



Spruce Mountain School District
Regional School Unit 73

**TEACHER PERFORMANCE
EVALUATION/PROFESSIONAL GROWTH
(PE/PG) HANDBOOK**

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Introduction and Overview of the Process

The Committee Process

The work to create a new Teacher Evaluation System for RSU 73 began in November of 2014 with the creation of a “Teacher Evaluation Stakeholder Committee”. This committee was comprised of 12 members representing the following stakeholder groups:

- Board Members
- Community Members
- Association Leadership Members
- Teachers (Elementary and Secondary)
- Parents
- Administrators

While this group was not constituted as the “Development Committee”, its membership and work served the functions required of the Development Committee as outlined in the Chapter 180 rules. The group agreed upon “Must Haves” of a new Teacher and Administrator Evaluation System within RSU 73. Those “Must Haves” were as follows:

1. A new evaluation system must be focused on the growth of the teacher and/or principal.
2. A new evaluation system must have multiple choices for a teacher to demonstrate professional growth (peer observations, recording lessons, etc)
3. A new evaluation system must provide for a support team process whereby individual teachers and principals are supported by their peers and not left to “fend for themselves.”
4. A new evaluation system must be grounded in clear standards of best practice where goals are created through a self-assessment process initially, and then molded and finalized collaboratively between the evaluator and the teacher/principal being evaluated.
5. A new evaluation system should align with the mission/vision and the new direction of Proficiency-Based Education that RSU 73 is moving towards.
6. A new evaluation system should be consistent between Principal evaluations and Teacher evaluations rather than having two disparate systems.
7. A new evaluation system must have multiple and built-in opportunities for teachers to show growth within defined, clear, and reasonable timeframes.

8. A new evaluation system must have built-in processes or “checkpoints” to ensure the evaluator and the person being evaluated are on the same page in order to prevent surprises for either party. These clear and frequent communications must be built into the system and not left to chance. Also, systematic training must be a key component of this system so that it is well understood and followed by both the person being evaluated and the person conducting the evaluations.
9. A new system must be “doable” and not have so many components, paperwork, or processes that its ultimate purpose of “growing” is lost.
10. All stakeholders should have a voice in determining how we implement the student achievement components of this new evaluation process being careful to address the following key issues (not an exclusive list):
 - What percentage of the evaluation system’s overall performance score for each teacher will be based upon student achievement growth data (understanding the state statute will set a minimum standard).
 - What types of assessments will be used for what purposes – summative, formative, etc.
 - How individual student performance scores will be “assigned” to individual teachers.
 - How we will address “specialty areas” such as art, music, guidance, etc.

In essence, this original Teacher Evaluation Stakeholders Committee worked to create the “playing field” within which further work would be conducted by the Teacher Evaluation Steering Committee.

The Teacher Evaluation Stakeholders Committee began its work on December 16, 2014. The Stakeholders Committee was comprised of the following:

Michelle Brann	Julie Bolduc	Chris Hollingsworth	Amy McDaniels
Nathan Harnden	Julie Taylor	Denise Rodzen	Patrick St. Clair
Kevin Harrington	Rhonda Bean	Jen Talbot	

This group was comprised of two board members, two administrators, one high school teacher, two middle school teachers and four elementary teachers.

Steering Committee Formation and Timeline of Duties

The steering committee is charged with overseeing the pilot and implementation of the evaluation system.

1. The first steering committee for RSU 73 was appointed in August, 2015.
2. The steering committee members are approved by the superintendent.
3. All members must be approved as Association representatives by the President of RSU 73 EA.
4. Membership will include at least one teacher from each school: SMPS, SMES, SMMS, and SMHS, at least one district-wide specialized staff member, and at least one administrator. Currently there are two.
5. During the pilot year, the steering committee will review the plan and its workings on the following dates. The committee will make adjustments to the plan as needed in order to finalize the proposal, which will be sent to the MDOE by the end of the 2015-2016 school year. Teachers may send concerns or questions regarding the evaluation plan using the PE / PG form. The form may be given to the steering committee member in the teacher's building. Amendments will go to the Superintendent for approval.

September 9, 2015

September 23, 2015

October 07, 2015

October 21, 2015

November 4, 2016

December 2, 2016

January 6, 2016

February 3, 2016

March 2, 2016

April 6, 2016

May 4, 2016

June 1, 2016

These monthly meetings will continue throughout the first year of implementation and as needed in subsequent years to monitor the evaluation system and make any necessary modifications or adjustments to the evaluation plan.

There must be representation on the Steering Committee appointed by the association, approved by the superintendent. Vacancies within the committee will be filled expeditiously through the following process:

- If two of the remaining teachers are association members, a voluntary offer will be extended to all who are interested within the underrepresented school. Interested teaching staff must apply.
- If there is a vacancy in the appointed association population, a member from the association will be appointed by the association and approved by the superintendent to replace the underrepresented school.

