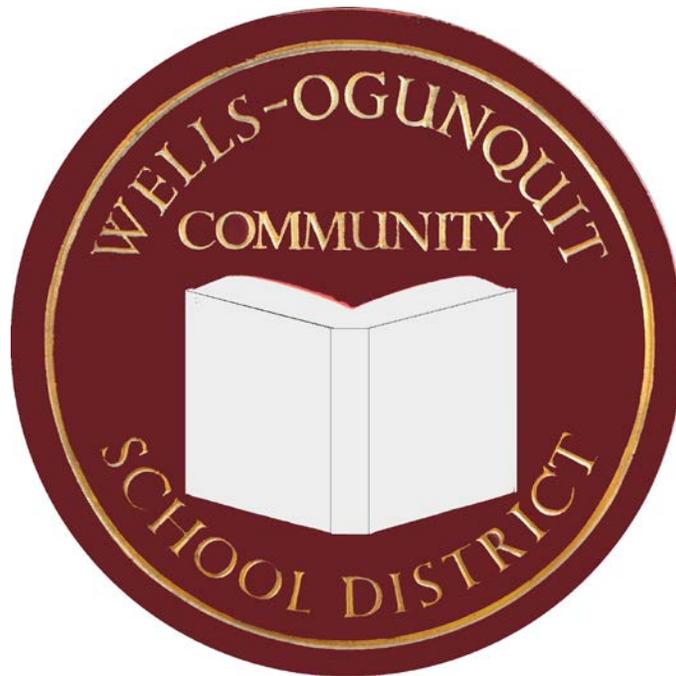


**Wells-Ogunquit CSD  
Performance Evaluation and Professional Growth  
Teacher (PEPG) System**

**A Handbook and Implementation Guide**



**June 1, 2016**

**Wells-Ogunquit CSD  
Performance Evaluation and Professional Growth  
Teacher (PEPG) System**

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# Teacher Evaluation Framework

## Introduction

The WOCSD Teacher Evaluation Framework is designed *to meet the novices' needs to enhancing veterans' skills. Because teaching is complex, it is helpful to have a road map through the territory, structured around a shared understanding of teaching. (Charlotte Danielson 2007)*

The WOCSD model is rooted in proven research standards and practices that not only provide teachers and leaders with a framework for professional growth, but also facilitates ongoing support and accountability for high performance in professional practice. WOCSD aspires to the tenets of this model in order to assure our students have access to highly effective learning opportunities every day throughout their educational experiences.

**WOCSD has been using the Danielson Framework. In 2013 a committee of teachers and administrators formed to begin work on the evaluation system. This committee met for two years to develop the system. The staff was given a one-day training in the Danielson Rubric. In 2014, twenty-four teachers were trained in the Danielson Rubric, elements of coaching conversations and learned about Student Learning Objectives (SLO) during a 10-week district course. Teachers from this group participated in a full pilot of the system during the 2015-2016 school year. In 2015 an overview of the components of the teacher evaluation system and SLO process was done with all staff during the October workshop. All teachers wrote one SLO to learn about the process and how it connects to the evaluation system. We began piloting the Danielson Framework with iObservation, an online tool, which supports an effective and efficient use of the framework. Administrators have been using Teachscape to further their understanding of the framework and to calibrate scoring of classroom observations. To date, observers/evaluators have been trained in the Danielson Framework, have read and discussed Enhancing Professional Practice and The Framework for Teaching Evaluation Instrument 2013 Edition and have been trained using the iObservation tool. New administrators will also have these same training opportunities.**

Along with these strongly held beliefs and in order to comply with the rules of **Chapter 508 and Rule Chapter 180 of MRSA Title 20-A**, all Maine school administrative units are expected to develop and implement a performance evaluation and professional growth (PEPG) system for teachers and building administrators for full implementation by the 2016-17 school year. In accordance with Chapter 180, the elements of an approved PEPG must include:

- Standards of professional practice by which teachers and building administrators are evaluated;
- Multiple measures of effectiveness, including student learning and growth measures (SLOs);
- Four-Level rating system that differentiates among educators based on standards of professional practice and multiple measures, and attaches improvement/corrective action to each level;
- A process for using information from the evaluations to inform professional development;
- Implementation procedures that ensure fairness, including a requirement for regular evaluations, ongoing training, peer review components, and a local Steering Committee to review and refine the system; and,
- The opportunity for an educator rated “ineffective” to implement a professional improvement plan.

The WOCSD Educator Effectiveness Committee aligned district administrative rules and process components with Chapter 180 requirements. As stated above, the WOCSD Teacher Evaluation Model is based upon professional practice standards identified in the Danielson's Teaching Framework. The model identifies those aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning. Additionally, student growth measures *and* a process to ensure professional growth are included. WOCSD is using the Danielson model to:

1. Increase professional expertise, which can produce gains in student learning,
2. Create common language of instruction and evaluation,
3. Reflect the complexity of teaching and learning through the common language, and
4. Provide growth opportunities using focused feedback and focused practice.

