



# **Model Teacher Evaluation and Professional Growth Program**

**Maine Schools for Excellence Districts**

**Maine Department of Education**

August 2013

Appreciation is given to the many Maine teachers and leaders in the Teacher Incentive Fund Maine Schools for Excellence districts who have contributed countless hours, effort, and expertise to the development and continual refinement of this work.

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# The Maine Schools for Excellence Vision

Improving student learning and educator effectiveness is at the heart of the Maine Schools for Excellence (MSFE) initiative, which is assisting two cohorts of districts in their design and implementation of comprehensive human capital management systems.

The vision of MSFE is as follows:

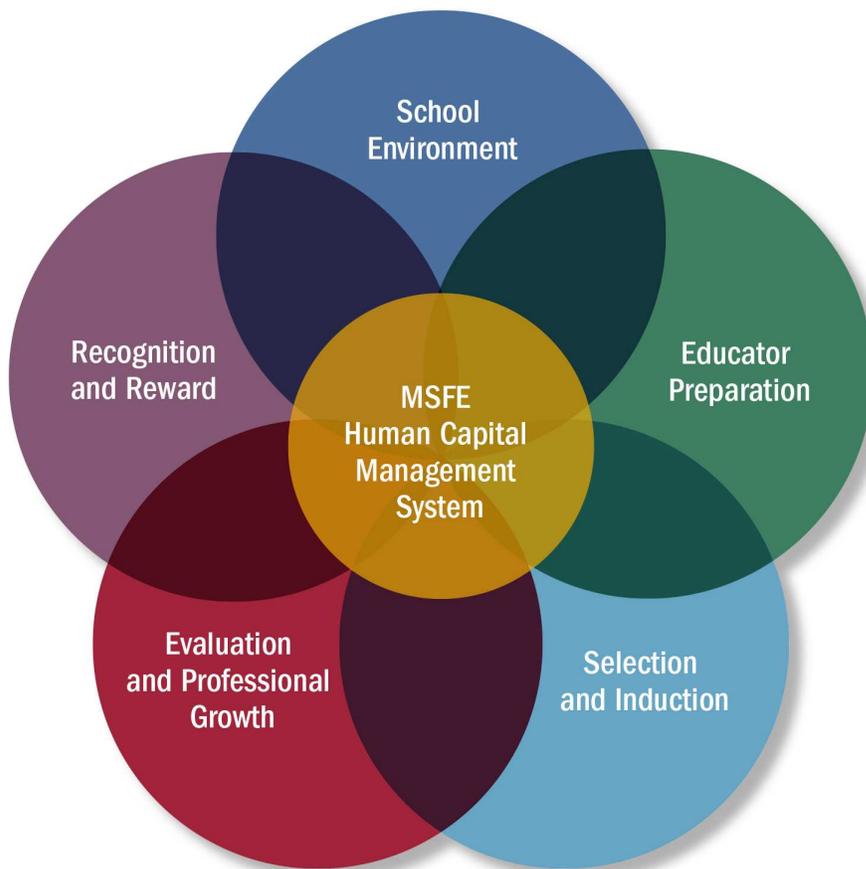
- **To** enhance educator effectiveness and student learning
- **For** the benefit of all stakeholders, including students, educators, parents, and the community
- **By** developing an integrated and coherent human capital management system that aligns with the district mission and includes the following key features for all educators: regular, specific measurement and feedback; ongoing, targeted professional development; and fair and sensible recognition and rewards
- **So that** schools can better attract and retain high-performing educators and benefit from a workforce of teachers and administrators who are aligned in purpose, teamed in their efforts, and motivated to succeed in delivering high-quality instruction to students

MSFE is the umbrella initiative for two 5-year Teacher Incentive Fund (TIF) grants from the U.S. Department of Education: TIF 3 and TIF 4. The TIF 4 grant, which was awarded in October 2012, emphasizes a multifaceted approach to recruiting, supporting, and retaining effective educators that mirrors Maine's strategy for addressing these critical interrelated issues.

With the TIF 4 grant, the Maine Department of Education has committed to a human capital management systems approach to improve educator effectiveness. This focus reflects the emerging consensus that strategies addressing the preparation, selection, evaluation, growth, and recognition of educators are inextricably linked and must draw upon common language and data. The participating TIF 4 MSFE districts will implement strategies that address the five components of the MSFE human capital management system:

- School environment
- Educator preparation
- Selection and induction
- Evaluation and professional growth
- Recognition and reward

**Figure 1. The MSFE Human Capital Management System**



While the teacher evaluation and professional growth (TEPG) program falls within the Evaluation and Professional Growth component of this larger integrated system, it touches upon each of the other components as well. The TEPG program builds on strong educator preparation, selection, and induction, which, in turn, will inform recognition and rewards. A summative effectiveness rating of effective or distinguished is a prerequisite for certain teacher leadership roles in the district as well as performance-based pay and related stipends.