Process of Review for Professional Evaluation / Professional Growth (PE/PG)

Meetings will be conducted monthly (as needed) to review or revise the PE/PG system to ensure that it is aligned with school administrative district goals and priorities. All decisions within the committee are made through consensus. Minutes will be kept for each meeting.

- At the start of each academic year, staff will be provided with an updated copy of the PE/PG. A record of distribution will be documented.
- If a concern with the **system** is identified, follow these steps:
 - o Discuss the concern with your Steering Committee Representative (SCR).
 - o Complete a PE/PG System Review Form.
 - o Submit the form to your SCR for review by the Steering Committee
 - o As revisions are made, the amendment(s) will be submitted to the superintendent for approval.
 - o Amendment(s) will be distributed electronically throughout the academic year.

Time-line For Pilot / Submitting Plan to MDOE

Spruce Mountain School District will be using the Full Scale Pilot for the 2015/16 school year, with all components of the system in a sequenced manner as stated within our plan. The sequence will begin with educator training on August 27, 2015 that continues weekly throughout the year. The pilot group will include members of the steering committee and volunteers representing a cross-section of all schools. During the Pilot year, the time-lines in the plan may be adjusted as needed. Our goal is to complete all observations and other components in the plan by the end-of year deadlines stated in the plan. It is also the goal of the Steering Committee to submit the plan to MDOE for approval by the middle of May. When the plan is received back from MDOE, it will be amended as needed and will be presented to the school board for approval.

District Vision and Mission

To help ensure success:

- We will foster independent thinkers who take ownership and accountability of their learning.
- We will cultivate effective communicators.
- We will build a partnership with families and the community to carry out our shared responsibility for education.
- We will promote responsibility, respect, empathy and compassion throughout our schools and greater community.

Philosophy of Performance Evaluation / Professional Growth System (PE /PG)

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.

Five key tenants underpin this plan:

- | **WE BELIEVE** that all teachers within Spruce Mountain School District are committed to continual improvement of their professional practice/performance;
- | **WE BELIEVE** that the appraisal of professional performance should be based on a cooperative spirit, open communication and joint responsibility;
- | **WE BELIEVE** that the appraisal of professional performance should emphasize growth in meeting professional and instructional practice standards while establishing accountability to ensure student proficiency in attainment of the Maine Learning Results, Common Core, Next Gen Science Standards;
- | **WE BELIEVE** that the appraisal of professional performance should promote excellence in teaching and learning by recognizing and celebrating effective performance; and
- | **WE BELIEVE** that the appraisal of professional performance should support high functioning collegial teams focused on successful student learning and growth.

Professional Performance Track System and Timelines

RSU 73's Performance Evaluation System consists of THREE tracks.

Track I – Initial Staff Development Track for Probationary Teachers – As of September 1st, 2020, teachers with two years or less of teaching experience within Spruce Mountain School District are considered “Probationary” and require an annual performance appraisal. In this phase, teachers must become familiar with the District’s Professional Performance Standards as defined by the Marzano Art & Science of Teaching Framework (See Appendix A: Framework) and participate in all required teacher induction activities.

Induction:

All probationary staff are required to successfully complete teacher orientation requirements over the two year probation period as a condition of employment.

Evaluation Process:

The annual process for Probationary Staff includes two distinct evaluative components.

Instructional Practices

Teachers must adequately demonstrate proficiency in Marzano’s Focused Model of 23 Elements as observed through formal and informal observations.

Professional Practices

Teachers must effectively demonstrate:

- *proficiency in Marzano’s Focused Model of 23 Elements*

- | *Teachers not demonstrating determined growth in any element may be assigned additional goals by their supervisor.*

- | *In order for teachers to move from Track I to Track II, they must have completed two years of teaching within Spruce Mountain School District and demonstrate effectiveness in all two of the distinct evaluative components outlined above.*