The Teacher Evaluation Framework builds on four key domains under Instructional and Professional Practices in conjunction with student growth.

- *Planning and Preparation*
- *The Classroom Environment*
- *Instruction*
- *Professional Responsibilities*

Student growth data is viewed along with school-wide achievement data to assure district goals are supported and achieved. Overall, the model provides clear guidelines and expectations of performance while assuring professional growth is continuous and supported.

## **Collaboration**

**The Educator Effectiveness Development Committee** was formed in 2013 with teachers elected by the WOCSD Association, administrators, WOCSD Community and Board of Education members in order to **develop** this Performance Evaluation and Professional Growth System.

This development committee of teachers and administrators formed to begin work on the evaluation system. This committee met regularly for two years to develop the system. The staff was given a one-day training in the Danielson Rubric.

In 2014-15, twenty-four teachers were trained in the Danielson rubric, elements of coaching conversations and the completed a Student Learning Objective during a 10 week WOCSD District Class. Teachers from this group participated in a full pilot of the system during the 2015-16 school year.

A consensus decision-making process was utilized. This committee transitioned to a Steering Committee in September of 2015 in compliance with Maine State Rule Chapter 180. An overview of the components of the teacher evaluation system and SLO training was held for all staff in October 2015. All teachers piloted the SLO process this year and selected teachers piloted the evaluation. All teachers wrote one SLO and shared feedback with Steering Committee.

## Development Committee Members

Teachers	Administrators	School Board Members	Community Members
Linda Gaidimas WJHS			
Erin Mansfield WJHS			Yes
Lynn Mercier WJHS (WOTA President)			
Becca Follansbee WHS			
Charlene Kohn WES			
Donna Longley WES			
Beth Hutchins WES			Yes
Meghan Elwood WHS			Yes
	Eileen Sheehy WHS		Yes
	Christopher Chessie WJHS		
	Pat Hayden Central Office		
		Diana Allen	Yes

## Steering Committee (2015-16)

Teachers	Association Member	Administrators	Community Member
Linda Gaidimas,	Yes		
Marilyn Zotos	Yes		
Lynn Mercier	Yes		
Donna Longley	Yes		
Jennifer Sanna	Yes		
Emily Crippen	Yes		
Paula Brayson	Yes		Yes
Michelle Brann	Yes		
Alison Carignan	Yes		
		Eileen Sheehy	Yes
		Chris Chessie	
		Ken Spinney	
		Stacey Schatzabel	

## Philosophy of Performance Evaluation & Professional Growth System

A well-planned supervision and evaluation program tied to educational outcomes is vital to the ongoing improvement of the school system. It is incumbent upon the Wells-Ogunquit C.S.D. School Committee to ensure that administrators have the time necessary to adequately supervise and evaluate teachers. The evaluation program shall address all domains of teaching and recognize that student achievement is the primary outcome.

For each student to succeed, all staff members must work to continually improve their professional competence and collegiality to implement a continuous cycle of improvement. This dual focus on individual and collegial professionalism provides a strong system of support for each student's achievement and growth.

Evaluation includes processes for supporting professional growth and processes for professional accountability. The established professional and instructional practices standards are designed to improve professional knowledge and skills to

raise student achievement, serving to support both professional growth and performance evaluation. The system is designed to integrate growth and evaluation in ways that are seamless and supportive.

## Process

The annual process for teachers includes three distinctive evaluative components. Teachers not demonstrating proficiency in any standard may be assigned additional individual goals.

<b>Student Growth Goals</b>	Teachers must adequately demonstrate successful completion of yearly growth goals as approved by the administrator.
<b>Instructional Practices</b>	Teachers must adequately demonstrate <i>Domain 2 Classroom Environment</i> and <i>Domain 3: Instruction</i> as observed through formal and informal observations conducted by observers.
<b>Professional Practices</b>	Teachers must adequately demonstrate: <ul style="list-style-type: none"> <li>• <i>Domain 1: Planning and Preparation</i></li> <li>• <i>Domain 4: Professional Responsibilities</i></li> </ul>
<b>Sources of Evidence</b>	<ul style="list-style-type: none"> <li>• Teacher-defined artifacts</li> <li>• Portfolios, Lesson Plans, Student Work Samples</li> <li>• Deliberate Planning Pre-Conference Questions</li> <li>• Unlimited number of artifacts</li> <li>• Observations outside the classroom</li> <li>• Live classroom observations</li> <li>• Observations of video-taped instruction</li> <li>• Announced (formal), long observations with pre and post conferences</li> <li>• Announced, short observations</li> <li>• Unannounced, long and short observations</li> </ul>

## Scoring Percentages

The Educator Effectiveness Stakeholder committee agreed to score Instructional Practices and Professional Practices combined at eighty percent and Student Growth Measures at twenty percent.

