

# AUGUSTA SCHOOL DEPARTMENT

**Teacher Performance Evaluation**

**and**

**Professional Growth Program**

For School Year 2015-2016

**\*\*March 8, 2016**

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## Introduction

In March, 2013, the Maine Department of Education provisionally adopted Chapter 180, the rules implementing required teacher and principal evaluation systems. Because the adoption came after a statutory deadline (due to a snowstorm, which delayed the public hearing), the Department could not put the new rules into effect until the full Legislature approves them. Legislative leadership sent the rules to committee for a public hearing, which would set the rules on course toward final adoption and implementation. However as a result of the enactment of LD 692 and LD 38 in March, 2015 changes to Title 20-A and Rule Chapter 180 were implemented for the 2015-2016 school year.

The present teacher evaluation tool used in the Augusta School Department was developed prior to 2006. The current model does not meet the needs for desired professional development on instructional practice, knowledge of content, and student outcomes. In addition, our present system falls short of meeting either the State mandates or the public's expectation that teacher evaluations include consideration of student achievement data.

An initial development committee was established in January, 2013 which involved teachers and other stakeholders. Once the Augusta School Department's PEPG system was drafted, a Steering Committee was formed (September, 2014) which includes representatives from the local educational association, appointed by the local association, teachers, administrators and other school administrative unit staff. The function of the Steering Committee is for ongoing review of the system, develop a mechanism for ongoing training for the evaluators and the educators, the process for determining teacher of record and determine opportunities for professional improvement.

The Performance Evaluation and Professional Growth (PEPG) Committee has developed a new model that addresses the shortfalls and meets the Department's requirements. Specifically, the evaluation tools will consider student growth and teacher performance related to the Five Core Propositions from the National Board for Professional Teaching standards (NBPTS). The National Board was founded by teachers in 1985 in response to the educational shortcomings identified in the now well-known report, *A Nation at Risk*, published by the U.S. Department of Education in 1984. The Board wrote the Core Propositions and 17 related standards and developed a national teacher certification process commonly referred to as National Board teacher certification.

Augusta School Department teachers learned about the Core Propositions and related standards through our introduction and training professional development process during the 2014-2015 school year as we piloted the new evaluation system. This professional development will continue in 2015-2016 through a second pilot year. The program development and refinement will take time, and will continue to be refined by the T-PEPG Steering Committee on a yearly basis. Teacher input and feedback will be crucial – and asked for – in order to fine-tune the tool and the overall system and assure that it is meeting its intended purposes.

The goals of the T- PEPG program and the process used in its design align directly with the recommendations of national education groups such as the National Comprehensive Center for Teacher Quality. The Center recommends that “To further the development of direct links between teacher evaluation and instructional improvement, states and districts need to nurture an educational climate in which evaluation is not seen as punitive and teachers are highly invested in the process. The core of evaluation reform efforts should be human capacity building at all levels so that states, districts, and schools can identify and learn from top performing teachers, support discouraged and less successful teachers, and continue to develop all teachers toward their full potential.”

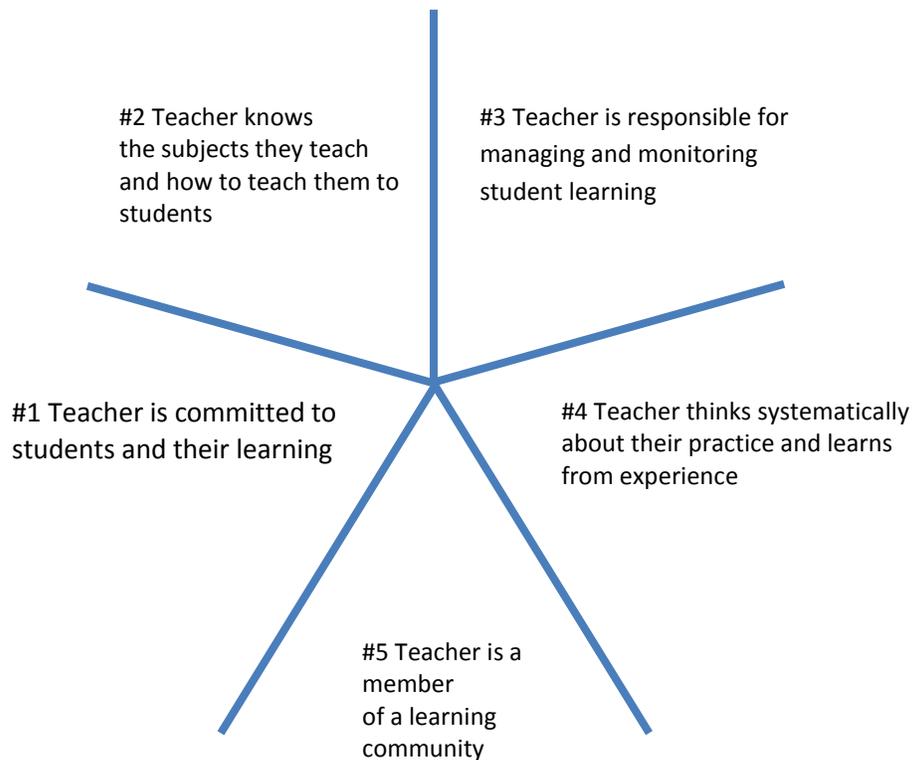


Figure 1

**NBPTS Core Propositions**

## Program Purpose

The overarching purpose of the T-PEPG program is to **improve instruction and student learning growth** by:

- Serving as a measurement of performance of individual teachers;
- 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;
- Serving as a basis for identifying areas where professional development can improve instructional effectiveness;
- Focusing the goals and objectives of schools and districts as they support, monitor, and evaluate their teachers; and
- Serving as a tool in developing coaching and mentoring programs for teachers.

The program includes the following key features:

- Allows administrators to provide on-going, concrete feedback to teachers about their performance against a clear, detailed National Board for Professional Teaching Standards-anchored performance rubric through classroom observations and review of student data and teacher performance;
- Utilizes a performance rubric that includes multiple rating options and level-cutting language that enables administrators to clearly identify and describe differences in instructional performance;
- Incorporates student growth as measured by objective assessments as a significant factor in evaluations with a plan to be able to collect such data for the vast majority of classroom teachers within the next 3 years;
- Provides support for teachers who fall below performance standards;
- Includes a pilot peer review process that will assist in the final adaptation of the instruction and annual reviews over the course of multiple years to ensure optimal benefit to teachers as a formative assessment tool;
- Incorporates a process of self-reflection, goal setting and evaluation to drive continuous performance improvement and professional growth; and
- Provides regular training to teachers and administrators in the T-PEPG process, opportunities and proper use of the observation tool.

## National Board for Professional Teaching Standards

The foundation for the ASD's T-PEPG program are the following National Board's Five Core Propositions and 16 standards that specify the knowledge, skills, abilities, and commitments required for accomplished teachers.

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

**Standard 1.1 – Understanding of Students** The teacher recognizes individual differences and knows the back grounds, abilities, and interests of his/her students and adjusts practice accordingly.

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

**Standard 1.3 – Classroom Climate** The teacher treats students equitably and fosters a safe, stimulating, supportive and collaborative climate where all students feel respected and are encourage and expected to participate.

**Standard 1.4 – View of the Whole Child** The teacher supports the development of the whole child, modeling dispositions and employing approaches that extend learning beyond the cognitive capacity of students.

### **Core Proposition 2: Teachers know the subjects they teach and how to teach those subjects.**

**Standard 2.1 – Subject Knowledge** 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.

**Standard 2.2 – Pedagogical Content Knowledge** 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.

**Standard 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 3.1 – Instructional Approaches** The teacher utilizes a variety of instructional approaches to generate multiple pathways for students as they work to meet identified goals and objectives.

**Standard 3.2 – Classroom Organization and Grouping** The teacher creates an organized learning environment that involves and engages all students, maximizes learning time, and enhances student learning in a variety of individual and group settings.

**Standard 3.3 – Student Engagement** The teacher encourages and clearly communicates expectations for student involvement in the learning process that results in a high level of student engagement.

**Standard 3.4 – Assessment of Student Progress** The teacher employs multiple methods to regularly measure student growth and progress and uses this information to inform instruction.

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

**Standard 4.1 – Adjustment to Instructional Plans** 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.

**Standard 4.2 – Continuous Professional Growth** The teacher uses educational research and feedback from others to identify and pursue professional development opportunities that facilitate relevant and appropriate professional growth.

**Core Proposition 5: Teachers are members of learning communities.**

**Standard 5.1 – Professional Collaboration and Leadership** Teacher contributes to school effectiveness by collaborating with other professionals on activities related to the strategic priorities of the school and district.

