<p>MSFE Rubric to Structure Evaluation: The rubric consists of core propositions, standards, and performance levels.</p>	<p>These elements cannot be changed because they help support a shared language and resources across districts. Having a standard and consistent process allows the state to improve the rubric’s measurement properties (validation and reliability across multiple observers), which is otherwise a costly and time-consuming task to undertake locally.</p>	<ul style="list-style-type: none"> ▪ N/A 	<ul style="list-style-type: none"> ▪ Prioritizing standards ▪ Clarifying evidence sources
<p>Multiple Measures of Effectiveness: The measures must include at least two observations, two or more student growth measures, professional goal setting, and a teacher-led component (self-assessment and collection of evidence).</p>	<p>This component is mandated by state legislation and TIF requirements. Research from the Measures of Effective Teaching project and other projects points to the promise of a balanced, multipoint approach.</p>	<ul style="list-style-type: none"> ▪ Observation requirements beyond those detailed in the model ▪ Inclusion of learner perception data 	<ul style="list-style-type: none"> ▪ Prioritizing goals and focus areas ▪ Clarifying observation and goal-setting processes
<p>Meaningful Consideration of Students’ Learning and Progress: Student learning must be a “significant” part of the process and the final rating.</p>	<p>This component is defined by state legislation as at least 20 percent of the total score in the first year of implementation and 25 percent or more in subsequent years. However, districts have leeway within this framework to define “significant” for their local context.</p>	<ul style="list-style-type: none"> ▪ Definition of individual measures, weights, and targets 	<ul style="list-style-type: none"> ▪ Tailoring student learning measures to roles
<p>Four Summative Effectiveness Ratings: Districts must use the MSFE model TEPG labels.</p>	<p>State legislation mandates use of labels consistent with the state definition for effectiveness. Developing a shared language and expectations for the definition of “effectiveness” also is best practice.</p>	<ul style="list-style-type: none"> ▪ Summative rating approach 	<ul style="list-style-type: none"> ▪ Clarifying implementation details

District steering committees should use this guide only after the committee members have read the MSFE model TEPG program document. Committees can choose to review only the relevant sections of the guide (the components of the model they know they want to adapt), or they may choose to proceed through each section.