<b>Evaluation Category and Definition</b>	<b>Form(s)</b>	<b>Weight</b>	<b>Percent of Total Evaluation</b>
Category: 1 Definition: All Teachers	Instructional Practice	80%	
	Domain 1	25%	
	Domain 2	25%	
	Domain 3	25%	
	Domain 4	25%	
	Student Growth	20%	

### **Conjunctive Scoring Method (Non Averaging)**

<b>Category 1</b>	<b>Distinguished (4) Distinguished</b>	<b>Proficient (3) Proficient</b>	<b>Basic (2) Basic</b>	<b>Unsatisfactory (1) Unsatisfactory</b>
Domain 1	At least 85% of Elements Observed at Level 4	At least 85% at Level 3	Less than 85% at Level 3	Less than 85% at Level 2
Domain 2				
Domain 3				
Domain 4				

#### **Weighting of Evaluation Components:**

Instructional Practice and Deliberate Practice– 80%

Student Growth – 20%

### **Rating Scales**

#### **Instructional Practice**

<b>Distinguished (4)</b>	<b>Proficient (3)</b>	<b>Basic (2)</b>	<b>Unsatisfactory (1)</b>
<b>3.5 – 4.0</b>	<b>2.5 – 3.49</b>	<b>1.50 – 2.49</b>	<b>1.0 – 1.49</b>

## Final Instructional Practice Score

<b>Distinguished (4)</b>	<b>Proficient (3)</b>	<b>Basic (2)</b>	<b>Unsatisfactory (1)</b>
<b>3.50 – 4.0</b>	<b>2.5 – 3.49</b>	<b>1.50 – 2.49</b>	<b>1.0 – 1.49</b>

### Summative Effectiveness Rating and Process

1. Determine the Instructional & Professional Practice Rating Scale using iObservation. Instructional/Professional Practice Rating **80%**.
2. Determine the student growth measure rating using the Student Growth Scale **20%**.
3. Percentage of students who made growth goal(s)

Student Growth Target Percentages

1	2	3	4	5	6	7	8	9	10
0-15	16-27	28-38	39-49	50-60	61-70	71-80	81-89	90-95	96-100

**100-81% = 4      80-61%= 3      60-41%= 2      <40%=1**

<b>Distinguished (4)</b>	<b>Proficient (3)</b>	<b>Basic (2)</b>	<b>Unsatisfactory (1)</b>
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

4. Determine the Summative Effectiveness Rating using iObservation.

### Summative Effective Final Rating

Evaluation Category and Definition	Form(s)	Weight	Percent of Total Evaluation
Category: 1 Definition: All Teachers	Instructional Practice	80%	80%
	Domain 1	25%	
	Domain 2	25%	
	Domain 3	25%	
	Domain 4	25%	
	Student Growth	20%	20%

<b>Distinguished (4)</b>	<b>Proficient (3)</b>	<b>Basic (2)</b>	<b>Unsatisfactory (1)</b>
<b>3.5 – 4.0</b>	<b>2.5 – 3.49</b>	<b>1.50 – 2.49</b>	<b>1.0 – 1.49</b>

### **Evaluation Goals**

- Assure student achievement and growth,
- Identify professional levels of competency and provide the impetus for ongoing professional growth for all certified staff,
- Establish accountability for meeting professional and instructional practice standards, and assuring student proficiency in attainment of the Maine Learning Results,
- Promote excellence by recognizing effective performance, and
- Support high functioning collegial teams focused on student learning and growth.

### **Teacher Growth Plan**

The Teacher Growth Plan is created under the growth tab of iObservation that serves as the cornerstone document for evaluation. Teachers create two goals from Domains 1-4 and one goal for student growth (Student Growth Measure Requirements).

- Teachers develop the Teacher Growth Plan by identifying yearly growth plan targets (elements) in a SMART goal format and include accompanying action steps and evidence. The Growth Plan will also serve as a plan to achieve the identified student growth goals. Administrators coach teachers in their development and ongoing implementation of these growth goals.
- Teachers use their Growth Plan to guide actions in an iterative cycle. Goals may be added and activities adjusted throughout the Evaluation Cycle, as teachers and administrators monitor progress. Subsequent activities and evidence to support goal attainment may be added.
- Teachers will write a reflection to include the results of goal(s) attainment and evidence supporting completion of identified activities.
- Administrators will review reflections and submitted evidence, complete the evaluative summary, conference with the teacher, and forward the signed document to central office.