**Standard 5.2 – Engagement with Caregivers and Community** Teacher engages in ongoing communication and collaboration with home/caregivers and takes advantage of community resources to enhance student learning and school effectiveness.

**Standard 5.3 – Professionalism** 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.

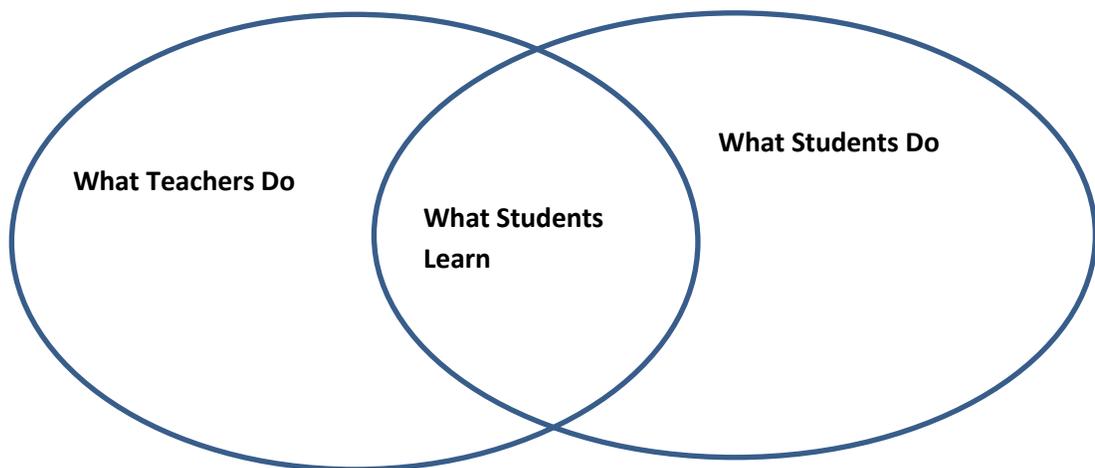


Figure 2

**Venn Diagram: Evidence Based Teaching**

## Teacher Evaluation and Professional Growth

### Prerequisites

Before participating in the evaluation process, teachers and administrators will be trained on the T-PEPG program. T-PEPG training will include work on the National Board's Core Propositions and standards, the evaluation process, support for teacher on growth plans, student growth measures to be used, goal setting, deadlines, conducting pre-observation and post-observation conferences and accountabilities. Administrators will be trained on skill development in the effective use of the evaluation instrument to ensure inter-rater reliability utilizing the MDOE PEPG training resources. Our goal is to involve a majority of teachers in all components during the 2014-2015, the 2015-2016 and the 2016-2017 pilot years while realizing that additional administrator support may be necessary for this to be accomplished.

### Educator Evaluation Team

The educator's administrator is the evaluator. If the educator has more than one administrator, the evaluator will be identified prior to the annual goal-setting meeting. The educator's evaluation team shall be comprised of the administrator(s), the educator and a peer selected by the educator. The role of the peer will be to provide help, support and offer formative reflective feedback to the educator. It should be noted that peers are not evaluators and will not provide materials or feedback for the summative evaluation unless the educator chooses to include evidence from the peer.

### Probationary Educators- What & When

Year 1, 2, and 3 Probationary teachers will follow the components and timelines.

1. Orientation, **September**
2. Administrator and teacher will meet to collaborate on goal writing in **September**
3. Teacher completes self- assessment rubric, and goal setting, **by October 5th**
4. Fall Conference, **by October 15th**
5. Pre-Observation Conference (s), Observation (s) and Post-Observation Conference (s), **between October 1<sup>st</sup> – April 30<sup>th</sup>**
6. Peer Review (s), **between October 1<sup>st</sup> – April 30<sup>th</sup>**
7. Self-assessment, completed portfolio, reflection narrative, and peer observation document results **by March 1st**
8. For Year 1, 2 teachers, Summary Evaluation Conference(s) by **November 15<sup>th</sup> and March 15<sup>th</sup>**.  
For Year 3 teachers, Summary Evaluation Conference by **March 15<sup>th</sup>**.

## Continuing Contract Educators- What & When

Continuing Contract teachers will complete these components and timelines:

1. Orientation, **September**
2. Administrator and **Year 1** teacher will meet to collaborate on goal writing in **September**
3. **Year 1** Teacher completes self-assessment rubric, and goal setting, by **October 5<sup>th</sup>**
4. Administrator and **Year 2 & Year 3** teacher will meet to review goals, and update if necessary in **September**
5. Fall Conference, by **October 15<sup>th</sup>**, optional for Year 2 & Year 3 teacher
6. **For Year 3 teachers only**, Pre-Observation Conference (s) Observation (s) and Post-observation Conference (s), **between October 1<sup>st</sup>-April 30<sup>th</sup>**
7. Annual Peer Review (s), **between October 1<sup>st</sup>-April 30<sup>th</sup>** for all continuing contract teachers
8. Annual completion of reflective narrative. In addition, **Year 3 teachers** shall present a completed Self-Assessment Rubric Reporting form (using the T-PEPG rubric), peer review documents and his/her evidence portfolio to the administrator by **May 1<sup>st</sup>**
9. Summary Evaluation Conference **will take place no later than 5 full school days prior to the end of the school year.**

## Key Components

### Component 1: Orientation

At the beginning of each school year, the administrator will provide the teacher with this T- PEPG handbook, which will include the:

- T-PEPG Rubric including student growth measures to be used, if applicable;
- T-PEPG goal setting form and completed example;
- Lesson Description template for use with planned observation;
- Evidence Portfolio template;
- A schedule for completing all components of the performance evaluation process; and
- Companion Guide

Copies may be provided by electronic means.

The administrator will briefly review the overall intent of the T-PEPG program as well as the National Board Standards. For new teachers, a more in-depth presentation of the T-PEPG program will be part of the induction and mentoring program.

### Component 2: Teacher Self-Assessment and Goal Setting

Using the T-PEPG rubric the teacher shall review each of the 16 performance standards, multiple student growth measurements; reflect on prior year strengths and improvement opportunity and self-rate. Using the T-PEPG goal setting form and based on the self-rating, the teacher shall identify at least

one (1) student learning goal **and** one (1) professional growth goal, both of which should align with school priorities. Each section of the goal setting form must be completed.

### **Component 3: Fall Conference (Review and Confirm Goals)**

Given prior notice to schedule, the teacher meets with the administrator to review and confirm student learning and professional growth goals established in Component 2. This meeting will **include discussion** of the self-assessment **by reviewing the completed self- assessment rubric** and tentative schedule for planned observations during the school year. Once goals have been finalized, teachers shall begin gathering evidence of effective instructional practice and goal achievement to be included in an evidence portfolio/binder to be presented to the administrator at the Summary Evaluation conference (Component 7).

### **Component 4: Administrator Observations and Post Observation Conference(s)**

The administrator and the teacher will mutually schedule a planned observation with a minimum of a week's notice of the observation. The teacher shall provide the administrator with a written description of the lesson(s) that includes the student learning goals, activities and any assessment process or product that will be used to indicate if students are moving toward the goals, (Template on Page 37). The pre-observation conference will be held at a mutually agreed time.

A *planned* observation shall last at least 30 minutes. The administrator shall conduct at least two (2) formal observations of-year 1 & year 2 probationary teachers. The administrator shall conduct at least 1 formal observation on year 3 probationary teachers. Continuing contract teachers shall receive at least one planned formal observation during their scheduled evaluation year (at minimum, every three years). During all planned observations, the administrator shall note the teacher's performance in relationship to the applicable National Board Standards on the T-PEPG.

The administrator shall conduct a post-observation conference no later than 5 school days after each planned formal observation. During the post-observation conference, the administrator and teacher shall discuss and document on the T-PEPG evaluation form, goal status, performance strengths, and improvement opportunities observed during the lesson.

#### Timeframe for post planned observation report

The report must be sent to the teacher within ten (10) workdays of the post-observation conference. The conference report may be delayed by mutual agreement.

- The report will include reflections of the educator and observer (s) about the teaching observed and evidence to support the observations. The report will include any recommendations that result from the conference.
- Teachers may respond to a post-observation conference report by submitting a written response to their file within ten (10) workdays of the receipt of the post-observation conference report.

One (1) planned observation is required during any summary evaluation year, except in the case of year 1 and year 2 probationary teachers.

- Elements of the planned observation include pre-conference, post-conference and a post-observation conference report.
- Planned observations must be not less than 30 consecutive minutes. The goal is to observe a complete lesson.
- Planned observations become the basis for the summary evaluation.

