Handout 1: Rubric in the Four-Step Evaluation Process

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| Evaluation Activity | Evaluation Step |
| A. Evaluators use the MSFE Rubric to conduct formal and informal classroom observations. |  |
| B. The professional practice rating is combined with other ratings to come to an overall summative effectiveness rating. |  |
| C. Teachers use the MSFE Rubric to reflect on their strengths and improvement opportunities. |  |
| D. Teachers submit their lesson plan and other documents for the pre-observation conference. |  |
| E. Teachers use the MSFE Rubric to identify standard indicators of focus for their peer observation. |  |
| F. Professional Cohort facilitators and principals host a teacher orientation that provides an overview of the Maine Department of Education (DOE) T-PEPG model, which includes sharing district and school goals and expectations for the coming year, providing teachers with information on growth plans and evaluation cycles, and providing the schedule of Professional Cohort meetings. |  |
| G. Teachers use the evidence and data from their evaluation to determine appropriate professional development for the following school year. |  |
| H. Teachers and evaluators select a minimum number of points of contact from the Points of Contact Menu, which serve as sources of evidence for the evaluation. |  |
| I. The evaluator rates the teacher on the 16 standard indicators of the MSFE Rubric to provide a professional practice rating. |  |
| J. Using the MSFE Rubric, teachers self-evaluate on the year using all applicable evidence and submit the self-evaluation to the principal prior to the summary evaluation conference. |  |
| K. Teachers use the results of their self-evaluation to identify at least one professional goal and related implementation strategies. |  |

**Late Winter-Spring**

**Spring-Fall**

**Fall-Spring**

**Fall**

Handout 2: Getting to Know the Points of Contact Framework

# Directions

**Step 1.** Read through Figures 7 and 8 on pages 2 to 4.

**Step 2.** With your colleagues, draft a set of guiding questions that teachers in your school can use to guide their selection of points of contact activities. *Example: Which points of contact will I need to select to ensure I can eventually provide evidence of my practice on all 13 standard indicators in the MSFE Rubric?*

|  |  |
| --- | --- |
| Topics | Guiding Questions |
| Professional Growth Goals |  |
| Student Needs |  |
| Evidence |  |

**Step 3**. *Discuss*: What additional resources or supports will teachers in your school need to use the Points of Contact Framework effectively?

**Figure 7. Minimum Points of Contact Relative to Professional Growth Plan**

NOTE: A summative evaluator may elect to document additional points of contact during any year of the cycle. A teacher may request additional points of contact beyond the annual minimum.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Points of Contact Menu | Selection Level |  | Professional Growth Plan | | | | |
| Prior to First Summative Rating and Growth Plan | Three-Year  Self-Directed  Growth Plan | | Two-Year Monitored Growth Plan | | Sixty-Day to One-Year Directed Growth Plan |
| 1. Formal Observation Cycle 2. Extended Classroom Observation 3. Series of Informal Classroom Observations 4. Curriculum Review 5. Review of Student Learning Data 6. Professionalism Observation Conference 7. Video Lesson Review 8. Student Engagement Analysis 9. Other   **See full descriptions on the next page** | **Teacher-Selected** |  | Plan Year | Number and Type of Contact | Plan Year | Number and Type of Contact | Number and Type of Contact |
| Two – one with peer and one with evaluator | Year One | One with peer | Year One | Two – one with peer and one with evaluator | Two – one with peer and one with evaluator |
| Year Two | One with peer | Year Two/ Summative Year | Two – one with peer and one with evaluator |  |
| Year Three/ Summative Year | Two – one with peer and one with evaluator |  | |
| **Required** | One peer observation  One formal observation | Year One | At least one peer observation (can be completed in year 1 or 2) | Year One | One peer observation (can be completed in year 2) | Two – one formal observation by two different evaluators and one peer observation |
| Year Two | Year Two/ Summative Year | One formal observation |  |
| Year Three/ Summative Year | One formal observation |  | |
| **Evaluator-selected** | Two | Year One |  | Year One | Three in total | Two in total |
| Year Two | Two in total | Year Two/ Summative Year |  |
| Year Three/ Summative Year |  | |
| Total Points of Contact | | **6** | **8** | | **9** | | **7** |