Probationary Time Line

Year 1	
Beginning of School Year	<ul style="list-style-type: none"> • Administrator provides PE/PG Handbook and reviews components of the evaluation process. • Training will be provided and include a schedule for completing all components and resources available to assist in teacher understanding of the evaluation process. • Yearly building and/or district goals are identified and shared. Track Notification is given to Teacher by Administrator
By September 30th	<ul style="list-style-type: none"> • Administrator conducts a classroom visit. • Teacher completes/submits a self-assessment and Professional Growth Plan using iObservation • Professional Growth Plan includes the creation of one building/district goal set by the district and at least one professional growth goal based upon results of the self-assessment. • The development of professional growth goals can be done in one of three ways: <ul style="list-style-type: none"> ○ Individually. Final completed document will be submitted to Administrator for approval; ○ Through a collaborative process of peer review. Final completed document will be submitted to Administrator for approval; ○ Conference with Administrator resulting in a completed and approved document.
By October 31st	<ul style="list-style-type: none"> • Administrator and teacher meet to review self-assessment and Professional Growth Plan. • Administrator will review schedule for formal observations (a minimum of 2) to be conducted throughout the year.
By January 31st	<ul style="list-style-type: none"> • Administrator and teacher check-in on Teacher Professional Growth Plan. • Administrator conducts 1st formal observation with documentation. • Administrator and teacher follow procedures in Conference and Observational Framework.
By April 15th	<ul style="list-style-type: none"> • Administrator conducts 2nd formal observation with documentation. • Administrator and teacher follow procedures in Conference and Observational Framework. • Rating is submitted to iObservation.
By May 15th	<ul style="list-style-type: none"> • Administrator completes Summative Effectiveness Rating. • Administrator meets with teacher to review summative effective rating. • Administrator submits completed and signed Total Summative Scoring Sheet and all other documentation to Central office with employment recommendation. • Teacher prints copy for their personal records.
Year 2 & 3 Beginning of School Year	<ul style="list-style-type: none"> • Yearly building and/or district goals are identified and shared at the beginning of the year • Track Notification is given to Teacher by Administrator

By October 31 ^a	<ul style="list-style-type: none"> ● Teacher completes/submits a self-assessment and Professional Growth Plan using iObservation. ● Administrator and teacher meet to review Teacher Professional Growth Plan ● Administrator will review schedule for formal ● observations (a minimum of 2) to be conducted ● throughout the year.
By January 31 ^a	<ul style="list-style-type: none"> ● Administrator and teacher check-in on Teacher Professional Growth Plan Rating is submitted to iObservation.
By April 15 th ^b	<ul style="list-style-type: none"> ● Administrator conducts formal observations with documentation. ● Administrator and teacher follow procedures in Conference and Observational Framework. ● Teacher meets with ● Administrator to review rating. ● Rating is submitted to iObservation
By May 15 th	<ul style="list-style-type: none"> ● Administrator completes Total Summative Scoring Sheet. ● Administrator meets with teacher to review summative effective rating. ● Administrator submits completed and signed ● Total Summative Scoring Sheet and all other ● documentation to Central Office with employment recommendation. ● Teacher prints copy for their personal records.

Probationary Staff – Annual Roles and Responsibilities

The teacher will:

- Attend district provided Marzano Evaluation Model, and iObservation professional development / trainings;
- Complete a self-assessment using the Marzano Art & Science of Teaching Framework in iObservation;
- Develop a Growth Plan (See Appendix) connected to district and building goals and work with administrator for final approval of annual goals;
- Monitor progress of work toward goals and make adjustments as appropriate;
- Document work to achieve successful completion of Growth Plan.
- Follow formal observation conference procedure as outlined in the Conference and Observational Framework;
- A teacher who is in disagreement with an observation has the right to request one additional observation from a different evaluator. Timeframes will be adjusted accordingly.

The district or supervising administrator will:

- Attend district provided Marzano Evaluation Model and iObservation professional development / trainings;
- Assure understanding of the PE/PG system by providing regular training and other resources as necessary;
- Establish and distribute the annual building/district goals;
- Conduct annual conferences to set goals and yearly evaluation plan;
- Meet with staff requiring or requesting additional goals;
- Conduct all required formal observations by April 15th;
- Follow formal observation conference procedure as outlined in the Conference and Observational Framework;
- Provide teacher with written summary of observations, which are to be placed in their personnel file;
- Complete Total Summative Rating Sheet to include written recommendations/ commendations which are to be placed in their personnel file; and
- Submit Total Summative Rating Sheet to central office with copy to teacher by May 15th.

In most cases direct supervising administrators will conduct formal observations. In rare cases administrators that are not direct supervisors may be assigned to conduct the formal observation component of this plan. A teacher who is in disagreement with an observation has the right to request one additional observation from a different evaluator. Timeframes will be adjusted accordingly.

Teachers will be notified who will be observing them each year using the Annual Track Notification Form.

Upon successful completion of Track I, Teachers will then be placed in Track II - Professional Growth Track for Continuing Contract Teachers.

Track II – Professional Growth Track for Continuing Contract Teachers – Teachers who begin their third year in the school district are on Continuing Contract Status. Evaluation at this level directs teachers to successfully complete all agreed upon goals and the evaluation of teacher performance as defined by Marzano’s Art & Science of Teaching Framework.

Evaluation Process:

The annual process for Continuing Contract teachers includes three distinct evaluative components.