Underlying all of these strategies is the necessity of building a positive, collegial school environment where all educators can grow and thrive. A similar model program for leaders—the leadership evaluation and professional growth program—will be created with school leaders as the focus.

## The Model TEPG Program: Purpose and Goals

The MSFE model TEPG program outlines a core teacher evaluation framework, which will serve as the foundation for each TIF 4 MSFE district's local teacher evaluation and professional growth program. The model has three programmatic purposes:

- Integrate emerging best practices from the TIF 3 MSFE districts and nationally into a comprehensive, manageable evaluation and professional growth program.
- Fully satisfy the requirements of the TIF 4 grant and Maine legislation LD 1858, "An Act to Ensure Effective Teaching and School Leadership."
- Provide a starting point for discussion and decision making in the TIF 4 district steering committees around appropriate adaptations to the model to fit local TIF 4 MSFE district needs.

In the long run, the MSFE model TEPG program encourages shared language around the craft of teaching and supports collaboration within and across schools, ultimately fostering improvement in teaching practices and positively impacting students' learning.

## Model Evaluation Process and Timeline

The model TEPG program calls for an ongoing series of conversations and activities that emphasize formative feedback and professional growth throughout an annual cycle of evaluation. The process can be illustrated in four overlapping steps (see Figure 2). Individual teachers, in collaboration with grade-level and/or subject-area teams and administrators, take a leading role at each step of the process. First, teachers set goals for their own growth and that of their students. Next, they gather evidence of practices that cannot be easily observed, adjust their practices in response to feedback, and work toward their goals. Throughout the cycle, teachers reflect and self-assess using the rubric. Finally, they use the evaluation results to inform their professional growth, career opportunities, and the next evaluation cycle.

**Figure 2. The Model Teacher Evaluation Process**



### Step 1: Expectations and Goal Setting

The first step in the model evaluation process occurs at the beginning of the school year and sets the stage for a positive, collaborative evaluation and professional growth process for the coming year. In Step 1, administrators have an opportunity to share district and school priorities and collaborate with teachers to identify appropriate student learning measures as part of the TEPG rating. This step involves expectation-setting meetings, teacher self-assessment against the Maine Schools for Excellence rubric standards, professional goal setting, and the identification of student learning measures for the coming evaluation cycle.

## **TEPG Orientation**

At the beginning of the school year, an administrator holds a half-day TEPG orientation meeting for all teachers, at which the administrator shares expectations for the coming year, answers questions, and kicks off the new evaluation cycle. Each teacher will receive a paper or an electronic copy of the TEPG handbook that includes the TEPG rubric, tools such as goal-setting and reflection templates, and forms such as the pre-observation conference form and evidence portfolio cover page. During this orientation, the administrator and teachers will determine the consistent subset of standards for which all teachers will gather evidence of their performance and the recommended types and the amount of evidence to be gathered. Part of this meeting may be set aside for training on the TEPG process for teachers in a rating year or for those who are new to the school.

## **Teacher Self-Assessment and Professional Goal Setting**

Teachers begin the new evaluation cycle by reflecting on their strengths and improvement opportunities using the 16 standard indicators of the Maine Schools for Excellence evaluation and professional growth rubric (MSFE TEPG Rubric) to organize their thinking. Based on these reflections, teachers then identify at least one individual professional growth goal that aligns with school and/or district priorities. Teachers bring this goal to their administrators for review and refinement at the fall conference. Teachers and administrators will monitor progress toward the professional growth goal(s) throughout the year, with more formal checkpoints at one or more post-observation conferences and at the summary evaluation conference.

## **Identifying Student Learning Measures and Targets**

In parallel to self-assessment and professional goal setting, teachers will begin thinking about their student learning measures by reviewing student learning data from the previous year and their new classrooms of students. This review may include the results from preliminary benchmarking or diagnostic assessments, students' previous standardized test scores, students' self-assessment of their skills and knowledge in a subject, and other classroom-specific measures. This step prepares teachers to set individual and team student learning objectives (SLOs) and accompanying targets for student growth. Teachers will discuss this information and their preliminary thoughts about SLOs and growth targets with their administrator during the fall conference.

