

RSU #9
Teacher Evaluation
Handbook

Professional Evaluation /
Professional Growth System

July 2022

September 2022

Dear RSU #9 Teacher:

The Teacher Evaluation Committee has been meeting since the fall of 2013 to revise the Professional Evaluation/Professional Growth System (PE/PG) teacher evaluation system. As you may be aware, the committee has offered training since the 2015-16 school year for all teachers. We will continue to offer training for the staff and provide initial, in-depth training for all new teachers, as well as attempt to meet needs on an individual and small group basis.

We offer this handbook to you as a guide to our evaluation system. The committee will continue to meet and revise the system, as this is part of the regulations. We encourage you to speak with committee members, if you have questions or concerns. We would like to remind you that one of the administrators' responsibilities is to observe and support you. That means that any administrator can enter your room and observe you at any time, regardless of where you are in your three year cycle.

Teacher Evaluation Committee Members
Laura Columbia and Doug Hodum - Co-Coordinators

Academy Hill

Cascade Brook School

Dr. Nichole Goodspeed
Barb Marshall

Cushing

Morgan Badeau

Cape Cod Hill School

Mallett School

Stacey Augustine
Nicole Lesperance

Mt. Blue Middle School

James Black
Katie Duchesne

Mt. Blue Campus

Rod Spiller
Mike Hansen

Philosophy

Mt. Blue Regional School District is committed to providing structures that support student learning through effective instruction. The purpose of the professional evaluation/professional growth system is to enhance the instructional practices of the teaching staff in order to support student learning. Through this collaborative and reflective process, teachers receive support from peers and administrators as they identify areas for improvement and work to enhance their craft.

IMPORTANT DATES

Growth plan due by the Friday following Indigenous People's Day (14 October). Returned to teachers by administrators by Veteran's Day (11 November).

All work (SLO and peer observation (year 2 and 3 teachers), action steps documented with artifacts) due by the **third Friday of May (19 May 2023)**.

Observation and Feedback Schedule For Teachers

Teachers will be formally evaluated on a rotating three-year cycle after their probationary period. This does *not* apply to teachers on improvement plans. All teachers should be aware of the fact that the administrative team decided that all teachers being formally evaluated (probationary AND year 1) will be observed on element 1 (Planning Standards-Based Lessons/Units).

Year 1 will be the year during which teachers will be formally evaluated by administrators. Administrators will conduct **a minimum of 2** observations (including post-conferences). More than 2 observations may be done at the discretion of the administrator.

*Probationary teachers will remain on the Year 1 track for the duration of their probationary period.

**Teachers who are identified as being Ineffective in the Summative Evaluative Score (SER) or cumulative score will remain on the Year 1 track.

As a reminder, administrators may enter and observe a teacher at any point in time, regardless of the year in the evaluation cycle. These observations are intended to give feedback on the teacher's practice and are NOT evaluative in nature. Feedback may also include discussions regarding any component of the PE/PG plan. It is recommended that, for classroom observations, pre, and post-conferences, either in person or digitally, be conducted. These observations **must** be done through iObservation.

A peer component must be included during years 2 and 3 of the cycle. That collaborative piece may come in any number of forms. The following list is NOT intended to be exhaustive, and teachers are encouraged to discuss their ideas with peers first and then with administrators for their approval.

- Peer observation (in iObservation or in some other recorded format)
- Student learning objectives (preferably in a way that teachers are already tracking student growth)
- Common assessment development and/or implementation
- Curriculum work across a grade or throughout the district

Protocol for Year 1

Teachers who are on Year 1 include the following --

- Continuing contract teachers on a three year rotation
- Probationary teachers for two years until they become continuing contract teachers
- Teachers who are on an improvement plan

Year 1 includes the following components --

- Self-assessment (optional)
- Completed and approved growth plan
 - For all year 1 and probationary teachers, Standards-Based Planning of Units/Lessons must be chosen
- At least 2 observations with post- conferences
- Observations may be over any elements at any time
- By the end of the year, teachers will reflect upon each action step, using the comments field.
- Include evidence showing growth on the chosen elements

For probationary teachers only, administrators will use the Probationary Summative Evaluation Report (page 17). Establishing and acknowledging adherence to rules and procedures (element 17) is mandatory for probationary staff for the first year or until they reach a 3 / Effective score. Planning Standards-Based Lessons/Units (element 1) is required for all teachers receiving a summative evaluation rating at the end of the year.