## **Supervision and Evaluation of Professional Staff Administrative Procedure**

I. Renewed Contract Teachers will be placed on a 3-year evaluation cycle.

A. Years One and Two

Self-Assessment is conducted and SMART goals completed in Professional Growth Plan. Teacher will meet with Primary Evaluator (Principal or Principal's Designee) to review their goals and action steps, no later than October 1<sup>st</sup>. The teacher and administrator will meet mid-year and again at the end of the year to review goals. The teacher will submit a reflection on their goals by June 1<sup>st</sup>.

Observations of Domains 2 & 3 (peer, self, and administration) during this time are encouraged.

B. Year Three

During year three, self-assessment is conducted and SMART goals completed in Professional Growth Plan. Teacher will meet with Primary Evaluator to review their goals and action steps, no later than October 1<sup>st</sup>.

The teacher and evaluator will meet mid-year and again at the end of the year to review goals. The teacher will submit a reflection on their goals by June 1<sup>st</sup>. The teacher is observed in Domains 2 & 3 a minimum of three times. One observation must be formal and include pre/post conference. The other two can be walk-throughs.

Observations by:

- November 1
- February 1
- May 1

Domains 1 & 4 will each have one observation and should show evidence gathered throughout the year. Evaluation will be completed by June 1<sup>st</sup>.

C. A teacher who is deemed to not satisfactorily meet competencies during the year three cycle will be placed on a remedial plan of action for improvement for the next two consecutive years beginning in the Fall. The Primary Evaluator and/or building Principal will develop a corrective action plan that will be shared with the teacher. If a renewed contact teacher is placed on a remedial plan of action for improvement, the observation/evaluation cycle will be as follows:

Observations must be formal and include pre/post conference. The other two can be walk-throughs and completed by:

- October 1
- November 1
- February 1

Evaluation will be completed by February 1<sup>st</sup> for non-renewal and June 1<sup>st</sup> for others.

In the instance that a renewed contact teacher is not recommended for renewal at the end of the two-year cycle, the individual must be aware and the School Committee must take action before February 27<sup>th</sup> for the second year of the cycle to meet state non-renewal requirements.

If a teacher is deemed in need of improvement outside the three-year cycle, this will occur with a specific remedial plan of action for improvement by the primary evaluator targeting improvement goals, activities to support the goal, outcome target dates, and specific recommendation for continued improvement once plan goals have been achieved. This phase of the evaluation process is corrective in nature and falls outside the normal evaluation cycle. A teacher who is involved in this corrective cycle must be aware that this a serious step in correcting his/her teaching practices and could lead to a recommendation of termination if not successful in achieving outcomes over a two year period of time. This two-year period aligns with the current state law (LD 1858) governing teacher improvement and evaluation.

## II. Three-Year Probationary Status Teachers' Evaluation Cycle

### A. Probationary Teachers

Probationary teachers will be placed on a three-year formal evaluation cycle. All three years, a self-assessment is conducted and SMART goals completed in Professional Growth Plan. Teacher will meet with Primary Evaluator to review their goals, no later than October 1<sup>st</sup>.

The teacher and evaluator will meet mid year and again at the end of the year to review goals. The teacher will submit a reflection on their goals by June 1<sup>st</sup>.

The teacher is observed a minimum of three times in Domains 2 & 3. One observation must be formal and include pre/post conference. The other two can be walk-throughs.

Observations by:

- October 1
- January 30
- March 15

Domains 1 & 4 will each have one observation and should show evidence gathered throughout the year.

Evaluation completed and submitted to Superintendent with recommendation of renewal/non-renewal by March 15<sup>th</sup>.

B. The School Committee must take action of non-renewal of probationary status teacher and the teacher must be given notice of non-renewal no later than April 1<sup>st</sup>.

## III. Components of Teacher Supervision/Evaluation

### A. Definitions

1. Year One-First year of evaluation cycle
2. Year Two-Second year of evaluation cycle
3. Year Three – Third Year of evaluation cycle is the Formal

Evaluation Year. Probationary Teachers will remain in Year Three for their first three years of employment before being recommended for continuing contract. Each year the Superintendent must recommend Probationary Teachers for renewal to the School Committee.

B. iObservation

1. Software tool used to conduct observations, collect evidence of professional growth, and evaluate staff
2. Will provide a K-12 system for teacher evaluation

C. Danielson Framework

1. *Danielson Framework for Teaching* establishes a common language of instruction across four comprehensive research-based domains. It is based on a collegial and collaborative process between teachers and administrations and engages the teacher in construction his/her own learning as part of the professional growth and development process.
2. *Framework* was agreed upon by committee. It supports a fair and transparent teacher observation process and meets requirements of the state law.