## **Fall Conference**

Prior to the fall conference, typically scheduled for October, teachers will receive training and support to complete their self-assessments and draft their SLOs. During the fall conference, each teacher meets with an administrator to share highlights from his or her self-assessment and review and refine each SLO. This conversation will segue into a discussion of overarching professional growth goals. The fall conference is another key opportunity for setting expectations about the evaluation process. The administrator will share individualized logistics, such as a tentative observation schedule for the

school year, and the teacher will share personalized action steps that he or she plans to take to achieve his or her professional goals. Together, the pair will determine what evidence the teacher should gather to demonstrate both goal achievement and SLO completion.

## **Step 2: Evidence, Feedback, and Growth**

Step 2 of the model evaluation process occurs throughout the year and involves the tangible evaluation process. Like every step of the process, this step is designed to involve a great deal of conversation, learning, and growth and provide the teacher with rich feedback. The focus of Step 2 is to learn about the many facets of a teacher's practice, share insights and feedback based on the evidence collected, and collaborate about next steps for professional growth. The term "evidence" refers to information that is gathered during the course of the regular school day; it should reflect authentic practice and not be manufactured especially for evaluation purposes. Evidence can include data gathered during administrator and peer classroom observations; team meeting plans and outcomes; formative assessment information at the classroom level; and/or authentic artifacts of the teacher's behind-the-scenes work in planning, communicating with families, and assessing students. In addition, teachers will gather evidence of their professional growth goals and SLOs, as determined during the fall conference. Teachers and administrators collaborate throughout this step in the evaluation and professional growth cycle to ensure that there are no surprises at the final ratings step.

The term "multiple measures" refers to the various ways that instructional practice and outcomes can be captured. The measures highlighted in the MSFE model TEPG program include the following:

- Administrator observations and conferences
- Peer observation and feedback
- Teacher self-assessment
- Teacher-led collection of evidence
- Learner perception data
- Student learning measures

The use of multiple measures (see Table 1) in an evaluation system is recognized as the preferred approach because each measure has strengths and weaknesses as well as "noise" or measurement error. The evidence gained from a measure may be narrative, binary (yes/no), or numerical. One measure may generate many pieces of evidence or data points, such as classroom observations, or a single data point, such as a measure of student growth on a specific assessment.

**Table 1. Multiple Measures in the MSFE Model TEPG Program**

Measure	Description	Evidence Collected	Requirements
Administrator observations	Announced and unannounced classroom observations of a significant portion of a lesson	Narrative, factual statements aligned with the rubric standard indicators	All teachers: two or more
Teacher-administrator conferences	Opportunity to discuss classroom context and evidence gathered related to observations and goals	Narrative, factual statements aligned with the rubric standard indicators and goals	Pre- and post-observation feedback for every observation
Peer observation and feedback	Focused observation followed by reflective conversation with a peer	Confidential feedback on performance	At least one non-evaluative peer observation for every teacher every year
Teacher-led collection of evidence	Sample of artifacts highlighting performance in 3-5 standard areas	8-10 artifacts with accompanying explanation of rubric alignment	Submission by all teachers
Learner perception data	Student survey of teaching quality and engagement	Percent of students responding at each level of a 5-point scale, by question	All teachers in surveyed grades and subjects
Student learning measures	Measures of students' growth, at the classroom, grade/subject, and/or school level	Analysis of student performance results against targets	At least two measures for all teachers

*Note.* Chapter 118 which governs local support systems for new teachers, states that “each initial Professional Certification Action Plan shall also include no fewer than three classroom observations annually by the assigned mentor for two years for conditional-certificate holders, targeted need certificate holders, and provisional certificate holders, and six observations of candidates for the master certificate and renewal of the master certificate. The first observation shall be for at least one period of instructional activity, preceded and followed by a conference with the candidate. All observations shall be done by persons trained in peer observation techniques in a Department of Education approved Mentor Training.”

### **Administrator Observations and Conference(s)**

The TEPG program incorporates observations of classroom practice. All observations (announced and unannounced) are an opportunity for administrators to witness teachers in their element, showcasing their knowledge and skills. The primary focus of a classroom observation is a teacher’s instructional practice, but an important secondary focus is student engagement and learning. Administrators have two roles during and after an observation: to gather evidence for an eventual performance rating and provide concrete and useful feedback and suggestions for the teacher. Each observation adds to the body of evidence an administrator has about a teacher’s performance while also providing an opportunity to build a shared understanding of what good teaching and

learning look like and how a teacher can continue improving his or her craft in the service of students.