During Year 1, teachers will be expected to develop a growth plan through the iObservation platform. All teachers being formally evaluated (both year 1 and probationary) will need to work on element 1 (Planning Standards-Based Lessons/Units). *Continuing contract teachers* may choose one additional element from the remaining elements OR may simply develop 2 (or more) action steps for element 1.

This process may begin with a self-assessment, which will help teachers identify areas in which they have room to improve their craft. The self-assessment is entirely optional. For the chosen element(s), the teacher will have at least one measurable action step and include at least one artifact supporting growth in that element over the course of the year.

End-of-Year Process

1. The final evaluation will be electronically acknowledged by the teacher, signed and submitted to the evaluating administrator.
2. The administrator will send a copy to the human resource specialist to be placed in the personnel file.

Please see the Year 1 one pager on page 18.

Protocol for Years 2 and 3

During Years 2 and 3, teachers will be expected to develop a growth plan through the iObservation platform. A teacher may choose to work on one element (with administrator approval) or two elements. This process may begin with an optional self-assessment, which will help teachers identify areas in which they have room to improve their craft. Peer collaboration is required by statute, but that may take any number of forms, including, but not limited to, data analysis, peer observation, curriculum work or professional learning community (PLC) work.

By the end of each year (Year 2 and Year 3), teachers will reflect upon each goal and action step, using the iObservation any other appropriate, documented means in iObservation to track progress.

Student learning objectives (SLOs) are entirely optional. If a teacher chooses to use SLOs, they will count for 20% of the final rating at the end of the three year process.

End-of-Year Process

The teacher will not be responsible for doing anything during years 2 and 3 other than completing their action plan with artifacts or evidence of growth.

Please see the Years 2 and 3 one pager on page 19.

Sources of Evidence to Support Growth Plan for All Teachers

Teachers must supply at least one artifact (piece of evidence) for each element. The following list of items are *possible* sources of evidence, provided by the teacher, that may be utilized when evaluating teacher performance. This is **not** an exhaustive criteria list. If you have other ideas, please feel free to contact your administrator *beforehand* and discuss them.

- Portfolios, lesson plans, student work samples
- Parent surveys
- Student surveys
- Observations outside the classroom
- Live classroom observations
- Observations of video recorded instruction
- Announced (formal) long observations with pre and post conferences
- Announced short observations, such as unannounced walk throughs
- Unannounced short observations, such as unannounced walkthrough

Student Growth Guidance Information

- Student Learning Objective (SLO) -- This information is included below (page 12)
- Classroom Based -- The assessment used for this method must be approved by a PLC, a community, or a department.
- The block of instruction **MUST** extend for a minimum of 3 weeks, and 4 to 6 weeks is preferable.
- Teacher of Record - students who are enrolled in a course or learning experience taught by that teacher; are present and subject to instruction by that teacher at least 80% of the instructional time; participate in the pre- and the post-assessment designed to measure achievement in that course or learning experience.
- There must be a minimum of 1 student in a cohort. It is advisable, when possible, to have more students in a cohort, though, as it makes it more likely that higher percentages of students will meet their growth goal.
- For truant and transient students, the teacher and administrator will review the attendance to ensure 80% is met.
- Percentage Met Model - The method of calculating student growth when using a benchmarked assessment. This is a method that measures meeting individual student's needs.
 - Using this model, you and your collaborator(s) **set growth targets** based on the pre-assessment scores to determine the individual student target growth.
 - From there, you decide upon a certain level of growth to be attained.
 - For example, a student who earned a 1 on the pre-assessment might be expected to earn a 2 on the post assessment.
 - Another student who earned a 1 on the pre-assessment might, in your opinion, be able to earn a 3 on the post assessment.
 - After the post-assessment you calculate growth and compare it to the target. Then you assign a binary (yes or no) to each child to determine if they met the target. Then you calculate percent met for the cohort, using the rating scale to determine the teacher effectiveness.
 - For example, for a cohort of 20 students
 - If 17 students met the target(85%), the teacher rating would be a 4 (high).
 - If 15 students met the target (75%), the teacher rating would be a 3.3 (moderate).
 - If 10 students met the target (50%), the teacher rating would be

a 2.3 (low).