An *unplanned* observation can be a 5-10 minute short visit or walk through, or last up to an entire class period or professional meeting. Multiple unplanned observations may be conducted on ALL teachers.

\*An administrator is required to follow up with the teacher on any significant issue identified or provide appropriate constructive feedback within five (5) workdays. The information gathered from unplanned observations may be used in completing the T-PEPG evaluation form.

### **Component 5: Peer Review**

Each teacher will receive at least one peer review annually. The goal of the observation will be collaboratively pre-determined by the observer and the teacher and may relate to the teacher's professional goal, student goal and/or building goal. The observation and pre- and post-conferences are expected to **provide formative feedback** to the teacher. The form included on page 36 of this handbook is to be used for this process and is to be the only document to be included in a teacher's personnel file. All discussion between the teacher being observed and the observer are to be considered confidential and for use by the teacher to enhance teaching practices.

### **Component 6: Teacher Self-Assessment**

Each teacher shall complete a reflective narrative annually.

In preparation for the Summary Evaluation Conference (Component 7) the teacher shall present a completed Self-Assessment Rubric Reporting Form (using the T-PEPG rubric) and his/her evidence portfolio to the administrator by March 1<sup>st</sup> for Probationary Teachers and May 1<sup>st</sup> for continuing contract teachers, including the reflective narrative (s).

### **Component 7: Summary Evaluation Conference**

The scheduled Summary Evaluation Conferences will take place no later than November 15 and March 15 for Year 1 and Year 2 probationary teachers, March 15 for Year 3 probationary teachers, and will take place no later than 5 full school days prior to the end of the school year for continuing contract teachers.

At least two (2) days prior to the scheduled conference, the administrator shall provide, to the teacher, a copy of the completed T-PEPG summary evaluation form including the rating form based on evidence gathered from multiple sources (planned observation (s), the teacher's self-assessment and evidence-based template). The administrator will include recommendations for professional development.

During the Summary Evaluation Conference, the administrator shall discuss the teacher's self-assessment, the teacher's current year student learning and professional growth goals, classroom observations, artifacts and other items included in the teacher's evidence portfolio/binder. The administrator shall discuss the ratings for each standard and goal\* in the T-PEPG Rubric and provide the teacher with the opportunity to add written comments to the Summary Evaluation Form. The

administrator and teacher will sign the final Summary Evaluation Form before it is placed in the teacher's personnel file.

\*In some cases, the Summary Evaluation Conference will occur before the student assessment results and applicable goal rating are available. Final results will be added to the summary rating form and shared with the teacher before the end of the school year.

### **Component 8: Sources of Evidence**

Sources of evidences used to evaluate teacher performance on the professional practice model may include any of the following sources:

- Teacher-defined artifacts (teacher chooses which artifacts to present)
- Portfolios, Lesson Plans, Student Work Samples
- Observations outside the classroom
- Live classroom observations
- Announced (formal), long observations with pre and post conferences
- Unannounced, short observations

## Use of T-PEPG Summary Rating

The summary rating for each teacher will be based on a maximum of 100 points broken down as follows:

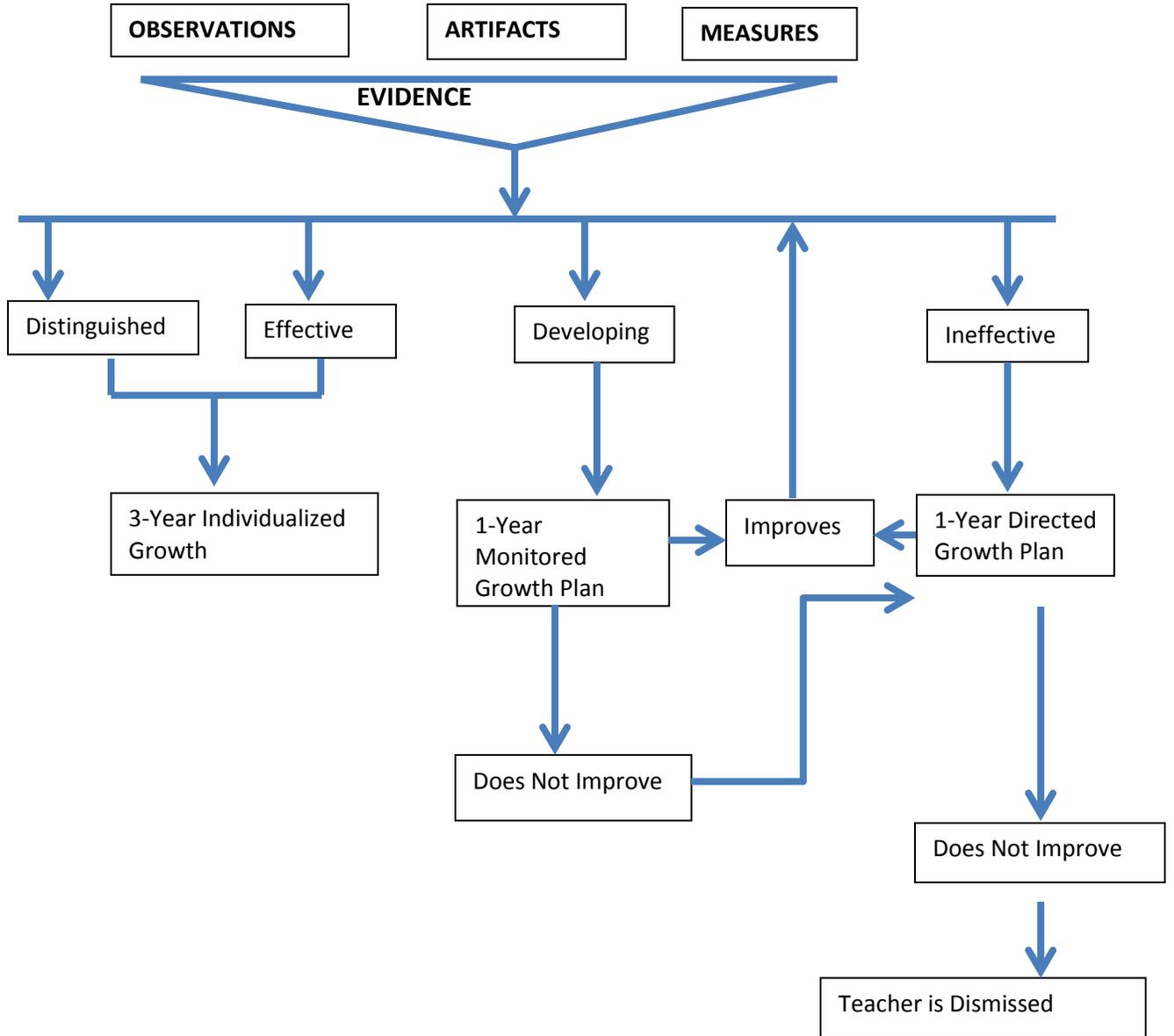
Maximum Points	Area															
<b>64</b>	16 National board Standards valued up to 4 points each as detailed below (pages 20-25) <table border="1" style="margin-left: 40px;"> <thead> <tr> <th style="text-align: left;">Level</th> <th style="text-align: left;">Rating</th> <th style="text-align: left;">Description</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>Distinguished</td> <td>Clear, consistent, and convincing evidence of accomplished instructional practice</td> </tr> <tr> <td>3</td> <td>Effective</td> <td>Clear evidence of accomplished instructional practice</td> </tr> <tr> <td>2</td> <td>Developing</td> <td>Limited evidence of accomplished instructional practice</td> </tr> <tr> <td>1</td> <td>Ineffective</td> <td>Limited or no evidence of accomplished instructional Practice</td> </tr> </tbody> </table>	Level	Rating	Description	4	Distinguished	Clear, consistent, and convincing evidence of accomplished instructional practice	3	Effective	Clear evidence of accomplished instructional practice	2	Developing	Limited evidence of accomplished instructional practice	1	Ineffective	Limited or no evidence of accomplished instructional Practice
Level	Rating	Description														
4	Distinguished	Clear, consistent, and convincing evidence of accomplished instructional practice														
3	Effective	Clear evidence of accomplished instructional practice														
2	Developing	Limited evidence of accomplished instructional practice														
1	Ineffective	Limited or no evidence of accomplished instructional Practice														
<b>18</b>	Student Learning Goal (page 34)															
<b>18</b>	Professional Growth Goal (page 35)															

Note: The measurements used in the teacher scorecard will be identified by the District T-PEPG Steering Committee prior to the beginning of the applicable school year and will likely reflect difference among teachers who directly impact, partially impact or do not impact the growth of individual students in measurable areas. The committee may also determine that a particular standard or goal is not applicable to a certain position. In such case, the points shall be scaled upward so that the relative relationship among the remaining elements is unchanged.