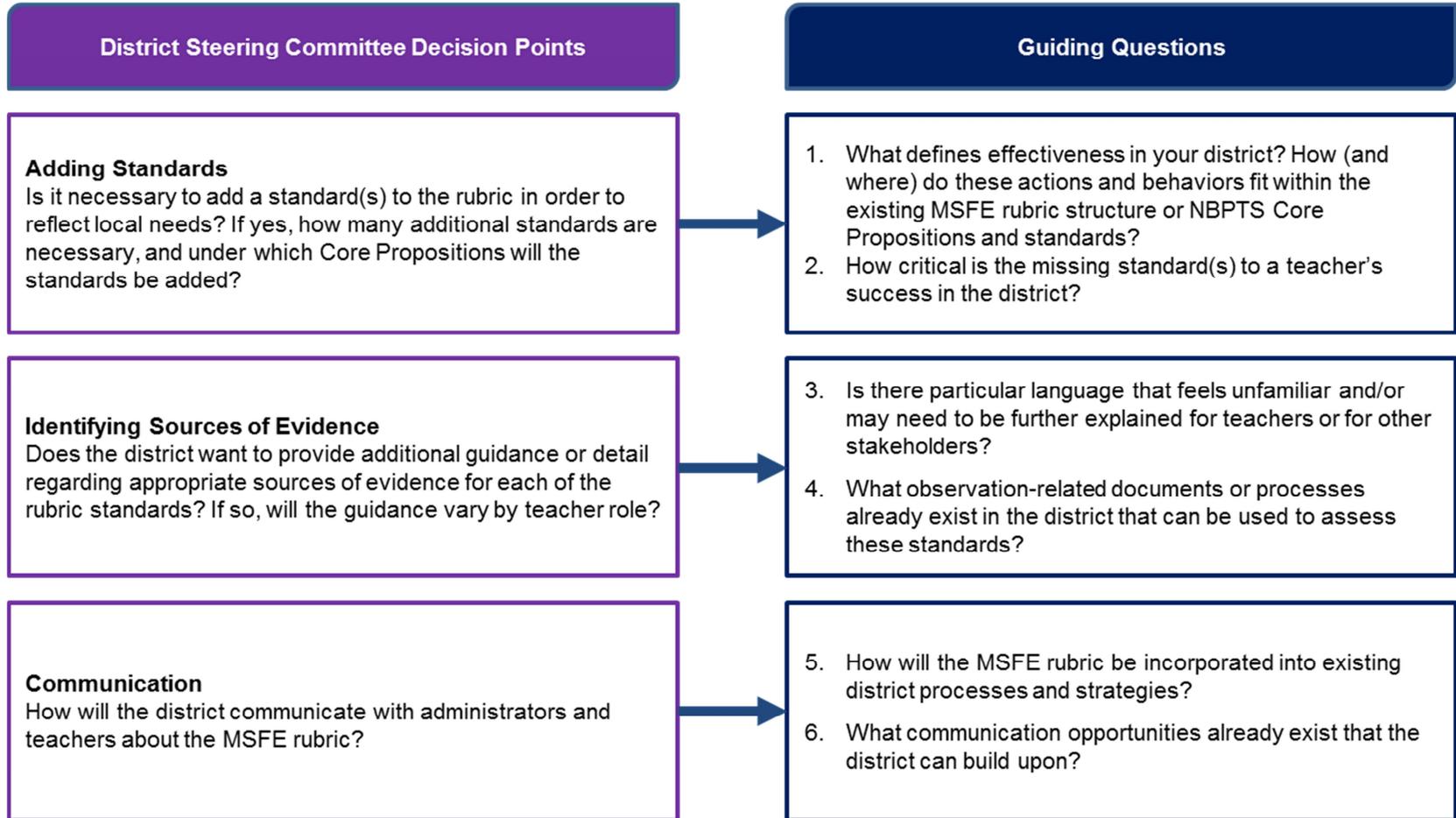
MSFE Rubric

The MSFE rubric³ guides teacher self-assessment, the goal-setting process, the collection of evidence throughout the annual evaluation cycle, feedback from peer observers, and standard-level ratings of teacher performance. The rubric includes four levels—ineffective, developing, effective, and distinguished—with Maine-specific descriptions of effective teaching practices that are built on the NBPTS 17 Standards for Accomplished Teachers and align closely to the InTASC (Interstate Teacher Assessment and Support Consortium) Model Core Teaching Standards. These standards are organized into five larger headings, called Core Propositions. For detailed information about the specific components of the MSFE rubric, refer to the Model Teacher Evaluation and Professional Growth Program document.

TIF 4 MSFE districts agreed to use a common rubric language as part of their participation in the TIF 4 grant. However, the district steering committees are able to add additional standards to reflect their local school district priorities and to identify the specific sources of evidence that should be used by teachers and their evaluators to assess teachers' performance in accordance with the four rubric performance levels: ineffective, developing, effective, and distinguished.

³ The rubric was developed in partnership with the Maine Department of Education and NBPTS as part of the TIF 3 MSFE program.

