RSU 5 Educator Professional Growth and Evaluation Handbook

Board Approved: June 14, 2017

Table of Contents

Introduction

The Professional Growth and Evaluation System steering committee continues to work to develop an evaluation plan for RSU5 that emphasizes professional growth and continuous improvement while meeting the requirements of Maine law. For next year the committee recommends the return to a 3-year cycle with some modifications and additions, intended to make the model more efficient, transparent, and valuable for educators.

The model continues to include the Marshall rubrics to guide goal setting and for framing discussions between evaluator and educator. Additions to the model include Student Growth Measures and Peer Review activities that meet requirements set forth by the Maine DOE.

The Steering Committee

2016-17 Steering Committee Members
Candace deCsipkes, Board Member
Nancy Drolet, Educator
Hank Ogilby, Educator
Tom Edwards, Community Member
Will Pidden, Administrator
Jessica Sturges, Educator
Gayle Wolotsky, Educator
Cynthia Alexander, Asst. Superintendent
Becky Foley, Superintendent
Sarah Mason, Educator
Lisa Demick, Administrator
Sarah Duffy, Administrator/Educator

Evaluation Cycle and Timeline

In the year 2016- 2017 educators in RSU5 were assigned to a year within the 3-year cycle to begin the evaluation process. The year an educator is in on cycle, is indicated in their e-portfolio.

RSU5 Professional Growth and Evaluation 3 year cycle

Staff years 1-3 (Probationary): *timeline is for each year for the first 3 years*

TIMELINE	TEACHER ACTION	ADMIN ACTION
Spring/Sept.	● Professional Practice goal creation (can be based on spring self-assessment on rubric) ● SLO creation with PLC team	● Goal discussion/feedback, approval
Sept.-April	● Post-observation meetings with admin after administrator mini-observations ● Minimum of 1 peer feedback session with written self-reflection (after feedback is shared)	● 6-8 mini observations w/ debrief and written feedback
By Jan 31	● Mid-year written goal reflection	● (feedback/support on goal reflection if requested)
By April 1	● Submit goal reflection and self-assessment on rubric (in preparation for summative meeting with administrator) ● Complete SLO process	
By May 1		● Summative Evaluation ● Summative meeting to discuss admin assessment and teacher self-assessment on rubric and goals/SLOs

Staff Years 4+
Years 1 and 2 of 3 Year Cycle

TIMELINE	TEACHER ACTION	ADMIN ACTION
Spring/Sept.	● Professional Practice goal creation (can be based on spring self-assessment on rubric) ● SLO creation with PLC team	● Goal discussion/feedback, approval
Sept.-May	● Minimum of 1 peer feedback session with written self-reflection (after feedback is shared) ● Post-observation meetings with admin after administrator mini-observations	● 4-5 mini observations w/ debrief and written notes for principal review at end of year meeting
Jan. 31	● Written mid-year goal reflection	● (feedback/support on goal reflection if requested)
Between April 15 - June 7	● Goal reflection and self-assessment on rubric (in preparation for formative meeting with administrator) submitted prior to May 15. ● Complete SLO process	● Formative rating on rubric ● Formative meeting to discuss admin assessment and teacher self-assessment on rubric and goals/SLOs, written notes in e-portfolio

Year 3 of 3 Year Cycle

TIMELINE	TEACHER ACTION	ADMIN ACTION
Spring/Sept.	● Professional Practice goal creation (can be based on spring self-assessment on rubric) ● SLO creation with PLC team	● Goal discussion/feedback, approval
Sept.-May	● Minimum of 1 peer feedback session with written self-reflection (after feedback is shared) ● Post-observation meetings with admin after administrator mini-observations	● 4-5 mini observations w/ debrief and written feedback
By Jan. 31	● Written mid-year goal reflection	● (feedback/support on goal reflection if requested)
Between April 15 - June 7	● Goal reflection and self-assessment on rubric (in preparation for summative meeting with administrator) submitted prior to May 15. ● Complete SLO process	● Summative evaluation ● Summative meeting to discuss admin assessment and teacher self-assessment on rubric and goals/SLOs, complete Summative Effectiveness Rating

The Model

On an annual basis, educators engage in all components of the process (**Professional Practice**, **Professional Growth**, **Student Growth Measures (SLOs)**, and **Peer Feedback,** in year three of the cycle a continuing contract educator will receive a **Summative Effectiveness Rating**. Probationary educators will receive a summative evaluation annually. Educators who are placed on a Directed Growth Plan will be on an annual review cycle if growth targets are not met within the first year's timeline.

Professional Practice

Observation of the professional practice, the educator's work in the classroom, is the predominant component of the system. The Teacher Evaluation Rubrics developed by Kim Marshall serve as the basis for evaluating professional practices. These rubrics are focused on classroom teacher practices and do not address the specific roles of all professional staff. For those educators, separate rubrics have been and are being developed. (For a list of roles and their respective rubrics see Appendix.)

The evaluator will conduct four to five mini observations each year. After each mini-observation, the evaluator and educator will meet to have a short dialogue about the professional practices seen during the mini-observation. The post-observation meeting should ideally occur within two school days after an observation. The evaluator will enter brief observations, comments and/or questions in the educator's shared e-portfolio ideally within a week. The educator may add comments or initiate dialogue at any time, before or after the conversation.