Each teacher will be observed multiple times per year. At least one of these observations is “announced,” scheduled in advance, in collaboration with the teacher. Observations may vary in length, but should be long enough to capture meaningful evidence of practice. The observation cycle includes the following:

- Pre-observation preparation in the form of a short conversation or some written context about the classroom, the students, and the lesson content (announced observations only)
- Observation of a significant portion of a lesson (sufficient to capture meaningful evidence of practice)
- Post-observation feedback to the teacher based on evidence of performance and its relationship to the MSFE TEPG rubric standard indicators and performance levels. This feedback may be written or an in-person conference. It may further address evidence to date of progress toward professional growth goals and SLOs

Administrators may choose to observe certain teachers more frequently, particularly if a teacher is struggling, has requested targeted feedback, or is in a new grade level or subject area.

Although principals and assistant principals usually conduct these observations, other trained observers, including, for example, curriculum coordinators, department chairs, new teacher mentors, and district-level administrators, may conduct these observations. Whenever possible, teachers should be observed by two different administrators during the course of the year because this improves the reliability performance ratings based on observations. In addition, each observer will see teaching through a different lens, which may provide the teacher with a variety of valuable feedback.

### **Peer Observation and Feedback**

Classroom observations offer a key learning opportunity for both the observer and the teacher being observed, so the MSFE model TEPG program includes a peer observation and feedback component. At least once during the school year, formally designated peer observers will observe each teacher in a formal rating year, and a feedback session will follow the observations.

During the fall conference, the teacher and his or her administrator will determine who the peer observer will be and which standards and/or goals (two or three) the peer will focus on. The peer observer and the focus areas will be based on the teacher’s goals, the content area, the grade level, and self-assessment against the MSFE TEPG Rubric from the previous year.

The peer observer will observe the agreed-on lesson and record evidence of practice in the focus areas. After the observation, the teacher and the peer observer will meet to discuss and jointly reflect on the evidence the observer gathered. The growth-focused conversation between the teacher and the peer observer is confidential; it should be considered an opportunity to gain a colleague's insights on teaching and focus professional growth efforts in a few key areas during the evaluation cycle. All evidence gathered will be considered nonevaluative unless the teacher chooses to include the written evidence or feedback from the observation in his or her submission of evidence to the administrator.

In addition to the formal peer observation(s), all teachers are encouraged to conduct reciprocal observations with colleagues in their school or other schools in the district. This process of observing and talking about teaching builds a shared language and understanding of good practices throughout the school and across the district.

### **Teacher-Led Collection of Evidence**

Teachers will collect evidence in three to five focus areas of the MSFE TEPG Rubric, as agreed on during the TEPG orientation. The standard areas—typically those that are more difficult for administrators to observe during classroom observations—and the expectations for the quantity of evidence to be gathered and shared with administrators will be consistent across all teachers at the school. Teachers will also track their professional goals and SLO progress throughout the evaluation cycle to ensure that they are on track for achieving their goals. Goal-related evidence will be shared with the administrator at the post-conference(s).

## Learner Perception Data

While classroom observations have traditionally been the primary method of gathering evidence about instructional effectiveness, no observer has more direct experience observing instruction than the students in the classroom. The student survey instruments used by MSFE districts are designed to capture key dimensions of classroom life and teaching practice as students experience them.

The MSFE model TEPG program utilizes the Tripod 7C student survey, supported by Cambridge Education. This survey asks students to give feedback on specific aspects of the classroom experience organized around seven elements of teaching practice. The questions use Likert-scale response options, and focus on specific statements such as “Our class stays busy and doesn’t waste time.” In addition, the survey asks students to assess their level of engagement around student engagement targets such as trust, cooperation, ambitiousness, and diligence. In addition to the classroom level survey items, there are also questions related to school climate as well as family and student demographics. More detailed guidance on survey administration and interpretation of the data can be found at the MSFE website, <http://www.maine.gov/doe/excellence>.