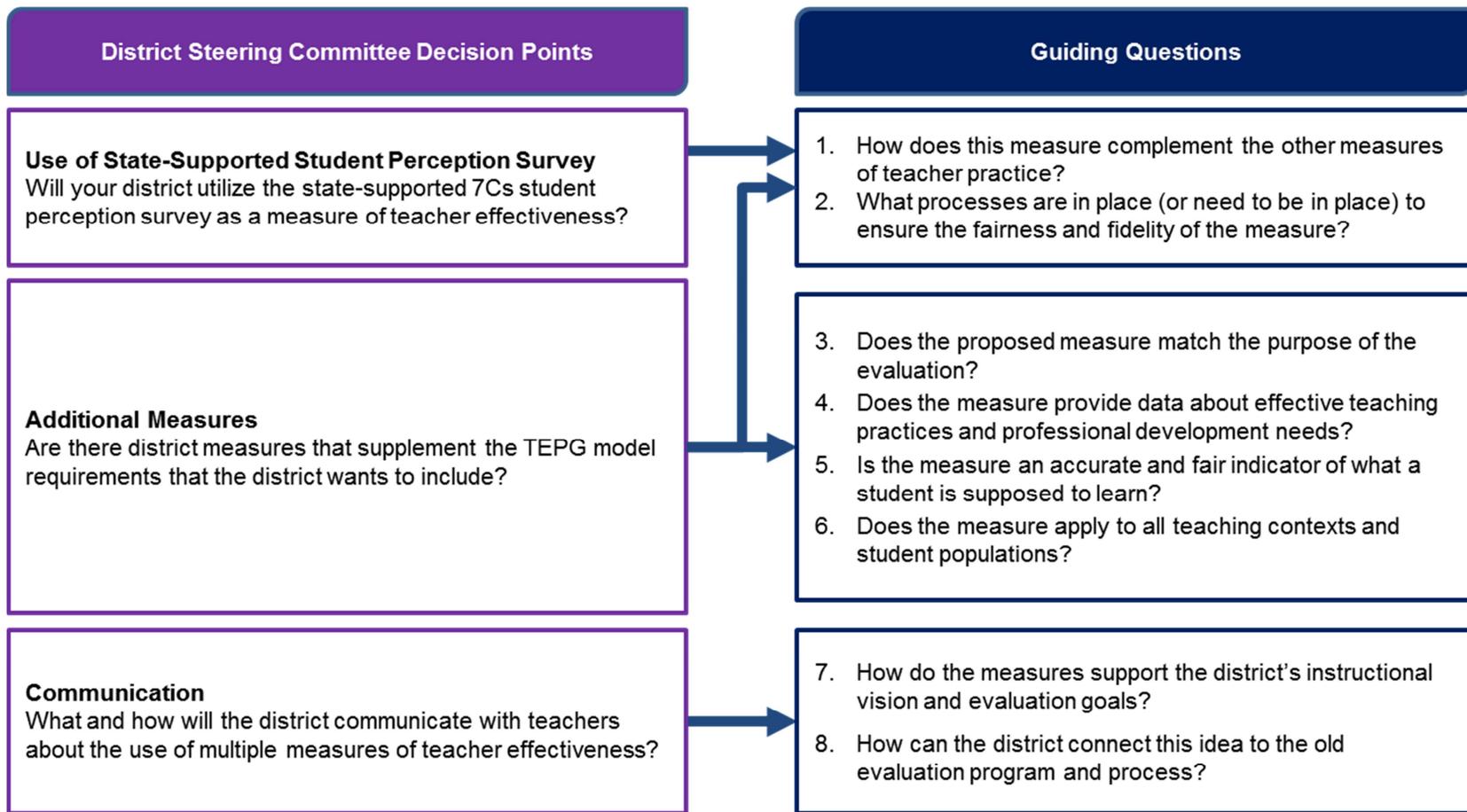
MSFE Rubric Decision Points and Guiding Questions



Multiple Measures of Effectiveness

The TIF 4 MSFE grant and state legislation require the use of a set of varied teacher effectiveness measures in each district's TEPG program. These required measures highlighted in the MSFE model TEPG program include two or more student growth measures, professional goal setting, peer observation, and a teacher-led component (self-assessment and/or collection of evidence). MSFE district steering committees may consider additional measures to be incorporated in a teacher's evaluation, such as learner perception data, as well as additional guidelines related to the use of the measures listed previously.

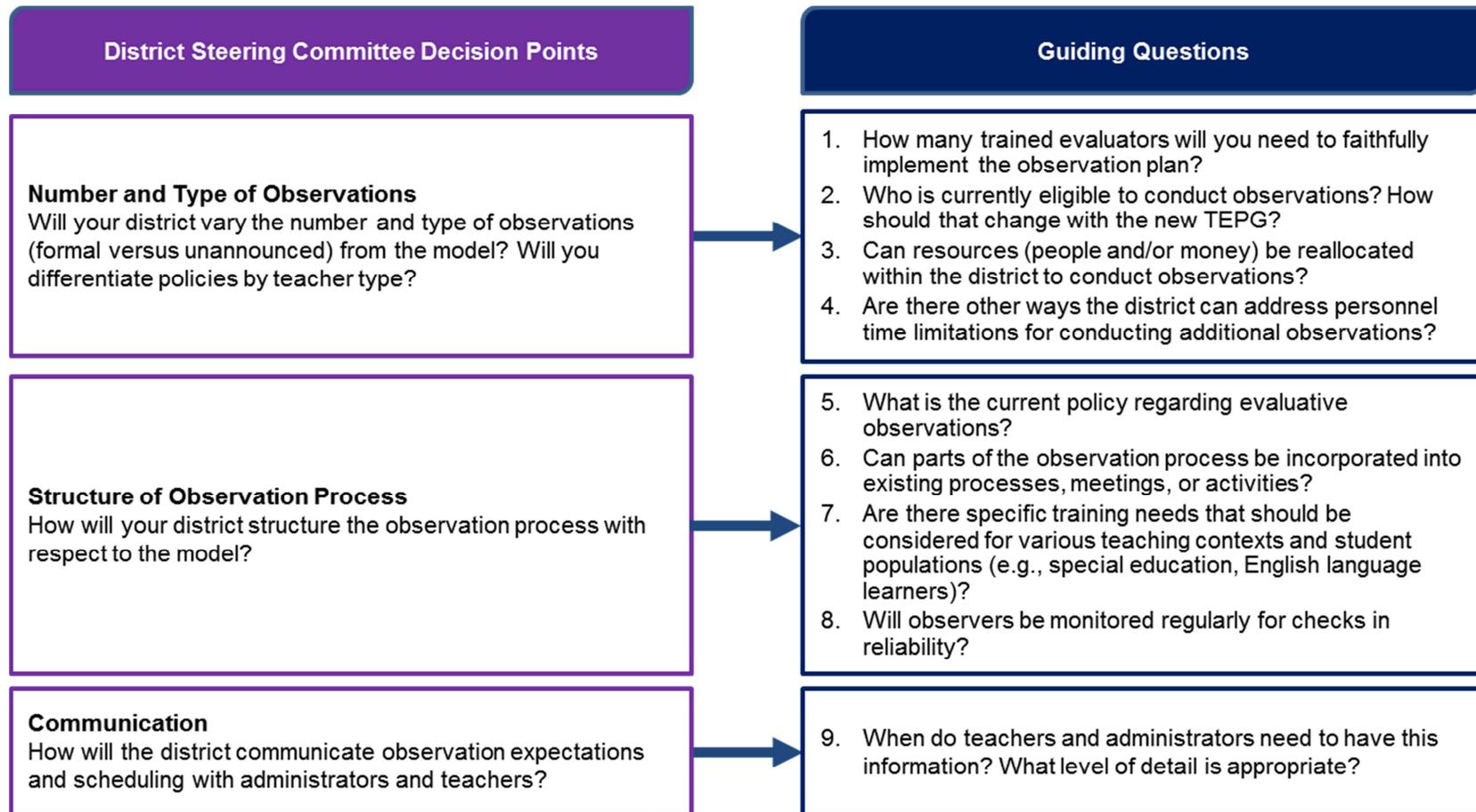
Multiple Measures of Effectiveness Decision Points and Guiding Questions