Each teacher will be classified as Distinguished, Effective, Developing or Ineffective based on their summary performance rating (i.e., number of points received) as shown below.

<u>Summary Performance Rating</u>	<u>Classification</u>
90+	Distinguished
75-89	Effective
60-74	Developing
Below 60	Ineffective

Professional growth plans will be tailored to teachers based on their overall Summary Performance Rating. Teachers performing at a Distinguished or Effective level of performance will be placed in a 3-year Individualized Growth Plan. Teachers performing at a Developing level will be placed in a 1-year Monitored Growth Plan, while teachers rated as Ineffective will be placed in a 1-year Directed Growth Plan. Descriptions of each of these professional growth plans follow.



### ***Individualized Growth Plan***

***Continuing contract teachers*** with a summary performance classification of “Effective” or “Distinguished” will develop a 3-year Individual Growth Plan and shall be placed on a three year cycle for summary evaluation review. The growth plan will consist of a professional goal and a student growth goal.

The student growth goal will be reviewed at the beginning of Year 2 & 3 for continuing contract teachers. \*\*High School teachers will have the opportunity to develop a new student growth goal at the beginning of each semester.

If an administrator has evidence that a teacher is no longer performing at this level, they may be placed into an annual evaluation cycle.

### ***Monitored Growth Plan***

A ***continuing contract teacher*** with a summary performance classification of “Developing” shall be placed on a Monitored Growth Plan.

A Monitored Growth Plan shall, at a minimum identify the standards to be improved, the goals to be accomplished, the activities the teacher should undertake, timeline to achieve a performance classification of “Effective” and a mentor teacher assigned to assist the teacher.

A teacher on a Monitored Growth Plan who subsequently receives a summary performance classification of “Effective” or “Distinguished” shall have successfully completed the plan. A teacher who subsequently receives a summary performance classification of “Developing” or “Ineffective” shall be placed on a *Directed Growth Plan*.

### ***Directed Growth Plan***

A ***continuing contract teacher*** with a summary performance classification of “Ineffective” or “Developing” for 2 sequential years shall be placed on a Directed Growth Plan.

The Directed Growth Plan shall, at a minimum, identify the standards to be improved, the goals to be accomplished, the activities the teacher shall undertake, timeline to achieve a performance classification of “Effective” and a mentor teacher assigned to assist the teacher. The Directed Growth Plan will state how improvement will be measured, monitored and provide for periodic reviews of progress. It will specify the appropriate differentiated professional development opportunities, materials, resources and supports the ASD will make available to assist the professional staff member.

Any teacher on a Directed Growth Plan will be observed by a second administrator, who will participate in the determination of the summary performance classification. A teacher who subsequently receives a summary performance classification of “Effective” or “Distinguished” shall have successfully completed the plan and have a summative evaluation in the following year. A teacher who subsequently receives a summary performance classification of “Developing” or “Ineffective” will, with the approval of the Superintendent, be presented to the School Board for a dismissal hearing.

## Essential Components

### Teacher of Record

No later than 15 school days after the beginning of the school year/semester each professional staff member shall be informed of students for whom he/she is the Teacher of Record. This information can be found on Class lists, class roster(s) and caseloads. Any professional staff member who believes that any such determination is incorrect and/or inconsistent with the standards established by the Department of Education's regulation ( see Appendix A) shall be entitled to seek review of this determination by a joint labor-management review committee.

### Student Growth/Learning

- Student growth and learning measures must be valid, reliable and appropriately attributed to the professional whose evaluation is impacted by those measures;
- A student growth and learning measure must measure student growth in achievement, not solely the level of achievement;
- Multiple measures of student growth and learning must be used for each professional being evaluated;
- To obtain growth information, the subject must have been assessed before the student is taught or led by the professional and after, i.e., there must be a pre-assessment and a post-assessment to measure the growth/learning of the student under instruction of the teacher whose evaluation is impacted by the student. The pre-assessment and post-assessment are not required to occur in the same school year;
- The assessment measures intended curriculum and measures only things that are subject to instructional effectiveness;
- The data used in the evaluation is statistically reliable;
- State assessments must be used by teachers in grades 4 through 8. 2.5% of student learning and growth measure is assigned to ELA and 2.5% is assigned to Math; and
- 100% of the student learning and growth measure is assigned from district assessments, including rubrics developed by individual teachers for teachers in grades Pre k through 3 and teachers in grades 9-12;
- 95% of the student learning and growth measure is assigned from district assessments, including rubrics developed by individual teachers for teachers in grades 4-8.

## **Training of Evaluators**

### **Evaluators must complete training in the following:**

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

### **The Training in observing and evaluating professional practice of teachers must include the following:**

1. Training in evaluating performance based on evidence, and without bias;
2. Adequate time for evaluators to practice and become familiar with the model during their trainings;
3. Opportunity for evaluators to work collaboratively;
4. Training in assessing evidence of performance not directly observed in classroom observations and in incorporating that evidence into a summative evaluation;
5. Training designed to ensure a high level of inter-rater reliability and agreement.

## **Probationary Teachers**

All ***probationary teachers*** shall be placed on a Monitored Growth Plan for each year of the three (3) year probationary period. An administrator must generally rate a final year probationary teacher with a summary performance classification of “Effective” or “Distinguished” on the most recent Teacher Summary Rating Form before recommending that teacher for continuing contract status.

Year 1, 2 and 3 Probationary Teacher renewals will be based on the Superintendent’s recommendation to the School Board regardless of evaluation outcome.

ASD Performance Evaluation and Professional Growth

**PEPG Teacher Self-Assessment Rubric**

Teacher Name: \_\_\_\_\_ Date Completed: \_\_\_\_\_

School: \_\_\_\_\_ School Year: \_\_\_\_\_

*Probationary Teachers: Complete two times each year: 1) in September for use in goal development, and 2) for submission to administrator by March 1st. (Use Self-Assessment Reporting Form for submission to administrator.)*

*Continuing Contract Teachers: Complete two times per 3-year cycle: 1) in September of year 1 for use in goal development, and 2) for inclusion with evidence portfolio to be submitted to administrator by May 1<sup>st</sup> of year 3. (Use Self-Assessment Reporting Form for submission to administrator.)*

**Think about your development as an educator. Rate your own performance for each Core Proposition of the National Board for Professional Teaching Standards (NBPTS), using the NBPTS rubric guide (see pages 3-8) as well the Companion Guide (posted on Sneezy under Teacher Evaluation).**

*Rating Scale:*

- (1) *Ineffective (little or no evidence)*
- (2) *Developing (limited evidence)*
- (3) *Effective (clear evidence)*
- (4) *Distinguished (clear, consistent, and convincing evidence)*

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

4 3 2 1

<b>1.1</b>	Teacher recognizes individual differences and knows the backgrounds, abilities, and interests of his/her students and adjusts practice accordingly.				
<b>1.2</b>	The teacher demonstrates an understanding of how students develop and learn.				
<b>1.3</b>	Teacher treats students equitably and fosters a safe, stimulating, supportive and collaborative climate where all students feel respected and are encouraged to participate.				
<b>1.4</b>	Teacher supports the development of the whole child, modeling dispositions and employing approaches that extend learning beyond the cognitive capacity of students.				

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

4 3 2 1

<b>2.1</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>2.2</b>	The teacher is knowledgeable of his/her subject domain and conveys this knowledge clearly to students using specialized instructional skills.				
<b>2.3</b>	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.***

4 3 2 1

3.1	The teacher utilizes a variety of instructional approaches to generate multiple pathways for students as they work to meet identified goals and objectives.				
3.2	The teacher creates an organized learning environment that involves and engages all students, maximizes learning time, and enhances student learning in a variety of individual and group settings.				
3.3	The teacher encourages and clearly communicates expectations for student involvement in the learning process that results in a high level of student engagement.				
3.4	The teacher employs multiple methods to regularly measure student growth and progress and uses this information to inform instruction.				

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

4 3 2 1

4.1	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.				
4.2	The teacher uses educational research and feedback from others to identify and pursue professional development opportunities that facilitate relevant and appropriate professional growth				

Core Proposition 5: ***Teachers are members of learning communities.***

4 3 2 1

5.1	The teacher contributes to school effectiveness by collaborating with other professionals on activities related to the strategic priorities of the school and district.				
5.2	The teacher engages in ongoing communication and collaboration with home/caregivers and takes advantage of community resources to enhance student learning and school effectiveness.				
5.3	The teacher presents himself/herself in a professional manner that reflects the district's high standards of ethics and excellence.				