- If 5 students met the target (25%), the teacher rating would be a 1.6 (negligible).
- Gap Reduction Model -- The method of calculating student growth when using local assessments; or assessments that are designed to demonstrate student growth that are NOT based on a five to seven point rubric. This is a method that measures whole group performance and gives every student the same goal of getting 50% closer to the perfect score.
 - Every student takes a pre-assessment. From the pre-assessment score, you calculate the total possible points needed to score to reach the max score. Then you divide that number in half to determine the growth target for each student.
 - In order to calculate the targets, the following equations should be used.
 - The student's pre-assessment_score is subtracted from the perfect score to determine the gap.
 - perfect score - student score = gap
 - The target is the gap divided in half and added to the student's initial score.
 - $\text{Gap} / 2 + \text{student score} = \text{target}$
 - Example calculations.
 - If student A earns a 10 out of 20, the gap reduction score would be calculated in the following manner.
 - $20 (\text{perfect score}) - 10 (\text{student score}) = 10 (\text{gap})$.
 - The target is the gap divided in half and added to the student's initial score.
 - $10 (\text{gap}) / 2 = 5 + 10 (\text{student score}) = 15 (\text{target})$
 - If a student earns an 80 out of 100, the gap reduction score would be calculated in the following manner.
 - $100 (\text{perfect score}) - 80 (\text{student score}) = 20 (\text{gap})$
 - $20 (\text{gap}) / 2 = 10 + 80 (\text{student score}) = 90 (\text{target})$
 - From there, you give the post-assessment and decide if the student has met the growth target. You calculate the number of students that met the growth target to determine the impact rating of the teacher using the scales.
 - For instance, for a class of 20, pre-assessment establishes the base for the growth target to be set as compared to the post assessment.

Percent met rating scale

Expanded Percent Met Rating Scale			
% students meeting growth targets	Rating	% students meeting growth targets	Rating
85+	4	53-55.99	2.4
83.6-84.99	3.9	50-52.99	2.3
82.2-83.59	3.8	47-49.99	2.2
80.8-82.19	3.7	44-46.99	2.1
79.4-80.79	3.6	41-43.99	2.0
78-79.39	3.5	36.9-40.99	1..9
76.6-77.99	3.4	32.8-35.89	1.8
75.2-76.59	3.3	28.7-32.79	1.7
73.8-75.19	3.2	24.6-28.69	1.6
72.4-73.79	3.1	20.5-24.59	1.5
71-72.39	3.0	16.4-20.49	1.4
68-70.99	2.9	12.3-16.39	1.3
65-67.99	2.8	8.2-12.29	1.2
62-64.99	2.7	4.1-8.19	1.1
59-61.99	2.6	0-4.09	1.0
56-58.99	2.5		

Student Learning Objective - Explanation and Form

The Student Learning Objective form that follows is intended to be completed by teachers when they identify the cohort of students they will be using for student growth AND have determined assessment measures. This form is to accompany the evaluation. This work is NOT included anywhere in iObservation.

This form is to be completed regardless of the type of assessment being used. Any locally developed assessments **MUST** be done so collaboratively and approved by the building administrator. In this case, two or more teachers must work together to develop the assessments and accompanying rubrics (scoring guides). That work should then be piloted and reviewed by the developing teachers for validity and to revise the assessment as deemed necessary.

Student Learning Objective (SLO) Directions

1. Choose/Develop your assessment with your colleague(s).
2. Determine the cohort (student group) for which you will collect data.
 - Will include students for whom the teacher is the teacher of record.
 - The cohort will include a minimum of 1 student.
 - There is no maximum number of students in a cohort.
3. Give the pre-assessment to the students.
4. Score the assessments and record them in a table.
5. Determine the target for each student in conjunction with your collaborator(s).
6. Complete the Student Learning Objective form (OR some other format that includes the pre-assessment scores and targets for each student), including the timeframe (a minimum of 3 weeks) of instruction, and submit to your evaluator for approval electronically if possible.
7. Instruct your students.
8. Following your block of instruction, administer the post-assessment (typically the same as the pre-assessment unless otherwise agreed upon with collaborators prior to instruction).
9. Score and document your post-assessment data following the guidelines for Percentage Met.
10. Complete the SLO form (or some other tracking format), including your percentage of students meeting their targets and your converted score (see table on page 9).
11. Send data and all forms to the building administrator electronically if possible.