D. Observers and Primary Evaluator

1. Observations in Domain 2 & 3 can be completed by any WOCSD Administrator and will count toward evaluations during year three or during probationary period. Peer observations are encouraged in all cycles, but will not count toward evaluation.
2. Primary Evaluator will remain the same during the three years and then the evaluator may change.
3. Primary Evaluator is the Principal or the Principal's Designee. The Primary Evaluator should remain the same during the three years.

E. Professional Growth Plans

1. A self-assessment will be completed and a Professional Growth Plan created each year. Action steps will be determined in order to meet goals.
2. Primary Evaluator will approve Professional Growth Plan and progress will be reviewed at the mid-year and again at the end of the year. A reflection will be written and submitted in June.

F. Student Learning Objective (SLO)

1. This is a pilot year to collect student growth data that will be used as part of the evaluation year.
2. Two SLOs per year are needed for continuing contract teachers. All six submitted Year Three and averaged for the evaluation.
3. Two SLOs per year are needed for Probationary Teachers, which will be used in the evaluation.

### Renewed Contract Teacher Evaluation Format Date Sequence

<u>YEAR ONE</u>	<u>YEAR TWO</u>	<u>YEAR THREE</u>	<u>PROBATIONARY TEACHERS</u> (All 3 Years)
<b>Complete Self-Assessment and Growth Plan using <i>iObservation</i>, and Meet with Admin to review by October 1</b>	<b>Same as Year One</b>	<b>Same as Year One and Two</b>	<b>Complete Self Assessment and Growth Plan using <i>iObservation</i> and meet with Admin to review by October 31</b>
<b>Meet with Admin Mid Year to assess and adjust Growth Plan</b>	<b>Same as Year One</b>	<b>Same as Year One and Two</b>	<b>Meet with Admin after each formal observation to assess and adjust growth plan</b>
<b>Complete Self Reflection of Growth Plan and submit to admin by June 1</b>	<b>Same as Year One</b>	<b>Same as Year One and Two</b>	<b>Complete Self Assessment (Reflection) of Growth Plan and submit to admin by June 1</b>
<b>Teacher are encouraged to do peer observations that will not count toward evaluation</b>	<b>Same as Year One</b>	<b>Receive feedback on instruction via <i>iObservation</i> at least 3x</b>	<b>Teacher is encouraged to select a mentor for Peer Observation and support (<i>Admin will not use in evaluation unless specifically requested by the teacher</i>)</b>

Meet with Admin End of Year to review Growth Plan	Same as Year One	Same as Year One	Same as Year One
<b>Walk-throughs</b>	<b>Same as Year One</b>	<p style="text-align: center;"><b>Dates of Observations:</b> November 1 February 1 April 15</p> <p style="text-align: center;"><b>Receive Summative Evaluation using <i>iObservation</i> by June 1</b></p>	<p style="text-align: center;"><b>Dates of Observations:</b> October 1 January 30 March 15</p> <p style="text-align: center;"><b>Receive Summative Evaluation using <i>iObservation</i> by April 15 if being non-renewed</b></p>

## **WOCSD Training Requirements for Evaluators and Professionals as set forth in Rule Chapter 180**

### **Evaluator Training**

**A.** Evaluators complete training in *iObservation*, which includes the following:

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

**B.** The *iObservation* training in observing and evaluating professional practice of teachers includes the following:

- Training in evaluating performance based on evidence, and without bias;
- Adequate time for evaluators to practice and become familiar with the PEPG Model;
- Opportunity for evaluators to work collaboratively;
- Training in assessing evidence of performance not directly observed in classroom observations and in incorporating that evidence into a summative evaluation; and
- Training designed to ensure a high level of inter-rater reliability and agreement. To continue to serve as a trained evaluator, an evaluator must maintain an identified minimum level of inter-rater reliability and

agreement by participating in training or recalibration at least every three years.

## **Professional Training**

As part of implementing the PEPG system, WOCS D provides training annually to each teacher who is evaluated under the system, in the following areas:

- The structure of the system, including the multiple measures of educator effectiveness, student growth measures and the evaluation cycle;
- The names and roles of administrators and others whose decisions impact the educator's rating;
- The process for participation in professional development opportunities to assist the teacher in meeting professional practice standards used in the system;
- The results and consequences of receiving each type of summative effectiveness rating; and
- Other aspects of the system necessary to enable the educator to participate fully in the evaluation and professional growth aspects of the system. For example, new teachers are initially trained in the PEPG system during New Teacher Orientation, and receive ongoing training by administrators, mentors, and peers. All professionals receive ongoing training by administrators, mentors, peers and professional development.