## National Board for Professional Teaching Standards Rubric Guide

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

#### #1.1 Teacher recognizes individual differences and knows the backgrounds, abilities, and interests of his/her students and adjusts practice accordingly.

(4) Distinguished (clear, consistent and convincing evidence): <ul style="list-style-type: none"><li>• High level of awareness of individual student needs and learning styles.</li><li>• Consistently adapts instructional practice to meet these individual student needs and learning styles.</li></ul>
(3) Effective (clear evidence): <ul style="list-style-type: none"><li>• Moderate level of awareness of individual student needs and learning styles.</li><li>• Frequently adapts instructional practice to meet these individual student needs and learning styles.</li></ul>
(2) Developing (limited evidence): <ul style="list-style-type: none"><li>• Limited level of awareness of individual student needs and learning styles.</li><li>• Occasionally adapts instructional practice to meet these individual student needs and learning styles.</li></ul>
(1) Ineffective (little or no evidence): <ul style="list-style-type: none"><li>• Unaware or unable to identify individual student learning needs within his/her classroom.</li><li>• Instructional practice is uniform without adaptation for individual student needs or learning styles.</li></ul>

#### #1.2 Teacher demonstrates an understanding of how students develop or learn.

(4) Distinguished (clear, consistent and convincing evidence): <ul style="list-style-type: none"><li>• Makes frequent connections that are strong and ongoing with the students and caregivers which increase teacher knowledge of the student.</li></ul>
(3) Effective (clear evidence): <ul style="list-style-type: none"><li>• Makes regular connections that are clear and ongoing with the students and caregivers which increase teacher knowledge of the student.</li></ul>
(2) Developing (limited evidence): <ul style="list-style-type: none"><li>• Makes occasional connections that are general and/or sporadic with the students and caregivers which increase teacher knowledge for the student.</li></ul>
(1) Ineffective (little or no evidence): <ul style="list-style-type: none"><li>• Makes connections that may be very weak or absent with the students and caregivers.</li></ul>

#### #1.3 Teacher treats students equitably and fosters a safe, stimulating, supportive and collaborative climate where all students feel respected and encouraged and expected to participate.

(4) Distinguished (clear, consistent and convincing evidence): <ul style="list-style-type: none"><li>• Establishes a classroom community that is equitable, accessible, and fair. Virtually all students take intellectual risks, participate and work, collaboratively, toward a safe and effective learning environment.</li></ul>
(3) Effective (clear evidence): <ul style="list-style-type: none"><li>• Establishes a classroom community that is supportive. Most students take intellectual risks, participate and work collaboratively toward a safe and effective learning environment.</li></ul>
(2) Developing (limited evidence): <ul style="list-style-type: none"><li>• Establishes an inconsistent classroom environment where some students participate and work, collaboratively toward a safe and effective learning environment.</li></ul>
(1) Ineffective (little or no evidence): <ul style="list-style-type: none"><li>• Establishes an inconsistent classroom environment where few students participate and work, collaboratively toward a safe and effective learning environment.</li></ul>

**#1.4 Teacher supports the development of the whole child, modeling dispositions and employing approaches that extend learning beyond the cognitive capacity of students.**

(4) Distinguished (clear, consistent and convincing evidence):
<ul style="list-style-type: none"> <li>Develops classroom expectations that demand strong character, aspirations, and civic virtues and nurture students' self-concept, motivation and sense of personal responsibility.</li> </ul>
(3) Effective (clear evidence):
<ul style="list-style-type: none"> <li>Develops classroom expectations that encourage character, aspirations, and civic virtues and address students/self-concept, motivation and an emerging sense of personal responsibility.</li> </ul>
(2) Developing (limited evidence):
<ul style="list-style-type: none"> <li>Develops classroom expectations that are inconsistent, sometimes addressing students' self-concept and motivation.</li> </ul>
(1) Ineffective (little or no evidence):
<ul style="list-style-type: none"> <li>Develops classroom expectations that are inappropriate or absent, rarely addressing students' self-concept and motivation.</li> </ul>

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

**#2.1 Teacher demonstrates an understanding of how knowledge and skills in his/her subject domain are created, organized, and linked to those of other disciplines.**

(4) Distinguished (clear, consistent and convincing evidence):
<ul style="list-style-type: none"> <li>Consistently addresses central organizing concepts as well as factual information, developing critical thinking and higher order thinking skills.</li> <li>Critiques and fosters multiple perspectives, questioning prevailing beliefs and assumptions to help themselves.</li> <li>Makes connections to other discipline.</li> </ul>
(3) Effective (clear evidence):
<ul style="list-style-type: none"> <li>Addresses some, but not all organizing concepts as well as factual information.</li> <li>Frequently develops critical thing and higher order thinking skills.</li> <li>Presents and critiques multiple perspectives.</li> </ul>
(2) Developing (limited evidence):
<ul style="list-style-type: none"> <li>Hints at, but does not explore organizing concepts and factual information.</li> <li>Provides limited exposure to critical thinking and higher order thinking skills.</li> <li>Presents some perspectives.</li> </ul>
(1) Ineffective (little or no evidence):
<ul style="list-style-type: none"> <li>Presents factual information only.</li> <li>Rarely or never exposes students to critical thinking and higher order thinking skills.</li> </ul>

**#2.2 Teacher is knowledgeable of his/her subject domain (e.g., concepts, contracts, content) and conveys this knowledge clearly to students using specialized instructional skills.**

(4) Distinguished (clear, consistent and convincing evidence):
<ul style="list-style-type: none"> <li>Teaches faithful with approved curriculum, displays strong pedagogical content knowledge by using information about students to choose the most appropriate instructional techniques.</li> <li>Consistently anticipates and addresses common misconceptions.</li> <li>Regularly expands knowledge of curricular resources, new materials, methods, technological developments and incorporates these into daily practice.</li> </ul>
(3) Effective (clear evidence):
<ul style="list-style-type: none"> <li>Teaches consistent with approved curriculum, displays adequate pedagogical content knowledge by suing information about students to choose appropriate instructional techniques.</li> <li>2. Frequently anticipates common misconceptions.</li> <li>3. Has knowledge of curricular resources, new materials, methods, technological developments and incorporates these into daily practice.</li> </ul>
(2) Developing (limited evidence):
<ul style="list-style-type: none"> <li>Generally teaches compatible with approved curriculum, chooses appropriate instructional techniques for most students.</li> <li>Has some knowledge of curricular resources, new materials, methods, and technological developments.</li> </ul>

(1) Ineffective (little or no evidence):

- Chooses instructional techniques based solely on ease and availability.

### **#2.3 Teacher plans instruction rich in higher-order thinking to meet clearly identified goals and objectives for student learning.**

(4) Distinguished (clear, consistent and convincing evidence):

- Teacher consistently provides multiple methods or strategies for students to approach issues from different angles, considering multiple criteria and multiple solutions.
- Teacher challenges student to apply knowledge and pose new problems and solutions.

(3) Effective (clear evidence):

- Teacher frequently provides multiple methods or strategies for students to approach issues from different angles, considering multiple criteria and multiple solutions.

(2) Developing (limited evidence):

- Teacher provides more than one method or strategy to be used by students to approach a set of problems or body of work.

(1) Ineffective (little or no evidence):

- Teacher demonstrates a particular method or strategy to be used by students to approach a set of problems or body of work.

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

#### **#3.1 Teacher utilizes a variety of instructional approaches to generate multiple pathways for students as they work to meet identified goals and objectives.**

(4) Distinguished (clear, consistent and convincing evidence):

- Uses a wide range of clear, consistent, and compelling instructional skills which successfully engage students in active learning.
- Knows when to implement, structuring the learning environment to maximize the learning objectives.

(3) Effective (clear evidence):

- Uses a range of instructional skills knowing when to implement structuring the learning environment to meet the learning objectives.

(2) Developing (limited evidence):

- Uses limited instructional skills, implementing them appropriately.
- Learning environment supports the learning objectives.

(1) Ineffective (little or no evidence):

- Uses limited instructional skills; learning environment remains the same regardless of the learning objectives.

#### **#3.2 Teacher creates an organized learning environment that involves and engages all students, maximizes learning time, and enhances student learning in a variety of individual and group settings.**

(4) Distinguished (clear, consistent and convincing evidence):

- Sets social norms and highest expectations for interactions with peers and teacher to focus on and enhance learning.
- Helps students adopt roles and responsibilities for their own learning and that of their peers.
- Has developed sophisticated classroom management systems that minimize disruptions and facilitate learning.

(3) Effective (clear evidence):

- Sets social norms and higher expectations for interactions with peers and teacher.
- Helps students take responsibility for their own learning and that of their peers.
- Has well developed classroom management systems that minimize disruptions and facilitate learning.