RSU #9 Student Learning Objective

Teacher Name:	Gr / Course
Student Cohort:	Instruction Timeline:
School Name:	Date:

Attach student roster

Content Standard/Learning Target	Assessment Title
Pre- Assessment & Results Summary:	Post Assessments & Results Summary:

Summarize Identified Student Needs (from Pre-Assessment)
--

Percentage of students meeting target:
Converted score (from page 9 of the handbook):

Collaborators on SLO development and goal setting:
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Attach Percent Met Model targets for this cohort / this assessment

Notes / Comments to aid supervising administrator in understanding:

MBRSD Teacher Evaluation Rating Scale

If a teacher is rated as HIGHLY EFFECTIVE (3.5-4.0 on the SER Matrix) in his/her summative evaluation, then:

- They enter the self-directed professional growth cycle .
- They develop an annual self-directed professional growth plan and reviews it with the evaluating administrator.
- They must provide evidence of reflection each year.
- If goals change during a school year, those changes must be justified by the teacher and administrator collaboratively.
- At the end of three self-directed professional growth cycles, the teacher receives a summative evaluation that determines his/her new rating.

If a teacher is rated as EFFECTIVE (2.5-3.4 on the SER Matrix) in his/her summative evaluation, then:

- They enter the self-directed professional growth cycle .
- They develop an annual self-directed professional growth plan and reviews it with the evaluating administrator. The plan should include specific elements from a domain area(s) targeted for growth, based on the teacher's previous summative evaluation.
- They must provide evidence of reflection each year.
- If goals change during a school year, those changes must be justified by the teacher and administrator collaboratively.
- At the end of three self-directed professional growth cycles, the teacher receives a summative evaluation that determines his/her new rating.

If a teacher is rated as PARTIALLY EFFECTIVE (1.5-2.4 on SER Matrix) in his/her summative evaluation, then:

- They enter the monitored professional growth cycle with added support (as follows).
- They must develop and implement an annual monitored professional growth plan in collaboration with the evaluating administrator. The plan should include specific elements in a domain area targeted for growth, based on the teacher's previous summative evaluation.
- They meet quarterly, for a "check-in" with an administrator for feedback on progress.
- They will be asked to reflect on their practice and growth during quarterly "check-ins."
- At the end of the three year monitored professional growth cycle, the teacher receives a summative evaluation that determines his/her new rating.
- A teacher with a partially effective rating will work with a peer whose rating is effective or highly effective to provide feedback. This will lead up to an observation in iObservation (for non-evaluative purposes) in the last quarter of the school year.

OR

- A teacher with a partially effective rating will produce relevant sources of evidence to present and discuss at the quarterly check-in meetings with the administrator. The teacher is expected to show evidence in an element where s/he is rated as not using, beginning, or developing.

If a teacher is rated as INEFFECTIVE (0-1.4 on the SER Matrix) in his/her summative evaluation, then:

- They enter the directed improvement cycle.
 - They must develop and implement a directed improvement plan in collaboration with his/her supervisor or administrator. In accordance with Chapter 180, p. 12, Section 14, the improvement plan must include domain area(s) targeted for growth.
 - They meet at least quarterly to “check-in” with their administrator for feedback on progress.
 - They will be asked to provide and share evidence of reflection during quarterly “check-ins.”
 - If goal(s) change during a school year, it is done at the administrator’s discretion with teacher input.
 - A summative evaluation will be completed at the end of the one year directed improvement cycle by the evaluating administrator. This evaluation will determine his/her new rating.
 - If the teacher continues to be rated as ineffective at the end of directed improvement cycle year two, termination of employment is possible.
-

Summative Effectiveness Rating (SER) -- Professional Practice & Growth

The SER is based on two or three areas --

1. Professional Practice -- This is the observation, evaluation, and feedback using iObservation with the Marzano Domains/Elements. (40% OR 50%)
2. Professional Growth -- This is the growth plan that is created in iObservation and approved and assessed by your administrator. It is partially informed by any administrative observations. (40% OR 50%)
3. Student Growth -- This score is based on students meeting their growth target. (20% OR 0%)