## Multiple Measures of Student Learning

Maine’s winning TIF 4 grant proposal requires the use of multiple measures of student growth and learning to complement the evidence of teachers’ actions and practices. For the purposes of the MSFE model TEPG program, this means at least two different student learning measures for each teacher, using different assessments and/or methods (see Table 3 below):

- At least one individual measure of student growth over time; a classroom-level student growth percentile measure using the New England Common Assessment Program (NECAP) 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 SLO)

**Table 3. Student Learning Measures by Teacher Roles and Responsibilities**

	State Assessment: NECAP/SBAC		Student Learning Objectives (SLOs) <sup>1</sup>	
	Individual Teacher	Grade, Subject, or School Team	Individual Teacher	Grade, Subject, or School Team
Teachers <b>with</b> regular instructional responsibilities, in grades and subjects	1	Optional	1	Optional

<sup>1</sup> SLOs allow teachers and administrators to measure a teacher’s progress in moving students from a baseline measure toward an agreed-on learning target. More information on support on SLOs will be provided throughout the year.

where assessments <b>are</b> required under ESEA				
Teachers <b>with</b> regular instructional responsibilities, in grades and subjects where assessments are <b>not</b> required under ESEA	N/A	Optional	2	Optional
Teachers <b>without</b> regular instructional responsibilities, in grades and subjects where assessments are <b>not</b> required under ESEA	N/A	Optional	2	Optional

*Note.* SBAC = Smarter Balanced Assessment Consortium; ESEA = Elementary and Secondary Education Act.

Whenever possible, districts should work to improve the stability of standardized test-related measures by averaging 2-3 years of data. Teachers and administrators are also encouraged to broaden their thinking—beyond traditional standardized tests—about what it means to measure student learning using the teacher- and student-centered approach to setting SLOs.

SLOs allow teachers and administrators to measure a teacher’s progress in moving students from a baseline measure toward an agreed-on learning target. Teachers use real-time data on their classrooms of students to establish these learning targets. The targets are then reviewed and approved by an administrator during the fall conference, and progress is monitored throughout the year. Teachers will bring more formal evidence of progress to post-observation conferences and the summary evaluation conference, at which point the administrator will assign an SLO rating of progress compared with the learning target.

Teachers without classroom-level standardized student growth data will be expected to set at least one individual SLO, but a second individual SLO is recommended. All teachers will participate in setting and monitoring their progress toward at least one team-level SLO to encourage teamwork and group accountability for student learning.

Although more detailed guidance on the SLO cycle is to come in summer 2013, the basic steps in the SLO process are given in Figure 3.

Figure 3. SLO Process Steps



## Step 3: Reflection and Rating

Many of the ongoing activities in Step 2 of the evaluation and professional growth cycle occur to inform Step 3. The reflection element of Step 3 occurs throughout the cycle—concurrent with evidence gathering and feedback—to inform changes to teaching practices, but much of the activity in this step occurs toward the end of the school year. During Step 3, teachers present all of the evidence collected through a variety of measures and tools; administrators use this evidence—in conjunction with observation information—to give each teacher a performance rating. No ratings are handed down in a vacuum or without input from teachers. As described in the following subsections, Step 3 is collaborative and should never be viewed as a surprise.

### Self-Evaluation and Submission of Evidence

Toward the end of the evaluation cycle, teachers will self-evaluate their performance on each of the 16 standard indicators in the MSFE TEPG Rubric and prepare a brief explanation for each rating (one to two sentences highlighting examples of evidence). This self-evaluation should focus on the teacher-collected evidence and goal progress but will also take into account feedback from the administrator and the teacher's perspective on his or her performance in each area. The teacher then shares this completed self-evaluation, along with his or her collected evidence, with the administrator in advance of the summary evaluation conference.

### Summary Evaluation Conference

Prior to the scheduled conference, the administrator will draw on evidence from the teacher's self-evaluation and other submissions, administrator observations, learner perception data, and SLOs to determine preliminary ratings for each standard. The administrator will compare that evidence to the performance descriptors in the MSFE TEPG Rubric and determine the rating that best fits the preponderance of evidence. The administrator will also develop draft recommendations for professional development to accompany two to three focus standards.

During the 45- to 60-minute summary evaluation conference, the administrator and the teacher will briefly review the administrator's preliminary standard-level ratings, focusing on specific feedback and recommendations. The teacher will also report on his or her progress toward professional growth goals and SLOs and highlight the key evidence being submitted during this conference.

### Performance Ratings

Soon after the summary evaluation conference, the administrator will assign a final rating for each standard indicator in the MSFE TEPG Rubric. He or she will also review the compiled evidence of goal attainment and rate each goal on a scale from 1 (*Did not meet*) to 4 (*Exceeded*). In addition, the administrator will review standardized student learning measures (if available) and translate results to a scale from 1 to 4

corresponding to quartiles for the results. Learner perception data gathered through the student survey will also be translated to a scale from 1 to 4 in preparation for combining all measures into a summative effectiveness rating. Finally, the administrator will rate SLO attainment on a scale from 1 (*Low*) to 4 (*High*). See the “Summative Effectiveness Ratings” section for more details about combining these measures into a single summative rating.