(2) Developing (limited evidence):

- Sets appropriate basic expectations for interactions with peers and teachers.
- Helps students take responsibility for their own learning. Has developed limited classroom management systems that minimize disruption.
- Has developed limited classroom management systems that minimize disruptions.

(1) Ineffective (little or no evidence):

- Sets low or inappropriate expectations for interactions with peers and teacher.
- Has not developed classroom management systems.

**#3.3 Teacher encourages and clearly communicates expectations for student involvement in the learning process that results in a high level of student engagement.**

(4) Distinguished (clear, consistent and convincing evidence):

- Uses a wide variety of strategies to motivate and engage virtually all students and monitors that engagement.
- Bridges between current student knowledge and ability and their potential by building and expanding upon student interests.
- Encourages students to overcome personal setbacks, doubts or reluctance to push them to a higher level of learning.

(3) Effective (clear evidence):

- Uses a variety of strategies to motivate. Engages most students and monitors that engagement.
- Bridges between current student knowledge and ability and their potential by building upon student interests.
- Encourages students to overcome personal setbacks, doubts or reluctance.

(2) Developing (limited evidence):

- Uses some strategies to engage students and monitors that engagement.
- Builds upon student interests.
- Encourages students to overcome personal setbacks, doubts or reluctance.

(1) Ineffective (little or no evidence):

- Uses limited strategies and engages few students.
- Does not build upon student interests.
- Limited encouragement of students to overcome reluctance.

**#3.4 Teacher employs multiple methods to regularly measure student growth and progress and uses this information to inform instruction.**

(4) Distinguished (clear, consistent and convincing evidence):

- Consistently monitors individual and class learning and makes instructional, data-driven decisions.
- Understands the purposes, timing and focus on multiple evaluation methods and adjusts instruction accordingly.
- Provides constructive feedback in varied forms to students, parents and self. Regularly engages students in self-assessment.

(3) Effective (clear evidence):

- Frequently monitors individual and class learning and makes instructional, data-driven decisions.
- Uses multiple evaluation methods.
- Provides constructive feedback to students, parents and self.
- Periodically engages student in self-assessment.

(2) Developing (limited evidence):

- Seldom monitors individual or class learning and makes instructional, data-driven decisions.
- Uses some evaluation methods.
- Provides feedback to students.

(1) Ineffective (little or no evidence):

- Little to no monitoring of individual or class learning.
- Uses limited evaluation methods.
- Provides limited feedback to students.

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

**#4.1 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.**

<p>(4) Distinguished (clear, consistent and convincing evidence):</p> <ul style="list-style-type: none"> <li>• Demonstrates exemplary knowledge of content, scope, and sequence.</li> <li>• Makes insightful judgments grounded in established theory about curricular objectives and materials and instructional strategies based on clear and consistent understanding of individual student needs and assessed prior competencies.</li> </ul>
<p>(3) Effective (clear evidence):</p> <ul style="list-style-type: none"> <li>• Demonstrates thorough knowledge of content, scope, and sequence.</li> <li>• Makes informed judgments about curricular objectives and materials and instructional strategies based on clear understanding of individual student needs and assessed prior competencies.</li> </ul>
<p>(2) Developing (limited evidence):</p> <ul style="list-style-type: none"> <li>• Follows provided content, scope, and sequence.</li> <li>• Makes limited judgments about curricular objectives and instructional strategies based on individual student needs and assessed competencies.</li> </ul>
<p>(1) Ineffective (little or no evidence):</p> <ul style="list-style-type: none"> <li>• Inconsistently follows provided content, scope, and sequence using a limited variation of instructional strategies without regard to individual student needs or competencies.</li> </ul>

**#4.2 Teacher uses educational research and feedback from others to identify and pursue professional development opportunities that facilitates relevant and appropriate professional growth.**

<p>(4) Distinguished (clear, consistent and convincing evidence):</p> <ul style="list-style-type: none"> <li>• Continually reflects on their teaching in order to improve, drawing upon current research and best practices.</li> <li>• Consistently solicits and incorporates feedback, including observations and critiques, from peers, students, parents, and administrators.</li> </ul>
<p>(3) Effective (clear evidence):</p> <ul style="list-style-type: none"> <li>• Frequently reflects on their teaching order to improve, drawing upon best practices.</li> <li>• Often solicits feedback, including observations and critiques, from peers, students, parents, and administrators.</li> </ul>
<p>(2) Developing (limited evidence):</p> <ul style="list-style-type: none"> <li>• Sometimes reflects on their teaching in order to improve, drawing upon best practices.</li> <li>• Occasionally solicits feedback from peers and administrators.</li> </ul>
<p>(1) Ineffective (little or no evidence):</p> <ul style="list-style-type: none"> <li>• Does not reflect on their teaching in order to improve, nor solicit feedback from peers and administrators.</li> </ul>

**Core proposition #5 – Teachers are members of learning communities.**

**#5.1 Teacher contributes to school effectiveness by collaborating with other professionals on activities related to the strategic priorities of the school and district.**

<p>(4) Distinguished (clear, consistent and convincing evidence):</p> <ul style="list-style-type: none"> <li>• Initiates, works and collaborates on professional development and school-wide improvements in a continuous pursuit of excellence in teaching and learning experiences for students.</li> <li>• Assumes proactive and creative leadership roles within and outside of their learning communities.</li> <li>• Challenges negative attitudes and models a solution-oriented disposition.</li> </ul>
<p>(3) Effective (clear evidence):</p> <ul style="list-style-type: none"> <li>• Works and collaborates on professional development and school-wide improvements in a continuous pursuit of excellence in teaching and learning experiences for students.</li> <li>• May offer to take on leadership roles within their learning communities.</li> </ul>
<p>(2) Developing (limited evidence):</p> <ul style="list-style-type: none"> <li>• Works on professional development and school-wide improvements in pursuit of excellence in teaching and learning experiences for students.</li> </ul>

(1) Ineffective (little or no evidence):

- Contributions to professional development and school-wide improvements are limited to those mandated by district policies regarding professional development and attendance.

**#5.2 Teacher engages in ongoing communication and collaboration with home/caregivers and takes advantage of community resources to enhance student learning and school effectiveness.**

(4) Distinguished (clear, consistent and convincing evidence):

- Communicates consistently with guardians, enlisting their support in fostering learning and good habits, informing them of school programs and their child's progress.
- Understands traditional cultural and familial barriers and the physical, academic, social/emotional needs of each student and employs skills and strategies to address them.

(3) Effective (clear evidence):

- Communicates with guardians by enlisting their support in fostering learning and good habits, informing them of their child's progress.
- Understands the familial barriers and the physical, academic, social/emotional needs of each student and employs skills and strategies to address them.

(2) Developing (limited evidence):

- Communicates with guardians inconsistently to inform them of their child's progress.
- Aware of the physical, academic, social/emotional needs of each student and attempts to address them.

(1) Ineffective (little or no evidence):

- Communicates in a limited fashion with guardians to inform them of their child's progress.
- Makes little or no attempt to address the physical, academic and social/emotional needs of each student.

**#5.3 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.**

(4) Distinguished (clear, consistent and convincing evidence):

- Facilitates a professional vision by displaying the highest standards of honesty, integrity, confidentiality and discretion in their words and actions; consistently considers the needs of students when interaction with colleagues, students and the public; uses influence to convince others of the importance of maintaining this vision when interacting with colleagues, students and the public; consistently adheres to and upholds school and district policies regarding professional behavior and confidentiality.

(3) Effective (clear evidence):

- Displays high standards of honest, integrity, confidentiality and discretion in their words and actions; routinely considers the needs of students when interacting with colleagues, students, and the public; bases judgments and decisions on hard information rather than on hearsay and traditions; consistently complies with school and district policies regarding professional behavior and confidentiality.

(2) Developing (limited evidence):

- Displays basic standards of honesty, integrity, confidentiality and discretion in their words and actions; sometimes considers the needs of student when interacting with colleagues, students and the public; may base judgment on hearsay rather than hard information; attempts to demonstrate awareness and compliance with school and district policies regarding professional behavior and confidentiality.

(1) Ineffective (little or no evidence):

- Limited understanding of basic standards of honesty, integrity, confidentiality and discretion in their words and actions; neglects to consider the needs of students when interacting with colleagues, students and the public; bases judgment on hearsay rather than hard information; demonstrates limited awareness and compliance with school and district policies regarding professional behaviors and confidentiality.