Instructional Practices	Teachers must effectively demonstrate <i>Domain 1: Classroom Strategies & Behaviors</i> as observed through formal and informal evaluations conducted by evaluators and self-selected colleagues.
Professional Practices	Teachers must effectively demonstrate: <ul style="list-style-type: none"> ● <i>proficiency in the 23 elements of Marzano’s Focus Models</i>

**Teachers not demonstrating determined growth in any design question goal may be assigned additional goals by their supervisor.*

Continuing Contract Timeline **THREE YEAR CYCLE**

Year 1 and 2	
By September 30th (each year)	<ul style="list-style-type: none"> ● Administrator reviews PE/ PG system and evaluation process with staff. ● Yearly building and/or district goals are identified and shared. ● Staff reviews the Marzano Framework. ● Track Notification is given to Teacher by Administrator
By October 31st th (each year)	<ul style="list-style-type: none"> ● Teacher completes and submits self-assessment using iObservation. ● Administrator conducts at least one informal classroom visitation. ● Teacher completes Teacher Professional Growth Plan, which includes the creation of: <ul style="list-style-type: none"> ○ one building/district goal set by the district, and ○ at least one professional growth goal based upon the results of the self-assessment. <p>The development of professional growth goals can be done in one of three ways: * Individually. Final completed documents will be submitted to the Administrator for approval. * Through a collaborative process of peer review. Final completed document will be submitted to Administrator for approval; * Conference with Administrator resulting in a completed and approved document.</p>

Year 1 (Year 2)	<ul style="list-style-type: none"> ● .Administrator and teacher meet to review self-assessment and Professional Growth Plan. ● Administrator will review schedule for formal observations (a minimum of 1) to be conducted throughout the year.
Year 3	
By September 30 th (Year 3)	<ul style="list-style-type: none"> ▪ Teacher reviews and reflects upon Growth Plan evidence and makes adjustments to professional goals as necessary. This can be done one of two ways: <ul style="list-style-type: none"> ~ Through a collaborative process of peer review. Adjustments will be submitted to administrator for approval. ~ Conference with administrator resulting in a completed and approved document.

October 1st through April 30th	<ul style="list-style-type: none"> ▪ Administrator completes formal observation using iObservation (minimum of 1). ▪ Administrator and teacher follow procedures in Conference and Observational Framework.
By June 1 st	<ul style="list-style-type: none"> ● Administrator completes Summative Effectiveness Rating. ● Administrator meets with the teacher to review summative effective rating. ● Administrator submits completed and signed Total Summative Scoring Sheet and all other documentation to Central office with employment recommendation. ● Teacher prints copy for their personal records.

Continuing Contract Staff – Annual Roles and Responsibilities

The teacher will:

- Attend district provided Marzano Evaluation Model and iObservation professional development / training;
- Review the Marzano Framework and complete a self-assessment using the Art & Science of Teaching Framework;
- Develop a Teacher Professional Growth Plan based on results of the self-assessment and in collaboration with Administrator;
- Seek support through peer review and Administrator feedback to develop goals that are appropriate and to secure resources to demonstrate effectiveness in evaluation;
- Document work to achieve successful completion of Teacher Professional Growth Plan, including a copy of all evidence pertaining to the evaluation;
- A teacher who is in disagreement with an observation has the right to request one additional observation from a different evaluator. Timeframes will be adjusted accordingly.
- A teacher in disagreement with an SER should meet with his/her administrator to discuss his/her concerns. If the concerns are not resolved, the teacher has the right to begin the grievance process.

The district or supervising administrator will:

- Attend district provided Marzano Evaluation Model and iObservation professional development / trainings;
- Provide training about the PE/PG System to support understanding;
- Inform staff of the building/district goals;
- Meet individually with staff requiring additional goal(s) and/or staff requesting exploration of goal modification and/or additional goals;

- Conduct all formative or formal observations by May 15;
- Conference with teacher as deemed appropriate throughout the year;
- Submit Total Summative Scoring Sheet to Central Office with a copy to the teacher no later than June 1st.

In most cases direct supervising administrators will conduct formal observation process. In rare cases administrators that are not direct supervisors may be assigned to conduct the formal observation component of this plan. A teacher who is in disagreement with an observation has the right to request one additional observation from a different evaluator. Timeframes will be adjusted accordingly. Teachers will be notified who will be observing them each year using the Annual Track Notification Form.

Specialized Staff

Please see Specialized Staff Performance Evaluation/Professional Growth (PE/PG) Handbook.