## Step 4: Plans and Pathways

In the final step of the TEPG process, administrators and teachers will use evaluation information to create individualized, personal professional growth plans for the following evaluation cycle. The professional development opportunities included in such plans should be targeted to a teacher’s areas of desired instructional growth and aligned to MSFE TEPG Rubric standard indicators. Furthermore, teachers and administrators should use this time at the end of the school year (and the evaluation cycle) to brainstorm plans for the upcoming year’s goals and pathways to success.

The professional growth plans will be tailored to each teacher based on his or her overall summative effectiveness rating. **A summative effectiveness rating of effective or distinguished is a prerequisite for certain teacher leadership roles in the district as well as performance-based pay and related stipends.**

### Individualized Growth Plan

Continuing contract teachers performing at a **distinguished** or an **effective** level of performance will be placed on an individualized growth plan and will take a goals-focused approach to the 4-step TEPG cycle in the following year. . A summative effectiveness rating will be issued each year.

### Monitored Growth Plan

Continuing contract teachers performing at a **developing** level will be placed on one-year monitored growth plan, which will, at a minimum:

- Include Steps 1-4 of the TEPG program
- Identify areas of improvement
- Identify goals that target these areas with an accompanying action plan and timeline, and a timeline to achieve an overall effective summative rating.

In addition, each teacher on a monitored growth plan may be assigned an effective or a distinguished teacher to support him or her during the process. For probationary teachers, this supporting teacher is the new teacher mentor.

## Directed Improvement Plan

A continuing contract teacher with a summative effectiveness rating of **ineffective or two consecutive ratings of developing** will be placed on a directed improvement plan, involving:

- Full participation in Steps 1-4 of the TEPG program, with targeted supports and a shorter timeline for improvement, between 60 days and one school year.
- Identification of the standard indicators in need of improvement
- Identification of the goals that will target these areas with an accompanying action plan and timeline to achieve an overall effective summative rating.

In addition, each teacher on a directed improvement plan will be assigned an effective or a distinguished teacher as a mentor/coach and will be observed by at least two different administrators who will collaborate in determining the final summative effectiveness rating. If the teacher subsequently receives a summative rating of effective or distinguished, he or she will be placed on the monitored growth plan for the next evaluation cycle. If the teacher receives a rating of ineffective at the end of a directed improvement plan, he or she may be recommended by the superintendent for nonrenewal. If this teacher is rated as developing, he or she may be placed on a monitored growth plan for an additional year or may not be renewed, subject to a decision by the superintendent. A teacher on a directed improvement plan who is moved to a monitored growth plan the following year must achieve a rating of effective or distinguished by the third year; otherwise, he or she will not be renewed.

Note: For teachers who are on an action plan for the 2013-2014 school year, the existing action plan will remain in place.

## Probationary Teachers

All probationary teachers will be placed on a monitored growth plan for each year of the probationary period regardless of their summative effectiveness ratings. A teacher in the final year of his or her probationary status must achieve a summative effectiveness rating of effective or distinguished to be considered for continuing contract status.

# The Maine Schools for Excellence Evaluation and Professional Growth Rubric

The MSFE TEPG rubric was developed in collaboration with the National Board for Professional Teaching Standards, TIF 3 MSFE schools, and American Institutes for Research. It is a Maine-specific description of effective teaching practices built on the National Board’s Core Propositions for Teaching. Each Core Proposition is broken down into a series of behavior-based measurable Standard Indicators. (See Table 4) The MSFE TEPG Rubric guides the 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.

In drawing upon the research-based Core Propositions for Teaching, the MSFE TEPG Rubric offers teachers a roadmap to engage with the National Board’s highly regarded programs, including the National Board Certification process and *Take One!* professional development. It also provides opportunity for teachers to take on leadership roles aimed at cultivating shared understanding of these professional practice standards. Teacher leader roles could include, for example, facilitating communities of practice, serving as a mentor and/or coach, observing peers and providing formative feedback, or participating on a district’s steering committee for evaluation and professional growth systems.

In using the National Board Core Propositions, the MSFE TEPG Rubric aligns closely to the InTASC Model Core Teaching Standards, which have been identified as “the standard for teacher effectiveness in Maine schools” (Chapter 180, Section 5<sup>2</sup>). This alignment means that teacher preparation and new teacher induction programs will be able to readily translate their work to the National Board language of accomplished teaching.

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<sup>2</sup> Chapter 180 is the rule that establishes standards and procedures for implementation of performance evaluation and professional growth systems (PE/PG) for educators, as required by Chapter 508 of Title 20-A of the Maine Revised Statutes.