## **Annual Roles and Responsibilities**

### **The teacher will:**

- Complete and/or review a self-assessment using the Danielson Teaching Framework;
- Develop a teacher professional growth plan using iObservation's Growth Plan;
- Monitor progress of work toward goals and make adjustments as appropriate;
- Seek support through peer review and administrator feedback to develop goals that are appropriate and to secure resources to demonstrate proficiency in evaluation;

- Determine student growth measures based on those students for whom she/he is considered teacher of record;
- Document work to achieve successful completion of Teacher Professional Growth Plan; and
- Make sure all evaluation evidence demonstrating proficiency, including annual reflection, is available to the administrator no later than June 1.

**The supervising administrator will:**

- Provide training about the PEPG System to support understanding;
- Inform staff of building/district goals;
- Meet individually with staff requiring additional goal(s) and/or staff requesting exploration of goal modification and/or additional goals;
- Conduct observations and evaluations according to WOCSD Administrative rules;
- Review reflections and complete Teacher Professional Growth Plan, including teacher effectiveness summative rating score and written recommendations/commendations; and,
- Submit signed Annual Evaluation to superintendent.

### **Implementation Timeline**

<b>Phase 1 2014-15</b>	<ul style="list-style-type: none"> <li>• <b>Professionals learn about the PEPG system.</b></li> <li>• <b>Volunteers take district course and pilot a Student Growth Measure</b></li> <li>• <b>All professionals continue to use old evaluation system.</b></li> </ul>
<b>Phase 2 2015-16</b>	<ul style="list-style-type: none"> <li>• <b>Pilot iObservation</b></li> <li>• <b>All professionals will continue training in the PEPG system</b></li> <li>• <b>Complete Self-Assessment, create a growth plan, and implement two professional goals from Domain 2 and 3</b></li> <li>• <b>All professionals will write an SLO</b></li> <li>• <b>3<sup>rd</sup> Year Continuing Contract teachers only will develop and pilot a student growth measure as required by State</b></li> <li>• <b>All professionals will receive a summative evaluation rating by June 2016 without Student Growth Measure</b></li> </ul>

<p><b>Phase 3 2016 and beyond</b></p>	<ul style="list-style-type: none"> <li>• <b>All professionals will continue training in the PEPG system, developing Student Growth Measures, and selection/developing high quality assessments</b></li> <li>• <b>Complete Self-Assessment, create a growth plan and implement two professional goals from the four Domains</b></li> <li>• <b>Develop and implement at least two students growth measures</b></li> <li>• <b>All professionals will receive a summative evaluation rating by June 2017 with Student Growth Measure</b></li> </ul>
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## **WOCSD Student Growth Measures**

### **Definitions, Requirements, Steps**

**Student Growth Measure** “A process for developing, articulating and recording measurable academic growth targets for students along with all related information, such as student demographics, teacher(s) of record, learning standards and assessments” (Maine DOE T-PEPG Model Student Learning Objective (SLO) Framework: A Handbook for Teachers and Administrators)

### **Student Growth Measure Definitions**

<p><b>1. Teacher of Record:</b> A teacher to whom the academic growth of a student in a course or other learning experience is attributed, in whole or in part. In addition, the student was present and was subject to instruction by that teacher at least 80% of the scheduled instructional time for that course or that learning experience with that teacher. The student took both the pre-test and post-test designed to measure achievement in that course or learning experience.</p>	<p><b>2. School:</b></p>
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<b>3. Subject/Grade/Standards Cluster:</b>	<b>4. Date:</b>
<b>5. Instructional Assignment:</b>	<b>6. Size of Instructional Cohort:</b> The group of students for whom the teacher is the teacher of record.
<b>7. Interval of Instructional Time:</b> The duration of the learning experience during which students are expected to demonstrate a measurable amount of growth.	
<b>8. Student Demographics and Baseline Data:</b> Beyond the assigned class or group of students, the characteristics students possess that might influence their ability to learn the content. Information about students' level of performance at the start of the interval of instruction. The baseline is established to measure student growth between two points of time.	
<b>9. Content Standards:</b> Essential areas of learning within learning experiences and content area(s) that align with national and/or state standards.	
<b>10. Summative/Post Assessment:</b> The instrument or set of criteria used to assess student growth at the end of the instructional period.	
<b>11. Growth Target:</b> The amount of growth expected from students during the interval of instruction.	
<b>12. Instructional Plan:</b> Instructional approaches that teachers incorporate specifically because they are associated with increases in learning.	
<b>13. Formative Assessment Processes:</b> A deliberate process used by teachers and students during instruction that provides actionable feedback that is used to adjust ongoing teaching and learning strategies to improve students' self-assessment, reflection and attainment of curricular learning targets/goals.	
<b>14. Allowable Exemptions:</b> If a student within a cohort has an emergency situation such as a death in the family or a serious illness, the student would be exempt from the growth expectations, as these would be situations beyond the influence of the educator.	

## Student Growth Measure Requirements

During the three-year evaluation process, each teacher is expected to prepare, develop, and implement Student Growth Measures to track student progress.