At the annual review with his/her evaluator, the educator will complete a self-assessment using the Marshall rubrics. For Years 1 and 2 of the cycle, the evaluator will write a brief year-end summary, to be entered in the educator's e-portfolio. The evaluator may make recommendations for goal setting.

In Year 3 of the cycle, the evaluator will determine the summative effectiveness rating using the data collected in the educator's e-portfolio in the current cycle and SLO data. A copy of the Summative Effectiveness Rating sheet will be put in educator's personnel file in the Central Office.

Classroom instruction is the predominant source for mini observations. Other potential sources for mini observations may include:
Teacher websites
IEP meetings
PD days

Review of portfolios
Planning meetings (lesson plans; short term and long term)
Attendance at parent conferences
PLC meetings
Evidence of parent communication (newsletters)

Professional Growth

Each year educators will identify one or two goals from the individual indicators within the six domains of the Marshall Rubrics. These goals should address areas of need, and may also be identified with the input of the building administrator. Educators will enter the goal statement into their shared e-portfolio by September 30th each year. Educators will complete a mid-year reflection on their goal progress by January 31st and a year-end reflection May 15. Evidence of meeting the goal will be demonstrated through the professional practice mini observations.

Student Growth Measures

Student growth or student learning outcomes (SLO) will constitute 20% of the final summative effectiveness rating. The RSU5 SLO Handbook provides the guidelines and templates for educators developing SLOs. (See Appendix)

Not all professional educators are in roles for which student growth measures must be developed. For a list of roles that do not require student growth measures see Appendix.

Peer Feedback

Annually an educator will either observe in a colleague's classroom or invite a colleague to observe his/her classroom. The purpose will be for sharing, reflection, and improving practice. Educators will be responsible for providing documentation of a peer observation in his/her e-portfolio. In lieu of a classroom observation, peer feedback may include, but is not limited to, review of portfolios and other evidence offered to demonstrate an educator's performance.

Scheduling these opportunities will require flexibility and support from administrators and PLC members. Peer feedback is for professional growth purposes only.
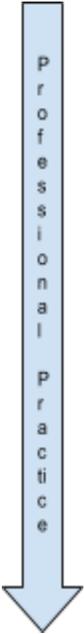
Summative Effectiveness Rating

The summative effectiveness rating will be determined using a decision matrix. The weighting is 80% on professional practices and growth, and 20% on student growth (SLOs). During the year-end review meeting in Year 3, the evaluator will use the Summative Effectiveness Rating sheet to document the educator's rating. Those educators whose roles do not require an SLO are based 100% on the Professional Practice.

Using the Marshall Rubrics, the evaluator determines the educator's professional practice and growth rating. With data from 3 years of observations and goal setting, the evaluator provides a rating for each of the six domains, weighted evenly: Planning and Preparation for Learning; Classroom Management; Delivery of Instruction; Monitoring, Assessment, and Follow-Up; Family and Community Outreach; and Professional Responsibilities. Then a final rating is determined based on an average of the ratings in each domain. The four-level rating scale is "4- Highly Effective," "3- Effective," "2-Improvement Necessary," "1-Does Not Meet Standards."

The evaluator will apply the decision matrix together with professional practice rating and the SLO rating to determine whether an educator is Highly Effective, Effective, Needs Improvement, or Ineffective.

Decision Matrix
Summative Performance Rating Matrix

		Student Growth			
		0 – 40 **Ineffective** **1**	**41-69** **Needs** **Improvement** **2**	**70 – 84** **Effective** **3**	**85 – 100** **Highly** **Effective** **4**
Professional Practice	**Ineffective** **1**	Ineffective	Ineffective	Review	Review
	Needs **Improvement** **2**	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement
	Effective **3**	Review	Effective	Effective	Effective
	Highly **Effective** **4**	Review	Effective	Highly Effective	Highly Effective

Process for Review Rating

In most cases the component ratings generate a clear summative rating. When a significant disparity exists between the professional practice rating and the student growth rating, an evaluator does not assign a summative rating until a review is conducted and the disparity is resolved.

The review includes, but is not limited to, an investigation and consideration of all evidence related to:

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

A second evaluator is brought in to confer and calibrate with the original evaluator. A decision will be made on the final rating of either <u>needs improvement or effective</u>.

Note: Under Chapter 180, two summative ratings of ineffective may lead to dismissal.

Professional Learning Community (PLC)

This model presupposes that all RSU5 educators are members of a Professional Learning Community (PLC) and that during the school year members will have time during their scheduled meetings to focus on their PEPG (PG&E) work.

Professional Development for Educators

Time will be dedicated at the beginning of the school year, before students return, for all educators to review the PEPG (PG&E) plan and to learn about updates so that all educators understand the expectations for the year. Regularly scheduled time throughout the year will be provided for peer review, collaboration, and reflection during weekly PLC meetings, monthly staff meetings, and district PD days.