**Table 4. MSFE TEPG Core Propositions and Standard Indicators**

Core Proposition	Standard Indicator
1. Teachers are committed to students and their learning.	<b>1-a. Understanding of Students:</b> Teacher recognizes individual differences and knows the backgrounds, abilities, and interests of his/her students and adjusts practice accordingly.
	<b>1-b. Application of Learning Theory:</b> Teacher demonstrates an understanding of how students develop and learn.
	<b>1-c. Classroom climate:</b> The teacher treats students equitably and fosters a safe, stimulating, supportive and collaborative climate where all students feel respected and are encouraged and expected to participate.
	<b>1-d. View of the Whole Child:</b> The teacher supports the development of the whole child, modeling dispositions and employing approaches that extend learning beyond the cognitive capacity of students.
2. Teachers know the subjects they teach and how to teach those subjects to students.	<b>2-a. Subject knowledge</b> The teacher demonstrates an understanding of how knowledge and skills in his/her subject domain are created, organized, and linked to those of other disciplines.
	<b>2-b. Pedagogical content knowledge</b> The teacher is knowledgeable of his/her subject domain (e.g., concepts, constructs, content) and conveys this knowledge clearly to students using specialized instructional skills.
	<b>2-c. Goal-focused planning</b> The teacher plans and implements instruction rich in higher order thinking to meet clearly identified goals and objectives for student learning.
3. Teachers are responsible for managing and monitoring student learning.	<b>3-a. Instructional approaches</b> The teacher utilizes a variety of instructional approaches to generate multiple pathways for students as they work to meet identified goals and objectives.
	<b>3-b. Classroom organization and grouping</b> The teacher creates an organized classroom that involves and engages all students, maximizes learning time, and enhances student learning in a variety of group settings.
	<b>3-c. Student engagement</b> The teacher encourages and clearly communicates expectations for student involvement in the learning process that results in a high level of student engagement.

	<b>3-d. Assessment of student progress</b> The teacher employs multiple methods to regularly measure student growth and progress and uses this information to inform instruction.
4. Teachers think systematically about their practice and learn from experience.	<b>4-a. Adjustment to instructional plans</b> The teacher continually reflects on his/her instructional decision-making and modifies instructional approaches and interactions, making decisions based on student learning needs and best practices.
	<b>4-b. Continuous professional growth</b> The teacher uses educational research and feedback from others to identify and pursue professional development opportunities that facilitate relevant and appropriate professional growth.
5. Teachers are members of learning communities.	<b>5-a. Professional collaboration and leadership</b> Teacher contributes to school effectiveness by collaborating with other professionals on activities related to the strategic priorities of the school and district.
	<b>5-b. Engagement with caregivers and community</b> Teacher engages in ongoing communication and collaboration between home/caregivers and the greater community to enhance student learning and school effectiveness.
	<b>5-c. Professionalism</b> The teacher presents himself/herself (e.g., in interactions with students, colleagues, primary caregivers, and the public) in a professional manner that reflects the district's high standards of ethics and excellence.

*Note.* Prepared from the National Board for Professional Teaching Standards policy statement, *What Teachers Should Know and Be Able to Do*—a cornerstone of the system of National Board Certification and guide to school districts, states, colleges, universities and others interested in strengthening the education of America's teachers. [www.nbpts.org](http://www.nbpts.org).

## MSFE TEPG Rubric Performance Levels

The MSFE TEPG Rubric describes a continuum of practice for each standard and includes four detailed levels of performance. Each performance level is briefly defined in Figure 4.

**Figure 4. Overarching Performance Level Definitions**

<p><b>Ineffective</b></p> <p>Evidence of practice indicates little or no understanding and application of the standards.</p>	<p><b>Developing</b></p> <p>Evidence of practice indicates limited understanding and application of the standards.</p>	<p><b>Effective</b></p> <p>Evidence of practice indicates a clear understanding and application of the standards.</p>	<p><b>Distinguished</b></p> <p>Evidence of practice indicates a deep understanding and dynamic application of the standards.</p>
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The lowest level of performance—ineffective—describes actions and behaviors of a teacher’s practice that are inappropriate for the students, the subject, and/or the learning environment and/or reflects a lack of understanding of students, content, and/or pedagogy. The second level of performance—developing—describes teaching that reflects a limited repertoire of strategies and instructional behaviors. The practices of beginning teachers will often indicate this level of performance as they begin to expand their skills and knowledge of the teaching craft. The third level of performance—effective—represents the minimum expectations for teacher performance and describes expectations for proficient teaching, with a diverse set of strategies well implemented to reach all students. The practices of experienced teachers are expected to demonstrate effective performance in most of the standard areas. The top level of performance—distinguished—describes a teacher’s actions and behaviors that consistently reach above and beyond the expectations for effective practice. Because this level describes a practitioner’s “peak” performance level, it is expected that only a small percentage of teachers will demonstrate this level on one or more standards at any given point time.