Year One: 1 Student Growth Measure  
Year Two: 2 Student Growth Measures  
Year Three: At least 2 Student Growth Measures

## **Step One**

Preparing the Student Growth Measure

The following information is needed in order to proceed:

- The instructional student cohort for which the teacher is the teacher of record;
- The other teacher(s) (if applicable) of record for the instructional cohort;
- Student demographics and baseline data;
- The interval of time of the learning experience; and,
- The curricular standards associated with the learning experience.

## **Step Two**

Developing the Student Growth Measure

- Select/Create Summative Assessment;
- Determine growth targets for instructional cohort written in a SMART goal format
- Identify key instructional strategies to support student growth; and
- Plan for using formative assessment process to adjust instructional approaches.
- Put information in [form](#).

## **Step Three**

Approving the Student Growth Measure

- Peer review and approval of the Student Growth Measure;
- Submittal of the preapproved Student Growth Measure to the supervising Administrator; and
- Final approval of the Student Growth Measure.

## Step Four

### Reflection

- Complete [reflection](#);
- Share with peer if Year One or Year Two; or
- Share with Evaluator if Year Three or Probationary

## Peer Observation/Review/Collaboration

The Danielson Framework includes (through iObservation) the functionality for educators to conduct peer observations and provide feedback or review of educator performance, evidence and Growth Plans. This component is included for educators to utilize for formative evaluation purposes only. Any such feedback or review will not be included in determining the summative effectiveness rating. It is at the sole discretion of the teacher whether any or part of peer observations or reviews are included in an observation or final evaluation.

Teachers have opportunities to share, learn and continually improve their practice. Peer reviews or observations with feedback cannot be seen by administrators or evaluators unless a teacher copies and pastes that feedback into their iObservation Growth Plan or prints and shares with the evaluator.

## Peer Review for SLO

### ***SLO purpose:***

*To drive student learning and guide teachers to be the best they can be.*

### **Check off items included in SLO [Template](#)**

- \_\_\_ Teacher of Record
- \_\_\_ School
- \_\_\_ Subject/Grade/Standards Cluster
- \_\_\_ Date
- \_\_\_ Instructional Assignment
- \_\_\_ Size of instructional cohort

- \_\_\_ Interval of instruction
- \_\_\_ Student demographics and identification of areas of students strengths and needs. List what data was used to identify needs.
- \_\_\_ Content standards listed from district grade level performance indicators
- \_\_\_ Summative assessment
- \_\_\_ Growth target
- \_\_\_ Instructional Plan with instructional strategies listed
- \_\_\_ Formative assessment processes

### [SLO Approval Checklist](#)

## **Glossary of Terms**

**Allowable Exemptions:** If a student within a cohort has an emergency situation such as a death in the family or a serious illness, the student would be exempt from the growth expectations as these would be situations beyond the influence of the educator.

**Artifact:** A piece of evidence (a product of the teacher and/or student work) that documents the successful use of the strategy.

**Common Language:** A research based framework that describes and defines teaching. The common language provides a foundation for professional conversation.

**Domain:** A body of knowledge defined by research representing a particular aspect of teaching.

**Educator:** All personnel employed under a professional contract.

**Educational Leadership Policy Standards: ISLLC 2008 or ISLLC standards:** The set of professional practice standards for educational leaders adopted by the National Policy Board for Educational Administration/Interstate Leader Licensure Consortium Steering Committee.

**Essential Questions:** Broad, important questions that refer to core ideas and inquiries within a discipline. They help students inquire and make sense of important but complicated ideas, knowledge and know-how. They are related to content, seek to prompt genuine inquiry leading to eventual understandings— inferences drawn from facts that are provisional but not meant to be final. They hook and hold the attention of your students.

**Focused Feedback:** Feedback that is focused on specific classroom strategies and behaviors during a set time interval. The feedback is informative, constructive, objective, and actionable. Administrators or a trained observer, including a peer observer, generally provides feedback.

**Focused Practice:** Instructional practice that is focused on a limited number of strategies where corrections, modifications, and adaptations are made to improve student learning at an appropriate level of difficulty so that the student can experience success.

**Formal Observation:** The formal observation is the primary method for collecting evidence that will be used as a source of data for the summative evaluation and provides a rich source of feedback to teachers regarding their instructional practice and professional growth. It is not the summative evaluation. The formal observation consists of an observation for a full class period as deemed appropriate for various levels (early childhood, primary, intermediate, middle and secondary school). The formal observation includes planning and reflection conferences (Pre/Post observations) with the teacher. These conferences provide a rich opportunity for teachers to reflect upon their practice, engage in a collaborative decision-making process and help administrators clarify expectations. Both the planning conference and the reflection conference should be scheduled at the same time that the observation is scheduled and should be conducted in a timely manner (1-5 days preceding and following observation).