ASD Performance Evaluation and Professional Growth  
**Student Learning Goal (Growth Measurement)**

**Goal Development (1-4 points)**

<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Distinguished</b>
Little or no evidence (1 point)	Limited evidence (2 points)	Clear evidence (3 points)	Clear, consistent and convincing evidence (4 points)
<b>Distinguished:</b>	Clearly defined and measurable student learning goal and directly tied to school and district objectives.		
<b>Effective:</b>	Teacher did bring a clearly defined and measurable student learning goal to the Fall Conference. The goal was edited in the Fall conference with Administrator.		
<b>Developing:</b>	Teacher did bring a student learning goal to the Fall Conference, but the goal was not clearly defined and measurable. A goal was developed with the Administrator.		
<b>Ineffective:</b>	Teacher did not bring a student learning goal to the Fall Conference. A goal was developed with the Administrator.		

**Goal Achievement (1-14 points)**

<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Distinguished</b>
Little or no evidence 0-40% of students met their growth target  (1 point)	Limited evidence 41-70% of students met their growth target  (5 points)	Clear evidence 71-84% of students met their growth target  (10 points)	Clear, consistent and convincing evidence 85-100% of students met their growth target  (14 points)
<b>Distinguished:</b>	Goal surpassed.		
<b>Effective:</b>	Goal achieved.		
<b>Developing:</b>	Some measurable progress toward achieving goal.		
<b>Ineffective:</b>	No measurable progress toward achieving goal.		

**Professional Growth Goal**

**Goal Development (1-4 points)**

<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Distinguished</b>
Little or no evidence (1 point)	Limited evidence (2 points)	Clear evidence (3 points)	Clear, consistent and convincing evidence (4 points)
<b>Distinguished:</b>	Clearly defined and measurable professional growth goal with application to school and district objectives.		
<b>Effective:</b>	Clearly defined and measurable professional growth goal.		
<b>Developing:</b>	Somewhat defined professional growth goals.		
<b>Ineffective:</b>	No defined professional growth goal.		

**Goal Achievement (1-14 points)**

<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Distinguished</b>
Little or no evidence (1 point)	Limited evidence (5 points)	Clear evidence (10 points)	Clear, consistent and convincing evidence (14 points)
<b>Distinguished:</b>	Goal surpassed.		
<b>Effective:</b>	Goal achieved.		
<b>Developing:</b>	Some measurable progress toward achieving goal.		
<b>Ineffective:</b>	No measurable progress toward achieving goal.		

ASD Performance Evaluation and Professional Growth

**T-PEPG Teacher Self-Assessment Rubric Reporting Form**

Teacher Name: \_\_\_\_\_ Date Completed: \_\_\_\_\_

School: \_\_\_\_\_ School Year: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Status: Probationary \_\_\_\_ Continuing Contract \_\_\_\_

*Probationary Teachers: Submit each year to administrator by March 1<sup>st</sup>.*

*Continuing Contract Teachers: Submit with evidence portfolio to administrator by May 1<sup>st</sup> of year 3.*

*Rating Scale:*

- (1) Ineffective (little or no evidence)*
- (2) Developing (limited evidence)*
- (3) Effective (clear evidence)*
- (4) Distinguished (clear, consistent, and convincing evidence)*

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

		4	3	2	1
<b>1.1</b>	Teacher recognizes individual differences and knows the backgrounds, abilities, and interests of his/her students and adjusts practice accordingly.				
<b>1.2</b>	The teacher demonstrates an understanding of how students develop and learn.				
<b>1.3</b>	Teacher treats students equitably and fosters a safe, stimulating, supportive and collaborative climate where all students feel respected and are encouraged to participate.				
<b>1.4</b>	Teacher supports the development of the whole child, modeling dispositions and employing approaches that extend learning beyond the cognitive capacity of students.				

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

		4	3	2	1
<b>2.1</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>2.2</b>	The teacher is knowledgeable of his/her subject domain and conveys this knowledge clearly to students using specialized instructional skills.				
<b>2.3</b>	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.***

4 3 2 1

3.1	The teacher utilizes a variety of instructional approaches to generate multiple pathways for students as they work to meet identified goals and objectives.				
3.2	The teacher creates an organized learning environment that involves and engages all students, maximizes learning time, and enhances student learning in a variety of individual and group settings.				
3.3	The teacher encourages and clearly communicates expectations for student involvement in the learning process that results in a high level of student engagement.				
3.4	The teacher employs multiple methods to regularly measure student growth and progress and uses this information to inform instruction.				

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

4 3 2 1

4.1	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.				
4.2	The teacher uses educational research and feedback from others to identify and pursue professional development opportunities that facilitate relevant and appropriate professional growth				

Core Proposition 5: ***Teachers are members of learning communities.***

4 3 2 1

5.1	The teacher contributes to school effectiveness by collaborating with other professionals on activities related to the strategic priorities of the school and district.				
5.2	The teacher engages in ongoing communication and collaboration with home/caregivers and takes advantage of community resources to enhance student learning and school effectiveness.				
5.3	The teacher presents himself/herself in a professional manner that reflects the district's high standards of ethics and excellence.				

ASD Performance Evaluation and Professional Growth

**T-PEPG Summary Rating Form**

*For Administrative use in classroom observations and the summary review*

Name: \_\_\_\_\_ Date Completed: \_\_\_\_\_

School: \_\_\_\_\_ School Year: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Status: Probationary \_\_\_\_ Continuing Contract \_\_\_\_

Evaluator Title: \_\_\_\_\_

**Part I: Instructional Practice Performance Ratings**

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

		4	3	2	1
<b>1.1</b>	Teacher recognizes individual differences and knows the backgrounds, abilities, and interests of his/her students and adjusts practice accordingly.				
<b>1.2</b>	The teacher demonstrates an understanding of how students develop and learn.				
<b>1.3</b>	Teacher treats students equitably and fosters a safe, stimulating, supportive and collaborative climate where all students feel respected and are encouraged to participate.				
<b>1.4</b>	Teacher supports the development of the whole child, modeling dispositions and employing approaches that extend learning beyond the cognitive capacity of students.				

**For classroom observations and summary review use only**

Strengths:

Growth Opportunity:

Other Comments:

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

4 3 3 1

2.1	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.				
2.2	The teacher is knowledgeable of his/her subject domain and conveys this knowledge clearly to students using specialized instructional skills.				
2.3	The teacher plans instruction rich in higher-order thinking to meet clearly identified goals and objectives for student learning.				

**For classroom observations and summary review use only**

<p>Strengths:</p>   <p>Growth Opportunity:</p>   <p>Other Comments:</p>
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Core Proposition 3: ***Teachers are responsible for managing and monitoring student learning.***

4 3 2 1

3.1	The teacher utilizes a variety of instructional approaches to generate multiple pathways for students as they work to meet identified goals and objectives.				
3.2	The teacher creates an organized learning environment that involves and engages all students, maximizes learning time, and enhances student learning in a variety of individual and group settings.				
3.3	The teacher encourages and clearly communicates expectations for student involvement in the learning process that results in a high level of student engagement.				
3.4	The teacher employs multiple methods to regularly measure student growth and progress and uses this information to inform instruction.				

**For classroom observations and summary review use only**

<p>Strengths:</p>   <p>Growth Opportunity:</p>   <p>Other Comments:</p>
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Core Proposition 4: ***Teachers think systematically about their practice and learn from experience.***

		4	3	2	1
4.1	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.				
4.2	The teacher uses educational research and feedback from others to identify and pursue professional development opportunities that facilitate relevant and appropriate professional growth				

**For classroom observations and summary review use only**

Strengths:	
Growth Opportunities:	
Other Comments:	

Core Proposition 5: ***Teachers are members of learning communities.***

		4	3	2	1
5.1	The teacher contributes to school effectiveness by collaborating with other professionals on activities related to the strategic priorities of the school and district.				
5.2	The teacher engages in ongoing communication and collaboration with home/caregivers and takes advantage of community resources to enhance student learning and school effectiveness.				
5.3	The teacher presents himself/herself in a professional manner that reflects the district's high standards of ethics and excellence.				

**For classroom observations and summary review use only**

Strengths:	
Growth Opportunities:	
Other Comments:	

## 6.0 Student Learning Goal

4 3 2 1

6.1	Goal Development				
6.2	Goal Achievement				

For classroom observations and summary review use only

Strengths:
Growth Opportunities:
Other Comments:

## 7.0 Professional Growth Goal

4 3 2 1

7.1	Goal Development				
7.2	Goal Achievement				

For classroom observations and summary review use only

Strengths:
Growth Opportunities:
Other Comments:

**Required Signatures**

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

Teacher Comments Attached (circle one) YES NO

\_\_\_\_\_  
Evaluator/Administrator Signature

\_\_\_\_\_  
Date

Note: The teacher’s signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the teacher has reviewed the report with the evaluator and may reply in writing. The signature of the administrator or evaluator verifies that the report has been reviewed and that the proper process has been followed according to the policy.