Track III – Staff Receiving Intensive Support – Professional Improvement Plan – This track is for continuing contract teachers who are identified by their administrator as experiencing difficulty in meeting some or all of the expectations of performance outlined in Marzano’s Art & Science Framework. **A teacher may be placed on this track at any time in the continuum of their professional growth work.** The overall purpose of this track is to provide specific assistance to teachers and to return them to Track II, however in some cases this may not be possible and at the completion of this Track, dismissal may be recommended. This track consists of two phases:

1. **Awareness Phase** – When an administrator’s observation and/or evaluation indicate a performance problem, the administrator will notify the teacher in writing outlining his/her concern(s) thus initiating a series of conversations, observations, and assistance strategies as outlined in a Professional Improvement Plan that is created in collaboration with the teacher and approved by the Administrator. The Professional Improvement Plan will insure that clear goals, action steps and timelines for improvement work are established. ***Additional observations and evaluations may be conducted by the supervising administrator at any time.***

If, over time, the teacher makes sufficient progress he/she will be returned to Track II. If, however, the teacher does not make sufficient progress (as determined by the administrator), the administrator will notify the teacher in writing that the teacher’s performance still does not meet the District’s Professional Performance Standards (Marzano’s Art & Science Framework) and make a request to the Superintendent to enter the Intensive Assistance Phase. Such a request by the administrator should include documentation to support an assessment of ineffective performance.

2. Intensive Assistance Phase – If the supervising administrator’s request for intensive assistance is approved by the Superintendent, the administrator will meet with the teacher. During the intensive assistance phase, the teacher may, in some instances, request assistance from an administrator other than their direct supervisor. This phase begins with yet another review of the areas needing improvement (as determined by Spruce Mountain Professional Performance Standards – Marzano’s Art & Science Framework) followed by the development of a second formal improvement plan. The second formal improvement plan must also outline clear goals, action steps, timelines for completion, and clear evidence necessary to demonstrate that the standards have or have not been met. The administrator and teacher will identify sources of support to assist the teacher in improving their performance. ***Additional observations and evaluations may be conducted by the supervising administrator at any time.*** In the intensive phase, all performance feedback to the teacher will be communicated in writing.

A teacher placed in the intensive phase should be certain to ask for clarification from their supervising administrator to ensure full understanding of areas of concern and acceptable performance standards.

Even though this phase is highly structured, it is important to remember that its purpose is to eventually return the teacher to Track II. However, if, after full implementation of this phase the teacher still does not perform in an acceptable manner, the supervising administrator may recommend the Superintendent consider dismissal.

Note:

At any time, a teacher may request to have a representative of the Association present to advise him/her during any meeting with administration regarding their evaluation.

In September of each year, all teachers shall be notified in writing of their placement in the evaluation cycle by their supervising administrator keeping in mind that a continuing contract teacher may be placed on a Track III, Improvement plan at any point in the cycle.

(See Appendix for the Annual Track Notification Template)

Peer Review and Collaboration

Peer review includes, but is not limited to, observation of peers, review of portfolios and other evidence offered to demonstrate an educator’s performance, and review of professional improvement plans. Peer review will be for informal evaluation purposes only, and must not be included in determining the summative effectiveness rating.

Peers will be encouraged to meet during common planning time, late arrival time, Professional Learning Community time, workshop time, and early release time.

Some examples of Peer Review are as follows:

- Peer observations
- Lesson and Unit planning
- Reflecting
- Classroom management
- Classroom set up

Informal vs. Formal Observations

Informal	Formal
<ul style="list-style-type: none">➤ No pre/post conference required➤ Can occur in any school setting➤ Announced and unannounced➤ Data collected and shared through iObservation➤ Teacher can request additional/specific observations	<ul style="list-style-type: none">➤ Pre/post conferences required➤ Occurs in the educational setting➤ Announced following a pre-conference➤ Will be done with a set period of time discussed in conference➤ Data collected and shared through iObservation➤ Teacher can request additional/specific observations

Conference & Observational Framework

Formal Observation Conference Procedure: (Teacher and administrator will agree upon conducting an online or in-person pre-conference)