**Figure 8. Points of Contact Descriptions**

|  |  |  |
| --- | --- | --- |
| Point of Contact Activity | Description | Supporting Document Resources Included in This Handbook |
| Formal Observation | A consecutive process consisting of a face-to-face planning conference, an extended classroom observation, and a face-to-face post-lesson conference. | * Point of Contact Documentation Form * Pre-Observation Protocol * Pre-Observation Form * Observation Notes * Post-Observation Form * Lesson Description Template |
| Extended Classroom Observation | A classroom observation that:   * May be announced or unannounced * Covers a full lesson (minimum of 40–45 minutes) * May span more than one period of instruction * Results in evidence collection and feedback in numerous areas of teacher practice * Includes a post-observation, two-way conversation (either face to face or electronic) | * Point of Contact Documentation Form * Observation Notes   **If Announced/Planned:**   * Pre-Observation Protocol * Pre-Observation Form * Observation Notes * Post-Observation Form * Lesson Description Template |
| Series of Informal Classroom Observations | A series of three to five classroom or professional observations that:   * May be announced or unannounced * May not cover a full lesson (10–20 minutes) * Results in evidence collection and feedback in one or two areas of teacher practice (often defined by the teacher’s Individual Growth and Development Plan) and their impacts on student learning and engagement * Includes one post-observation, face-to-face conversation and single documentation of the series of observations | * Point of Contact Documentation Form * Observation Notes |
| Curriculum Review | A review of teacher’s curriculum, unit plans, and/or lesson plans, and conversation about curriculum writing or revision, student outcomes and assessments, instructional materials, etc. | * Point of Contact Documentation Form * Lesson Description Template |
| Review of Student Learning Data | A review of student assessment results and student learning target results, and conversations about the implications for practice | * Point of Contact Documentation Form * SLO Template |
| Professionalism Observation/  Conference | An observation of—and conversation about—the teacher in professional contexts:   * Facilitation of a meeting * Professional development activities * Teacher leadership * Peer Cohort meetings or work * Other professional responsibilities defined by building or district policy * Two-way, post-observation conversation | * Point of Contact Documentation Form * Evidence Submission Form (teacher will need to supply artifacts) |
| Video Lesson Review | A reflective conversation about a lesson video tape | * Point of Contact Documentation Form * Post-Observation Form |
| Student Engagement Analysis | A conversation and planning session following:   * An observation by the teacher, evaluator, or peer of students in the classroom for the purpose of tracking engagement or another aspect of student response * An interview with students by the teacher, evaluator, or peer about the learning and/or classroom experience * A review of data, generated through a survey or other mechanism for soliciting student feedback, by the teacher and evaluator or peer | * Survey questions provided by the SAU |
| Other | This option is for circumstances that are not described above that the teacher or evaluator wishes to explore and discuss. The contact activity must be grounded in the professional practice standards and/or student learning data. | * Point of Contact Documentation |

Handout 3: Key Words in Performance Level Indicators

Use the table below to record the key words used in the performance level indicators.

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| --- | --- |
| Performance Level | Key Words |
| Distinguished |  |
| Effective |  |
| Developing |  |
| Ineffective |  |

Handout 4: Deep Dive Into the Companion Guide

# Step 1.

Turn to the “effective” level page for your standard indicator and read through the performance level descriptor for the effective level, as well as the critical attributes. Jot down in your own words what this standard indicator is about.

# Step 2.

Read through the “possible examples” at the effective level. Choose one that resonates with your own classroom. Jot down an example from your own instruction or practice that fits the effective level to share with your group.

# Step 3.

Read the professional learning portion and consider the following questions:

* How could you use this information to help you complete the four-step evaluation process?
* How could you use this information to provide feedback and coach your peers?