Calculation of Summative Effectiveness Rating Score

Teacher evaluation scoring combination worksheet									
	Total score								
4.00	Highly effective	Examples	Teachers 1-3 used SLO data. Teachers 4 and 5 did NOT use SLO data.						
3.90									
3.80		With SLO data							
3.70			Prof. Practice Score	Prof. Growth Score	Weighted Prof.	Student Growth Score	Weighted Student Growth	Total Score	
3.60		Teacher 1	3.00	3.50	2.60	2.00	0.40	3.00	
3.50									
3.40									
3.30		Teacher 2	2.50	2.50	2.00	3.50	0.70	2.70	
3.20									
3.10									
3.00	Effective	Teacher 3	3.50	3.50	2.80	3.90	0.78	3.58	
2.90									
2.80		To calculate combined score WITH SLO data:							
2.70		Practice Score * 0.4 + Professional Growth Score * 0.4 + Student Growth Score * 0.2 = Total score (SER)							
2.60									
2.50		Without SLO data							
2.40			Prof. Practice Score	Prof. Growth Score	Weighted Prof.	Student Growth Score	Weighted Student Growth	Total Score	
2.30		Teacher 4	2.50	3.50	3.00	-	-	3.00	
2.20									
2.10									
2.00	Partially effective	Teacher 5	3.00	3.50	3.25	-	-	3.25	
1.90									
1.80		To calculate combined score WITHOUT SLO data:							
1.70		Practice Score * 0.5 + Professional Growth Score * 0.5 = Total score (SER)							
1.60									
1.50									
1.40									
1.30									
1.20									
1.10									
1.00									
0.90	Ineffective								
0.80									
0.70									
0.60									
0.50									
0.40									
0.30									
0.20									
0.10									

The above table includes the scoring guide for all three components of the system. Please use one of the following formulas to calculate the summative effectiveness rating (SER) score.

With SLO data:

$SER = \text{Profess. practice score} * 0.4 + \text{Profess. growth score} * 0.4 + \text{Student Growth score} * 0.2$

Without SLO data:

$SET = \text{Profess. practice score} * 0.5 + \text{Profess. growth score} * 0.5$

The addition of those components results in the overall cumulative score (SER).

Review Required -- If a teacher has scored highly effective in either SLO data OR professional practice and professional growth but is ineffective in the other, the data should be reviewed, and a conversation must be had between the teacher and the evaluator.

DEFINITIONS

growth plan- A written set of goals/plans all teachers create annually. The teacher creates his/her plan collaboratively with the administrator. The goals of a teacher's growth plan are based on prior summative evaluations, observations, and self-evaluation using the Marzano Teacher Evaluation Model "Learning Map." Goals are used to support teachers in improving effectiveness. Teachers are encouraged to try new strategies outside of those indicated in the summative evaluation.

self-directed professional growth cycle- A reflective growth cycle for teachers who are rated as HIGHLY EFFECTIVE or EFFECTIVE. Peer observations providing formative observations with feedback meets the law.

monitored professional growth cycle- A reflective growth cycle for teachers who are rated as PARTIALLY EFFECTIVE.

directed improvement cycle- A more intensely supported growth cycle for teachers who are rated as INEFFECTIVE as defined by the summative evaluation prepared by the evaluating administrator.

directed improvement plan (DIP)- A written set of goals/plan for teachers who are rated as INEFFECTIVE. It is based on summative evaluations/observations and the Marzano Teacher Evaluation Model "Learning Map." The DIP is created at the evaluating administrator's discretion with teacher input. The DIP must include clear, measurable objectives and deadlines. In addition, according to Maine State Law, the DIP must be focused on improving teacher effectiveness in the areas specifically identified in the summative evaluation.

domain area(s) targeted for growth- See Marzano's *Learning Map*.

evidence of reflection- Artifacts presented by the teacher to the evaluating administrator that demonstrate a reflection routine and/or process that the teacher engages in to improve his/her effectiveness. Some examples include, but are not limited to: a reflection journal or similar documents, videos, blog, portfolio, audio recordings, planning records, data, student work.

added support- Additional activities or tasks that help a teacher improve his/her effectiveness. Added support activities or tasks may be determined by the teacher in collaboration with the evaluating administrator or may be determined on behalf of the teacher by the evaluating administrator, depending on the circumstance. "Some metrics could include: indicator ratings during classroom observations and mid-year evaluations; student feedback; and administrator or mentor review of lesson and unit plans. In addition to these regular check-ins, they may decide to implement additional processes to monitor growth areas, like periodic meetings with the teacher, any mentor teachers, and the administrator." (Newark Public Schools Teacher Performance Evaluation Guidebook)

learning scale - A scale used in a summative evaluation that represents a teacher's overall rating level of effectiveness.