Online Method	In-person Method
-Decide on date and time for the formal observation. (Can be rescheduled due to extenuating circumstances.) This procedure is up to the administrator of each building.	-Decide on dates and times for the pre-conference and formal observation. (Can be rescheduled due to extenuating circumstances.) This procedure is up to the administrator of each building.
-Administrator sends the iObservation notification to complete the pre-conference form.	-Administrator sends the iObservation notification to complete the pre-conference form.
- Teacher selects and completes the form of their choice on iObservation, and submits it to their administrator.	- Teacher selects the form of their choice on iObservation, and completes the form (online or on paper).
- The administrator may respond with questions or comments, so teacher should be aware to check progress on iObservation. Teacher will receive an email notifying them that comments have been added to their conference.	- Bring the completed pre-conference form to the meeting with their administrator. Administrator and teacher will also review the teacher's goals and self-assessment (from iObservation).
- Administrator comes in to observe the teacher on the agreed upon date and time. Administrator uses iObservation to record information during his/her visit.	- Administrator comes in to observe the teacher on the agreed upon date and time. Administrator uses iObservation to record information during his/her visit.
- After the observation, the administrator sends a request through iObservation to complete a post-conference reflection form. They will also schedule a time for a post-observation conference to occur in person within two weeks.	- After the observation, the administrator sends a request through iObservation to complete a post-conference reflection form. They will also schedule a time for a post-observation conference to occur in person within two weeks.
- At the post-observation conference the administrator and teacher will review the ratings of the teacher's growth elements and professional practice elements. The teacher may also present additional evidence at this time.	- At the post-observation conference the administrator and teacher will review the ratings of the teacher's growth elements and professional practice elements. The teacher may also present additional evidence at this time.
- When the post-observation conference has been completed, the administrator will click finish on iObservation. This will send an email confirmation to the teacher. A hard-copy of the results will be printed and sent to central office for the teacher's records.	- When the post-observation conference has been completed, the administrator will click finish on iObservation. This will send an email confirmation to the teacher. A hard-copy of the results will be printed and sent to central office for the teacher's records.

Sources of evidence for teachers:

- teacher defined artifacts (products, samples...student or teacher created documents)
- portfolios, lesson plans, student work samples
- observations (video, peer, administrative)
- administrative observations (in class, outside of class, announced, unannounced...)

- evidence as agreed upon with your administrator

Training of Evaluators

Evaluators of teachers will be trained in the following areas:

- Understanding the specific professional practice model for teachers
- Conducting pre-observation and post-observation conferences
- Observing and evaluating the professional practice of teachers
- Developing and guiding professional growth

During the Pilot Year, trainings will be held throughout the year on various components of the district's professional practice model for teachers.

During subsequent years, the areas listed above will be addressed with ongoing trainings. In-house expertise and/or an outside consultant will be utilized. This training will be conducted within a 3-year cycle or when an evaluator has been newly hired within the year. These trainings will be in accordance with Chapter 180.

Training designed to ensure a high level of inter-rater reliability.

This training will be completed at least annually. This will provide opportunity for the evaluators to share or use video observations in which the group can practice inter-rater reliability.

Training and Professional Development

The evaluation steering committee will meet regularly with administrative staff each year to ensure long range systemic training and Professional Development opportunities within RSU #73, with the combined and continued focus on improving student learning and educator effectiveness. The overarching goal of all Professional Development will be to advance student learning by implementing strategies that better identify, support, and recognize effective teachers and leaders. In addition, long range Professional Development planning will focus on highlighting research-based ideas and strategies for instruction, and modifying and customize these strategies to best meet the needs of the teachers and leaders in the district.

Appendix



Probationary Teacher Evaluation Timeline (Abbreviated)

Year One & Two:

- At Beginning of School Year
 - New Teacher Orientation (Year One only)
 - Schedule training for evaluation process (Year One only)
 - Administrator provides PE / PG Handbook and identifies district/building goal
 - Administrator gives Teacher his/her Track Notification and it is filled out by the evaluator, then signed by the teacher.
- By September 30
 - Teacher completes/submits Self-Assessment and Growth Plan in iObservation
- By October 31-
 - Administrator conducts classroom visit
- By January 31-
 - Growth Plan is reviewed and adjusted if needed
 - 1st Formal observation with documentation and conferences is conducted
- By May 1st-
 - 2nd Formal observation with documentation and conferences is conducted
- By May 15-
 - Administrator completes Summative Effectiveness Rating (SER) and meets with teacher to review rating
 - Documentation sent to Central Office with employment recommendation

Continuing Teacher Evaluation Timeline (Abbreviated)

Year One - Two:

- At Beginning of School Year
 - Administrator reviews PE/ PG system and evaluation process
 - Administrator provides updated PEPG Handbook
 - Administrator identifies/ shares district/building goal
 - Staff reviews the Marzano Framework.
 - Administrator gives Teacher his/her Track Notification and it is filled out by the evaluator, then signed by the teacher.

- By October 31- (each year)
 - Teacher completes and submits Self-Assessment and Professional Growth Plan;
 - During Year 2, Teacher reviews, reflects and adjusts if needed the Professional Growth Plan
 - Administrator conducts one informal classroom visitation

- November (year one) through June (year two)
 - Administrator conducts formative observations with data collected through iObservation
 - Teacher accesses observation feedback; Teacher conferences with administrator

Year Three:

- By September 30-
 - Teacher reviews, reflects and adjusts Professional Growth Plan
- September through May 15-
 - Administrator completes formal observation
 - Administrator and Teacher follow Conference and Observational Framework

- By June 1-
 - Administrator completes Summative Effectiveness Rating (SER)
 - Administrator meets with teacher to review Summative Effective Rating
 - Administrator submits documentation to Central Office for employment recommendation(s)



Spruce Mountain Annual Track Notification Form – Teachers

Date: _____ School: _____

Supervising Administrator: _____

Teacher’s Name: _____

The purpose of this form is to notify you that you are on the following track (checked off below) for this current school year.