ASD Performance Evaluation and Professional Growth  
**T-PEPG GOAL SETTING FORM**

**STUDENT LEARNING**

**Student Learning Goal**

<b>1</b>	
<b>2</b>	
<b>3</b>	

<b>My student learning goal is.....</b>
<b>How is your goal linked to your school's student learning goal?</b>
<b>How will attainment of my goal be measured?</b>
<b>How will progress toward my goal be monitored?</b>
<b>Describe the methods/strategies/activities that will be used to accomplish my goal?</b>
<b>What resources or support will be needed for each my goal?</b>

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator Signature

\_\_\_\_\_  
Date

ASD Performance Evaluation and Professional Growth Rubric  
**T-PEPG GOAL SETTING FORM**

**PROFESSIONAL GROWTH**

<b>My professional goal is.....</b>
<b>What national board standard(s) does my goal relate to?</b>
<b>How will attainment of my goal be measured?</b>
<b>How will progress toward my goal be monitored?</b>
<b>Describe the methods/strategies/activities that will be used to accomplish my goal?</b>
<b>What resources or support will be needed to reach my goal?</b>

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator Signature

\_\_\_\_\_  
Date

**T-PEPG PEER OBSERVATION SUMMARY  
FORM**

School Year \_\_\_\_\_

Teacher: \_\_\_\_\_

List at least one teacher (peer observer) whom you would be comfortable observing you and which goal (building, professional, or student) you would like to have reviewed:

Teacher 1: \_\_\_\_\_  
Teacher's Initials \_\_\_\_\_ Date \_\_\_\_\_

Teacher 2: (optional) \_\_\_\_\_

Teacher 3: (optional) \_\_\_\_\_

Goal(s): \_\_\_\_\_

(optional) \_\_\_\_\_

<p style="text-align: center;"><b>To Be Completed by Teacher and Peer Observer:</b></p> <p style="text-align: center;"><b>DATES:</b></p> <p>Pre Conference: _____</p> <p>Observation: _____</p> <p>Post Conference: _____</p> <p>Teacher Signature: _____</p> <p>Observer Signature: _____</p>
---

Original to Human Resources, copy in Portfolio

**ASD Performance Evaluation and Professional Growth Program**

**Suggested Lesson Description Template**

*Note: This template is only a suggestion and may be changed or expanded as desired*

**Teacher:**

**Date:**

**Subject:**

**Grade Level:**

**Lesson Topic:**

**Learning Goal(s):**

**Lesson Outline:**

- Directed Instruction:
  
  
  
  
  
  
  
  
  
  
- Student Learning Activities:

**Assessment tools/activities:**

**How can this observation best help you? What considerations would you like me to note? (i.e. student interactions, questioning strategies, instructional methods, etc.)**

**ASD Performance Evaluation and Professional Growth Program  
Suggested Evidence Portfolio Template**

The template is only a suggestion and may be changed or expanded as desired. The intent is not to provide copies of documents but to summarize portfolio items that will be helpful to an administrator or peer evaluator in assessing a teacher against standards not otherwise observable. This is particularly important in regard to standards: 4.1, 4.2, 5.1, 5.2, and 5.3.

**Teacher:**  
**Subject:**

**Date:**  
**Grade Level:**

<b>Standard</b>	<b>Portfolio Item and Description</b>

**3- Year Individualized Growth Plan**  
(for Continuing Contract educators)

**Educator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Position:** \_\_\_\_\_ **Completion Date:** \_\_\_\_\_

**Student Growth Goal:**

**Professional Goal:**

**Activities:**

**Data to be collected/Measures:**

## Monitored Growth Plan

Educator: \_\_\_\_\_ Date: \_\_\_\_\_

Position: \_\_\_\_\_ Completion Date: \_\_\_\_\_

Mentor Teacher: \_\_\_\_\_

Standard(s) to be improved:

Goal(s):

Activities:

Data to be collected/Measures:

Timeline to achieve performance classification of "Effective":

## Directed Growth Plan

Educator: \_\_\_\_\_ Date: \_\_\_\_\_

Position: \_\_\_\_\_ Completion Date: \_\_\_\_\_

Mentor Teacher: \_\_\_\_\_

Standard(s) to be improved:

Timeline to achieve performance classification of "Effective":

Monitoring Process:

Differentiated Professional Development opportunities, materials, resource and supports necessary:

Goal(s)	Activities	Timetable	Data collection/sources	Evidence of Progress	Dates Reviewed

## APPENDIX A

### Chapter 180: PERFORMANCE EVALUATION AND PROFESSIONAL GROWTH SYSTEMS SECTION 7. STUDENT LEARNING AND GROWTH MEASURES

#### 2. “Teacher of Record”

A. A teacher is a “teacher of record” for a student only if:

- (1) The student is enrolled in the course or other learning experience taught by that teacher
- (2) The student was present and was subject to instruction by that teacher at least 80% of the scheduled instructional time for that course or learning experience with that teacher; and
- (3) The student took both the pre-test and the post-test designed to measure achievement in that course or learning experience.

A student’s academic performance may be attributed to more than one teacher, as long as the criteria set forth in subparagraphs (1) to (3) above are met for each teacher, or the criteria set forth in subsection 5 are met.

B. A SAU must provide each teacher with a list of students for whom the teacher is likely to be the teacher of record, and must provide the teacher an opportunity to request review and revision of the list to correct any inaccuracies on the list. A list of those students must be provided within a reasonable time after the beginning of the course or learning experience, and must include information about the pre-test taken by each student and the scheduled instructional time for that course or learning experience with that teacher. A proposed final list of students must be provided to the teacher within a reasonable amount of time before the end of the course or learning experience, and must include a calculation of the amount of time that the student was present and taught by that teacher. The PE/PG system must include a process by which a teacher can contest and seek correction of determinations of “teacher of record” status.

#### 5. Use of Collective student Growth Measures

In recognition that student’s academic achievement may be affected by teachers other than the student’s teacher of record, a PEPG system may include academic achievement of students outside the teacher’s instructional cohort. Any use of such collective measures must:

- A. Be agreed to by teachers to whom it will be applied, under the agreement process set forth in the PEPG system plan; and
- B. Comprise not more than one-fourth of the total student growth measure.

## APPENDIX B



### STUDENT LEARNING OBJECTIVES Target Setting Guide

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#### Analyze the implications of different approaches for students

Based on national experience, here are some target setting approaches which can be used individually or in combination. Each approach has pros and cons. Their effective use depends on having definitions of expected growth that are widely understood and accepted within a district. They also require teachers, and those who are approving the SLOs, to think through the implications of the approach(es) for all students.

#### Common Growth

*Students are expected to grow by a common amount (e.g., each student grows by 20 points)*

Student	Baseline	Target
A	50 of 100	70 of 100
B	70 of 100	90 of 100
C	55 of 100	75 of 100

#### Banded

*Students are grouped with each group growing a common amount (e.g., students with high baseline scores grow by 2 points, while those with low scores grow by 4)*

Student	Baseline	Target
A	8/10 (high)	10 of 10
B	6/10 (high)	8 of 10
C	3/10 (low)	7 of 10

#### Half the Gap

*Students grow half of the performance gap to the maximum (e.g., each student achieves half of the points between their initial score and the maximum score)*

Student	Baseline	Target
A	10 of 100	55 of 100
B	75 of 100	88 of 100
C	50 of 100	75 of 100

#### Growth to Mastery

*Students grow to a common level of mastery (e.g., each student grows to the target of 7 points)*

Student	Baseline	Target
A	3 of 10	7 of 10
B	2 of 10	7 of 10
C	4 of 10	7 of 10

#### Status

*Students grow a specified amount on a more holistic measure (e.g., from one level to the next; this could also be shown as maintaining the same achievement level on a more difficult assessment)*

Student	Baseline	Target
A	Emerging	Proficient
B	Proficient	Exceeding
C	Novice	Emerging

#### Individualized

*Students grow differing amounts based on teachers' analysis and rationale (e.g., two students whose baseline was "3" have a different target based, in part, on non-quantified factors)*

Student	Baseline	Target
A	2 of 8	4 of 8
B	3 of 8	5 of 8
C	3 of 8	6 of 8

When analyzing these approaches, be sure to consider:

- What learning is occurring if students meet expectations, and is it meaningful?
- How viable are the approaches given the students' starting points and baselines?
- How are different types of data, and different scales, going to be combined?
- How does the approach fit with the district expectations for growth?

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