**Guiding Questions:** Questions that lead to the Essential Question. They often point toward a specific answer, factual knowledge and a definite answer.

**High Probability Strategies:** High Probability Strategies are research-based strategies that have a higher probability of raising student learning when they are used at the appropriate level of implementation and within the

appropriate instructional context. Teachers must determine which strategies to use with the right students at the right time.

**Informal or Walkthrough Observation:** The informal observation can be announced or unannounced and may or may not include an observation of the full class period. While planning and reflection conferences are not required, observers should provide timely and actionable formative feedback to teachers regarding these observations. These observations are useful for providing additional feedback to teachers, acknowledging professional growth and collecting additional evidence to further inform the annual evaluation process.

**Instructional Cohort:** The group of students for whom a particular teacher is the teacher of record.

**Learning Goals/Targets:** What students should know, understand or be able to do at the end of a lesson, often referred to as a target. A learning goal/target often begins with “Students will be able to” or “Students will understand”. Learning goals/targets should not be confused with activities.

**PE/PG System Plan:** The documents governing the operation of the local PE/PG system, include but are not limited to professional practice standards, descriptors and rubrics; student learning and growth measures; the method for combining these measures into a summative effectiveness rating; and other documents describing implementation of the PE/PG system.

## **Performance Evaluation and Professional Growth System PEPG**

**Stakeholder Group:** (Teacher Evaluation/Educator Effectiveness Stakeholder Development Team) Committee of K-12 professionals and administration, school board member, community members tasked with collaboratively building an evaluation system and developing an implementation plan to support continuous professional growth and comply with Maine state law.

## **Performance Evaluation and Professional Growth Steering**

**Committee:** The committee charged with regularly reviewing and refining the PE/PG system to assure it is aligned with WOCSD goals and priorities. The committee is comprised of the Wells-Ogunquit Teachers Association), teachers, administrators and other staff.

**PEPG - Professional Evaluation and Professional Growth Plan- Remedial Plan of action for Improvement:**

The process by which a struggling teacher receives help and assistance to improve instructional skills. A plan is written for specific strategies in one or more of the four Danielson domains. A timeline is established and the plan may last from several weeks to an entire school year. The timeline may be extended due to extenuating circumstances. An original plan may continue into the following school year if the timeline of the plan is so designed. If the teacher does not successfully complete the Remedial Plan within the established timeline, the plan may be extended or a new plan may be written.

**Principal:** A person serving in a position that requires certification under State Board of Education Rule Chapter 115, Part II, Section 4.5, 4.6 and 4.7. This includes a person serving as principal, assistant principal, teaching principal, career and technical education administrator and assistant career and technical education administrator.

**Rating Level:** One of the four summative effectiveness ratings assigned to educators under the PE/PG system.

**Reflection (Post) Conference:** The reflection or post-conference provides an opportunity for the teacher and the administrator to discuss the observation, clarify expectations and plan forward using the post conference form (optional) as a guide for contemplation and feedback.

**Scales:** Scales describe unsatisfactory to distinguished performance (level of skills) for each of the 4 domains of the Danielson Teaching Framework. The scales provide a means for teachers to gauge their use of particular instructional strategies and for administrators to provide feedback to teachers regarding their use of specific classroom strategies. These are embedded within the observation protocol using the labels: *Distinguished, Proficient, Basic, Unsatisfactory*

**SMART Goal Format (Specific, Measureable, Attainable/Achievable, Reasonable, Relevant, Timely):** Annual goals that address professional growth, student needs and are aligned and updated annually. Student measurements shall be based on student growth.

**Status Score:** Reflects the teacher’s overall understanding and implementation of the Danielson Teaching Framework across the four domains.  
Domain 1—Planning and Preparation  
Domain 2—Classroom Environment  
Domain 3—Instruction  
Domain 4—Professional Responsibilities

**Student Evidence:** Specific observable behaviors in which the students engage and provide artifacts of their learning.

**Summative Effectiveness Rating:** The effectiveness rating of an educator that is assigned at the end of an evaluation period, under an approved PE/PG system.

**Summative Evaluation:** The annual evaluation that is given to a teacher.

**Teacher:** A person who provides classroom instruction to students in a general education, special education or career and technical education program. It does not include adult education instructors or persons defined as “educational specialists” in State Board of Education Rule Chapter 115, section 2.20.

**Teacher Evidence:** Specific observable behaviors that teachers engage in when using particular instructional strategies.

**Teacher of Record:** (For Student Growth Measure) A teacher to whom the academic growth of a student in a course or other learning experience is attributed, in whole or in part. In addition, the student was present and subject to instruction by that teacher at least 80% of the scheduled instructional time for that course or learning experience with that teacher.