3.5-4.0 HIGHLY EFFECTIVE: Shows Evidence of Exceeding Essential Target Knowledge

2.5-3.4 EFFECTIVE: Shows Evidence of Essential Target Knowledge

1.5-2.4 PARTIALLY EFFECTIVE: Shows Evidence of Essential Foundational Knowledge

0-1.4 INEFFECTIVE: Lacks Sufficient Evidence of Foundational Knowledge

Probationary Teacher Summative Evaluation Report

This evaluation report provides additional information pertaining to the probationary teacher and is in addition to the iObservation evaluation. This narrative encompasses all aspects of the professional teacher role.

Teacher Name:

Date:

School:

End of Probationary Yr

1 2

Circle one

Evaluator(s) Narrative:

Contract Recommendations:

Recommend for Second Probationary Year _____

Recommend for Continuing Contract _____

Renewal Not Recommended _____

Educator's Signature:

Date:

Evaluator's Signature: _____ Date:

By signing this document you are indicating that you have been given the opportunity to read and discuss the evaluation, not necessarily that you agree with the content. You have the right to attach a written response.

Year 1 - Formal Evaluation Year

Please use this as a guide to work through your formal evaluation year.

1. Log into iObservation (online tracking system)
2. **OPTIONAL** - Complete the self-assessment
3. Choose your element(s) to focus on this year
 - a. For probationary teachers - you will choose both Element 1 (Planning Standards-Based Lessons/Units) and Element 17 (Establishing and Acknowledging Adherence to Classroom Rules and Procedures)
 - b. For continuing contract teachers, choose 1 (with permission from your evaluator) or 2 elements to focus on over the course of this year
4. Develop a growth plan on iObservation
 - a. You must have **at least** 2 action steps - either at least 1 per element (if you are working on 2 elements) OR 2 action steps for the 1 element you will address
5. Submit your growth plan for approval on iObservation
6. Wait for feedback from your evaluator
 - a. If approved, please begin working on your action steps
 - b. If revision is needed, please edit your action step(s) per the comments provided by your evaluator and resubmit
7. Over the course of the year, document your work with evidence (artifact) of your progress and growth and attach it within iObservation
8. You will be observed at least twice by your evaluator(s). Post-conferences (preferably in person) will be conducted for each. Please remember that administrators can enter anyone's room at any time and provide feedback on any of the elements.
9. By the deadline in May, be sure all your action steps include a reflection and that you have evidence of your progress for the element(s) you chose

Student Learning Objectives (SLO) - are NOT required but can be an action step

Year 2 and Year 3 - Non-Evaluation Year

Please use this as a guide to work through your formal evaluation year.

1. Log into iObservation (online tracking system)
 2. **OPTIONAL** - Complete the self-assessment
 3. Choose your element(s) to focus on this year
 - a. If you want to work on only 1 element, speak with your administrator in order to gain approval
- OR**
- b. Choose 2 elements to work on
 4. Develop a growth plan on iObservation
 - a. You must have **at least** 2 action steps - either at least 1 per element (if you are working on 2 elements) OR 2 action steps for the 1 element you will address
 - b. One of your action steps **may** include student learning objectives or another form of peer collaboration
 5. Submit your growth plan for approval on iObservation
 6. Wait for feedback from your evaluator
 - a. If approved, please begin working on your action steps
 - b. If revision is needed, please edit your action step(s) per the comments provided by your evaluator and resubmit
 7. If you choose to do peer observation, please arrange that and, over the course of the year, use iObservation to execute it.
 8. Over the course of the year, document your work with evidence (artifact) of your progress and growth and attach it within iObservation
 9. By the deadline in May, be sure all your action steps include a reflection and that you have evidence of your progress for the element(s) you chose

Student Learning Objectives (SLO) - are NOT required but can be an action step