## Summative Effectiveness Rating

Determining a teacher’s summative effectiveness rating is an ongoing process, not a one-time, year-end event. Behind the final performance rating labels of ineffective, developing, effective, or distinguished is a year of work and conversations about teaching practices and student learning, including a teacher’s collection of evidence, multiple classroom observations, state and local data on student improvement, and data about students’ perceptions of their own learning. Although there are several possible methods for combining each measure into a final summative rating, the MSFE model TEPG program takes a numerical approach due to its transparency, flexibility with regard to missing data or additional data points, and alignment with the balanced scorecard approach to distributing performance-based incentives.

In the MSFE model TEPG program, evidence of teacher performance is collected along several dimensions using a variety of measures. At the end of the evaluation year, each measure receives a rating, and then the ratings are combined numerically, with the weighting for each measure as presented in Table 5.

**Table 5. Ratings and Weights**

	<b>Professional Practice</b>	<b>Professional Growth</b>	<b>Learner Perception</b>	<b>Learner Growth</b>
<b>Measures</b>	Performance on each of the 16 Standard Indicators of the MSFE TEPG Rubric	Professional growth goal progress and attainment	Students’ perceptions of teaching quality and reports of their engagement	Student growth and improvement
<b>Rating scale</b>	Ineffective = 1 Developing = 2 Effective = 3 Distinguished = 4	Did not meet = 1 Partially met = 2 Met = 3 Exceeded = 4	Low = 1 Low average = 2 High average = 3 High = 4	Did not meet/low = 1 Partially met/low average = 2 Met/high average = 3 Exceeded/high = 4
<b>Sources of evidence</b>	Observations, conferences, and teacher-led collection of evidence	Conversations and documents related to professional goal progress	Student survey results	Student growth data from NECAP, SLO progress
<b>Calculation</b>	Average all ratings to determine overall rubric rating.	Determine overall goal rating.	Translate survey results into a 1–4 scale.	Rate performance for each measure and average.
<b>Weight</b>	40%	10%	10%	40%

After all of the weights are applied and all of the measures are averaged together, the administrator determines the summative effectiveness rating associated with the raw score:

- Ineffective: less than 1.5
- Developing: 1.5–2.4
- Effective: 2.5–3.4
- Distinguished: greater than 3.5

A discrepancy of two or more rating levels between the professional practice and learner growth categories of measures warrants further review before a summative effectiveness rating can be determined. In such cases, the administrator will review the evidence underlying the discrepancy and present a written explanation for the discrepancy and rating recommendation to the superintendent. The superintendent or a designated district-level committee will make the final rating determination. Regardless of the final rating, this teacher's plan for the subsequent evaluation cycle must address the identified area(s) of need.

A summative effectiveness rating of effective or distinguished is a prerequisite for certain teacher leadership roles in the district as well as performance-based pay and related stipends.

## Resources to Support the MSFE Model TEPG Program

While the above document outlines the major components of the MSFE model TEPG program, more detailed guidance and support will follow throughout the 2013-14 school year.

A series of decision guides to support district steering committees in their discussions around appropriate adaptations to the MSFE model TEPG program will be available in spring 2013. The decision guides will be available on the MSFE website and will address topics including:

- How to get started in designing local TEPG programs based on the MSFE model
- Making local decisions about classroom observations
- Setting and monitoring student learning objectives
- Incorporating learner perception data into the TEPG
- Weighting measures for summative rating

In summer 2013, MSFE staff will release model forms and templates that align to the four steps of the teacher evaluation and professional growth cycle described above. A model TEPG handbook template for local district adaptation will also be made available.

In addition to written resources and guidance, MSFE staff will facilitate TEPG training for teams from each TIF 4 MSFE district in August 2013. This training will focus on:

- Teachers' and administrators' roles in the TEPG process,
- Use of the MSFE TEPG Rubric and other tools to gather evidence,
- Rating performance across multiple measures, and
- Determining summative effectiveness ratings.

Follow-up training and district support will include a train-the-trainer session on setting and monitoring SLOs (in fall 2013), administrator coaching and calibration sessions throughout the year, and training modules for use with all teachers.