Teacher Observations

The TIF 4 Maine TEPG model requires that all teachers receive at least two (or more) observations from their administrators each year. The model recommends two types of observations: formal, lesson-length observations and shorter, unannounced visits. The MSFE district steering committee can determine the specific requirements and processes for observations as long as all teachers are observed multiple times each year.

Teacher Observation Decision Points and Guiding Questions



Student Learning Measures

As part of the TIF 4 grant, the U.S. Department of Education requires the use of multiple measures of student growth and learning to complement the evidence of teachers' actions and practices. Student growth must be a "significant" component of a teacher's evaluation. The model TEPG recommends, for each teacher, the use of at least two different student learning measures, using different assessments and/or methods.

Recommendations include the following:

- At least one individual measure of student growth over time (A classroom-level student growth percentile measure using the New England Common Assessment Program is required, if it is available.)
- At least one student growth measure that applies to a team of teachers (e.g., a grade level, department, or entire school faculty student learning objective)

Student learning objectives allow teachers and administrators to measure a teacher's progress in moving students from a baseline measure toward an agreed-upon learning target. Teachers use real-time data about their classrooms of students to establish these learning targets. An administrator then reviews and approves the targets during the fall conference, and the teacher and administrator monitor progress throughout the year. The MSFE district steering committees will define, by teacher role, the specific student learning measures.

Student Learning Measures Decision Points and Guiding Questions

District Steering Committee Decision Points

Selecting Appropriate Student Learning Measures
What student learning measures and/or assessments are the district considering for inclusion in the TEPG?

Communication
When and how will the district communicate with administrators and teachers about student learning measures?