Probationary

___ Track I, Year 1 (*Note: A Summative Effectiveness Rating will be completed*)

___ Track I, Year 2 (*Note: A Summative Effectiveness Rating will be completed*)

___ Track I, Year 3 (*Note: A Summative Effectiveness Rating will be completed*)

Continuing Contract

___ Track II, Year 1 (*Note: only Formative Observations will be conducted*)

___ Track II, Year 2 (*Note: only Formative Observations will be conducted*)

___ Track II, Year 3 (*Note: A Summative Effectiveness Rating will be completed*)

Needed Improvement Plan

___ Track III, Awareness Phase

___ Track III, Intensive Phase

Signature _____

(Administrator)

Date _____

Signature _____

(Teacher)

Date _____

- Note; A teacher may be placed on Track III at any time. If this is done, this form will be updated and re-sent to the teacher at that time. Once the teacher returns to Track II, they will return to Track II, Year 1 and a new, updated form will be completed.

Spruce Mountain Teacher

Professional Practice & Professional Growth Scoring

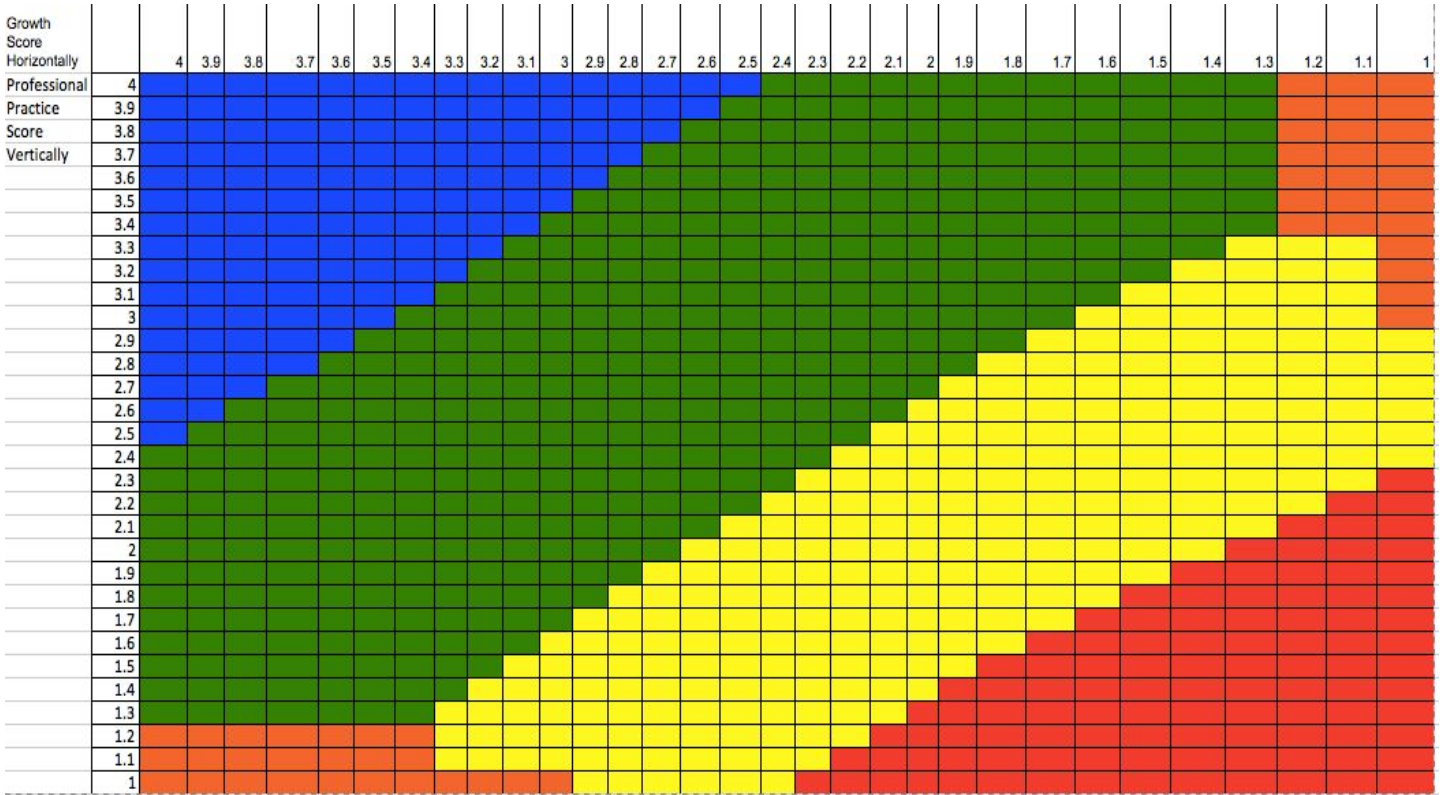
(This demonstrates how iObservation will calculate your scores.)