All educators new to RSU5 will be introduced to the PEPG (PG&E) plan during New Educator Orientation, prior to the start of the school year. Training throughout the year will include:

- The Marshall Rubrics
- The Educator's E- Portfolio (which includes the observation, goal setting, and self-reflection templates)
- Overview of SLO writing and examples
- Assignment to a Professional Learning Community (PLC)

Training of Evaluators

Evaluators will calibrate the use of the evaluation tool on an annual basis. This may include, but is not limited to:
- Paired observations
- Observing video lessons and scoring
- Training in utilizing the Kim Marshall rubrics

Directed Growth Plan

The Directed Growth Plan is for continuing contract educators who need improvement and/or who may benefit from more support in meeting the RSU5 Professional Teaching Standards. Being placed on a Directed Growth Plan does not necessarily mean the educator is being considered for termination. This plan provides a good-faith effort to support and guide the educator to effectively meet the standards set forth in the RSU5 Professional Growth and Evaluation System.

Purpose
The purpose of the Directed Growth Plan is to:
- Enable a continuing contract educator to receive assistance in any of the RSU5 Professional Teaching Standards.
- Provide a structured process for a continuing contract educator, who by the determination of the administrator, needs improvement and/or may benefit from more support.
- Provide due process for administrative action.

The Directed Growth Plan is intended to provide the best possible likelihood for professional improvement. This more structured supervision is characterized by recognition on the part of the administrator that the educator needs assistance with one or more of the RSU5 Professional Teaching Standards. This process may be initiated at any time throughout the year. It will be clear at the end of the initial timeline whether the educator will continue on a Directed Growth Plan into a second year.

Process
The administrator shall provide a written identification of the problem and expectations for improvement in performance based on classroom observations and/or other identified problem areas with colleagues, students, or parents, using the Marshall rubrics as the reference point for effectiveness. The written statement shall be discussed with the educator within five (5) days of its receipt.

Directed Growth Plan

The administrator and educator will develop a written Directed Growth Plan that will assist the educator in improving the identified problem area(s) using the Marshall rubrics as a guide.

This plan will include:
- Specific measurable goals relating to areas needing improvement
- Action steps/strategies for resolution of concerns. Possible action steps include analysis of student growth data, attendance at professional development workshops, visiting classrooms, working with strategists and/or coaches.
- Resources needed to accomplish goals
- Timeline for completion
- Evidence

Mini-observations and follow-up conversations will continue throughout the process. Progress toward meeting the goals as outlined within the plan will be monitored and documented. While the educator is on a directed growth plan, another building administrator will conduct a minimum of two mini-observations with follow-up conversations.

If the goals are met at the completion of the timeline, the educator will no longer be on a Directed Growth Plan. If there is evidence of significant progress in meeting the goals by the end of the initial deadline, the timeline may be extended. If there is no progress on meeting the goals, the educator's summative rating will be ineffective. Next steps will be determined in meeting with administration.

Teacher Evaluation Rubrics - Domains and Rating Scale

The RSU 5 teacher evaluation rubrics are those of Kim Marshall and his work on a teacher evaluation and supervision model.

Organization, Rationale, and Suggestions for Implementation
1. The rubrics have six domains covering all aspects of a teacher's job performance:
   A. Planning and Preparation for Learning
   B. Classroom Management
   C. Delivery of Instruction
   D. Monitoring, Assessment, and Follow-Up
   E. Family and Community Outreach
   F. Professional Responsibilities

2. The rubrics use a four-level rating scale:
- 4 – *Highly Effective* – Master teacher performance that meets very demanding criteria
- 3 – *Effective* – Solid, expected professional performance; teachers should feel good about scoring at this level

- 2 – *Improvement Necessary* – Performance is mediocre; no teacher should be content to remain at this level
- 1 – *Does Not Meet Standards* – Unacceptable performance leading to an improvement plan, intensive support, and, if improvement isn't made within a reasonable amount of time, dismissal

3. These rubrics aim to provide a shared definition of the work teachers do with students and colleagues. To gather the information needed to fill out the rubrics at the end of a school year, evaluators make frequent, short, unannounced classroom visits (at least four to five per teacher per year); have a face-to-face coaching conversation after each one; regularly observe teachers in team meetings and other settings. **The rubrics should not be used as checklists during classroom visits or in post-observation conferences – their comprehensive scope and evaluative tone are likely to hamper thoughtful observation and effective coaching. Rather, the rubrics should inform teachers' work and** evaluators**' observations throughout the year and serve as a memory prompt and structuring protocol when it's time to evaluate the year's work.**

4. The rubrics should be used formally at two points: (a) As school opens, teachers self-assess, meet with their evaluators, and set 1-2 improvement goals; (b) At the end of the year, teacher and evaluator repeat this process and reach closure on the year's ratings.

5. The rubrics synthesize extensive research based on classroom and professional practices that affect children's learning. Although student achievement is not evaluated by the rubrics, it's reasonable to assume that in a well-run school (positive climate, professional working conditions, aligned curriculum, etc.) the more Effective and Highly Effective ratings a teacher has, the better students will do.

Adapted from Marshall, K. *Rethinking Teacher Supervision and Evaluation* (Jossey-Bass, 2nd edition, 2013,).