Guiding Questions

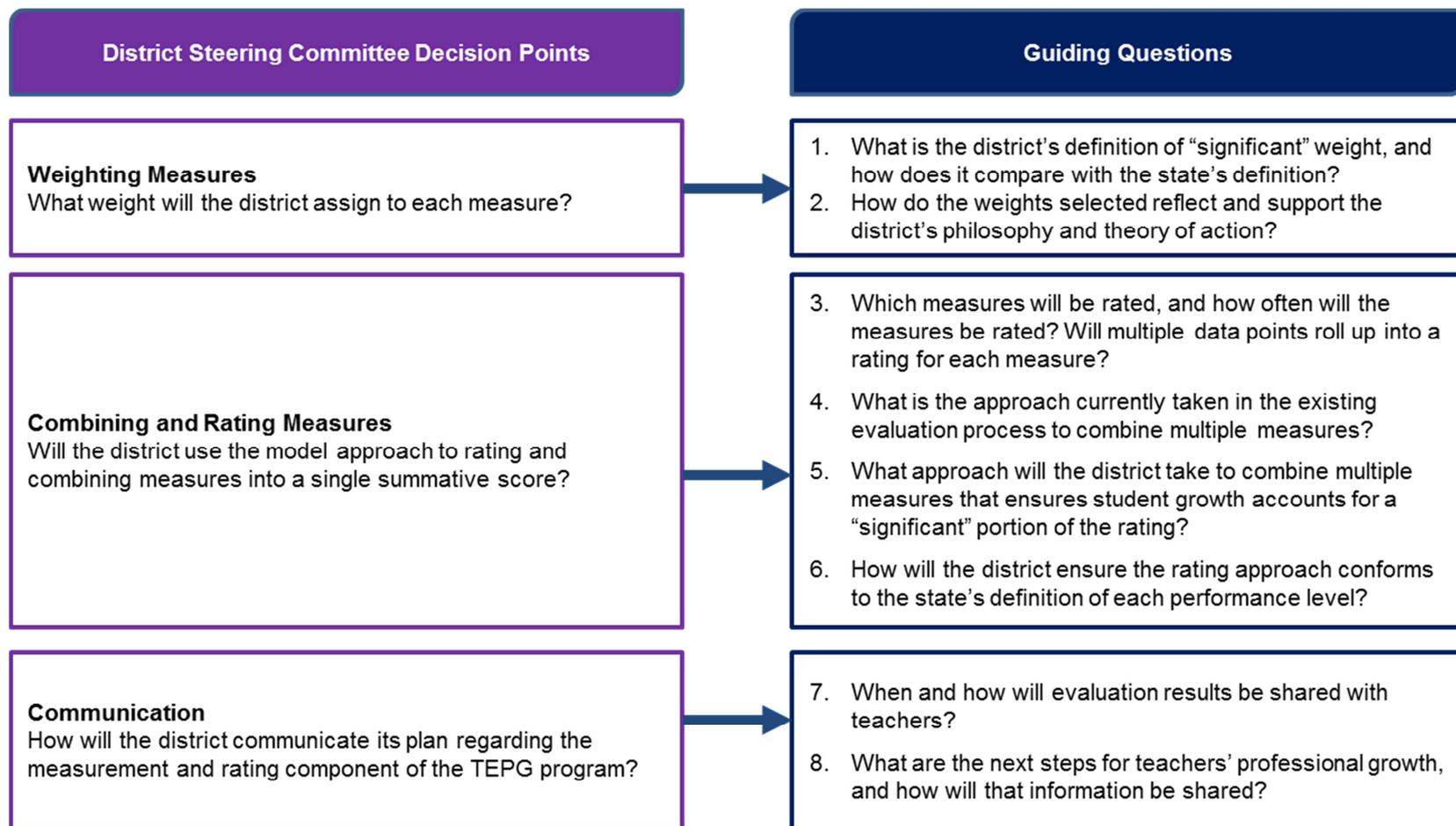
1. Do the measures have research on their: (a) ability to measure student progress; (b) demonstrated impact on student achievement; and (c) demonstrated impact on teacher practice?
2. Are the measures accurate and fair indicators of what a student is supposed to learn?
3. How will the district work to ensure measures are rigorous and comparable across classrooms?
4. Will all teachers (in both tested and nontested subjects) be evaluated with alternative growth measures?
5. What are the key anxieties the district should address in communicating about student learning measures?
6. What follow-up supports and resources will teachers need?

Summative Rating Process

The MSFE model TEPG program takes a numerical approach to combining multiple measures into a final summative effectiveness rating. See the model TEPG document for details about the rating categories for measures, calculations in summing up multiple data points, and weights applied.

The district steering committees may determine whether to adopt the model approach, the weights to apply to each measure, and how the rating process and scores will be communicated to stakeholders.

Summative Rating Process Decision Points and Guiding Questions



TEPG Implementation

As part of their participation in the TIF 4 grant, TIF 4 MSFE districts are required to implement a broader human capital management system, which includes professional development and new evaluation instruments. All nineteen high-need schools from across all MSFE districts must fully implement all components of TIF 4 (e.g., performance-based compensation and National Board professional development). However, the remaining non-high-need schools within these districts are still required to implement the evaluation component and human capital management system component of TIF in later years of this grant (2014–15). Each district steering committee must wrestle with larger implementation questions related to the teacher collective bargaining agreement and the process by which the district will continuously monitor and improve (if necessary) the implementation and alignment of the new teacher evaluation program with the rest of the human capital management system.

TEPG Implementation Decision Points and Guiding Questions