Your administrator will observe you and from the observations a collection of scores will be gathered in IObservation. These will fall into two categories, Professional Growth and Professional Practice.

- Professional Growth: These are the Marzano elements that will be addressed in your current growth plan.
- Professional Practice: These are the Marzano elements that are considered part of your daily professional expectations.

IObservation will find the mean for both your Professional Growth gathered scores and your Professional Practice gathered scores. These mean scores will be used in the rubric to provide your Summative Effectiveness Rating.

Spruce Mountain Teacher Total Summative Effectiveness Rating Rubric



HE- Highly Effective: Continue working on student growth goals and professional performance goals.

E- Effective: Continue working on student growth goals and professional performance goals.

NI- Needs Improvement: Additional goals/strategies will be developed and monitored at regular intervals to assure improvement in practice, as addressed in Track 2 “Roles and Responsibilities”.

I- Ineffective: The teacher will be placed on Track 3. Intensive Support Professional Improvement Plan will be developed and monitored closely. Improvement in practice must be demonstrated.

R- Review: When major discrepancies between the two ratings are found, no rating is given until a specific review of evidence is performed and a resolution is reached to determine the final rating.

Daily Lesson Template (Created by Marzano)

Title of Unit:	Lesson Title:	Duration of Lesson (Days)	Date:
Design Question Focus of the Lesson: (elements from other DQs may be used as support)			
<input type="radio"/> Introducing New Knowledge	<input type="radio"/> Deepening or Practicing	<input type="radio"/> Generating and Testing Hypotheses	
Learning Goal / Objective: (Based on Standards)			
Learning Targets: (Write in the scale below)			
2.0 Simple Content: <small>Often aligns with DQ2</small>	3.0 Target (Objective/ Learning Goal): <small>Often aligns with DQ3</small>	4.0 More Complex: <small>Often aligns with DQ4</small>	
Assessment and Monitoring: (Checks for content and desired effect)			
Critical Information Chunks: (as determined by learning targets)			
Instructional Strategies/Lesson Activity:			
Adaptations for Unique Student Needs: (ELL, Special Education, Gifted, Students who lack support)			
Assignment(s):			
Resources and Materials:			

This is an optional template / sample that can be used if a teacher likes this format



Spruce Mountain Teacher Evaluation System Review Form

Name: _____ Date: _____

Upon review of the Professional Evaluation / Professional Growth system at Spruce Mountain School District, I have the following concern(s):

Prior to submitting this form I have taken the following steps: (Check all that apply)

- I have reread the area of concern within the district's plan to seek clarification.
- I have checked with a peer to seek clarification.
- I have asked my administrator or my building steering committee representative (SCR) for clarification.
- My concern has not been answered in a way that has helped improve my understanding, and needs to be addressed by the steering committee. I have included a detailed description above.

If all steps have not been followed, the form will not be processed.

Date Received by Steering Committee: _____

Marzano Focused Teacher Evaluation Model

Standards-Based Classroom with Rigor



Standards-Based Planning

1. Planning Standards-Based Lessons/Units
2. Aligning Resources to Standard(s)
3. Planning to Close the Achievement Gap Using Data

Conditions for Learning

14. Using Formative Assessment to Track Progress
15. Providing Feedback and Celebrating Progress
16. Organizing Students to Interact with Content
17. Establishing and Acknowledging Adherence to Rules and Procedures
18. Using Engagement Strategies
19. Establishing and Maintaining Effective Relationships in a Student-Centered Classroom
20. Communicating High Expectations for Each Student to Close the Achievement Gap

Standards-Based Instruction

4. Identifying Critical Content from the Standards
5. Previewing New Content
6. Helping Students Process New Content
7. Using Questions to Help Students Elaborate on Content
8. Reviewing Content
9. Helping Students Practice Skills, Strategies, and Processes
10. Helping Students Examine Similarities and Differences
11. Helping Students Examine Their Reasoning
12. Helping Students Revise Knowledge
13. Helping Students Engage in Cognitively Complex Tasks

Professional Responsibilities

21. Adhering to School and District Policies and Procedures
22. Maintaining Expertise in Content and Pedagogy
23. Promoting Teacher Leadership and Collaboration

