

Educator Effectiveness
104rd Annual Commissioner's
Conference for Superintendents
Monday, June 29: Concurrent Session

Topics

- Summary of changes to Rule Chapter 180 during the 127th Legislature
- PEPG system implementation timeline and expectations—working backward:
 - ❑ Submittal for PEPG system approval
 - ❑ Pilot PEPG systems
 - ❑ Intent to Pilot Survey
 - ❑ Readiness to Pilot Guide

Summary of Changes

Independent review of handout
Table Talk
Q and A

Submittal for Maine DOE approval of PEPG system

- During the 2016-17 Pilot Year
- Likely: Submittal in Quarterly Intervals (to ease burden)
- Survey field-tested in April
- Survey design and execution revisions

Two Anticipatory References for Submittal

1. Rule Chapter 180: Submittal Requirements
2. Rule Chapter 180 *Monitoring

1. Rule Chapter 180: Submittal Requirements

- A. A professional practice model applicable to teachers;
- B. A professional practice model applicable to principals;
- C. * [1] A system for the selection, development, review and approval of individual educators' student learning and growth measures, [2] including an explanation of how the student learning and growth measure is a significant factor in the determination of an educator's summative effectiveness rating, in accordance with the provisions in section 7, subsection 1:
- D. If a school chooses to use team-wide, school-wide or other collective measures of student learning and growth in the evaluation of a teacher, the process for creating such measures and seeking teacher approval of the use of collective measures;
- E. A description of other measures of educator effectiveness, if any, that will be used in determining the educator's summative effectiveness rating;

1. (cont.) Rule Chapter 180: Submittal Requirements

- F. A description of the four summative effectiveness rating categories and the method of combining the multiple measures of educator effectiveness, weights, targets and actual performance to arrive at a summative effectiveness rating for an educator;
- G. A description of the results and consequences of being placed in each of the rating levels;
- H. Implementation procedures, including but not limited to training requirements for evaluators and the process for making and reviewing “teacher of record” determinations;
- I. A description of how educators were involved in development of the system, and how they will be trained to ensure that they understand and can fully participate in the system;

1. (cont.) Rule Chapter 180: Submittal Requirements

- J. A description of how teachers, principals, administrators, school board members, parents and other members of the public were involved in development of the system;
- K. A description of when and how the Steering Committee was formed and the mechanism by which the Steering Committee's review will lead to revision of the PEPG system to ensure that it is aligned with school administrative unit goals and priorities; and
- L. A description of the PEPG system pilot, and what changes, if any, were made to the system plan as a result of the pilot.

2. Rule Chapter 180: *Monitoring

Ongoing monitoring will include the collection of data including but not limited to:

- The aggregate summative ratings for each school
The process for and frequency of observation and feedback
- Opportunities for targeted professional growth and improvement
- The types and descriptions of individual assessments used in the evaluation of educators
- The process for developing student learning and growth measures
- Exemplars of student learning and growth measures
- District criteria for the development, review and approval of growth measures
- The use of ratings for employment decisions
- The mechanism for sustaining the PEPG system
- Evaluator and educator training programs

Pilot PEPG Systems

- During 2015-16, both teacher and principal plans



Purpose of the Pilot

To test the system for successful local implementation and make needed modifications prior to full implementation.

District Steering Committees are advised to design as comprehensive a pilot as possible not only to test the logistics and technical aspects of the system but also to introduce the school community to cultural practices, such as ongoing review and collaboration, which are necessary to improving leadership, instruction and student learning within a supportive and collaborative environment.

Sample Approaches to Pilot

Approach	Educators Involved	Description
Full Scale Pilot	Targeted group of educators in the district; may be a school or a cross section of all schools	All components of the system are sequenced in the same order and for the same duration as they will be in full implementation. The sequence would begin with educator training and end with educator ratings and assignments of professional growth plans.
Small Scale Pilot	Different cohorts for the purpose of comparison	Some or all of the components of the system are piloted with focus groups Examples In a school or district one cohort of teachers and evaluators pilots the walkthrough method of observations while another cohort pilots traditional full-class observation in order to compare results. OR Two different district-determined social studies assessments are piloted in order to compare the value of the assessments in measuring educator effectiveness.



Other Approaches to Pilot?

Table Talk and Report Out

Intent to Pilot Survey

- Released in June, along with...
- Printable PDF (handout)

Questions on Intent to Pilot Survey

- Read survey PDF
- Questions/Comments

Pilot Readiness Guide

- Key system components that districts must and/or should pilot
- Indicators of readiness to pilot each component
- Relevant resources, with page and section references
- Questions that SAUs might seek to answer during the pilot
- Guidance for Teacher Incentive Fund districts (TIF 3 and TIF 4)
- DEMO student learning and growth effectiveness rating scales

Questions about Readiness Guide?

- Review guide
- Table talk
- Questions



Timeline Summary

Pilot Readiness Guide Resources Provided in Early May

Spring 2015—As a follow-up to the guidance document, in early June, the Department released an Intent to Pilot Survey, to be completed by July 15. Need 100% Response

School Year 2015-2016—Both teacher and principal PEPG plans should be piloted in 2015-16 school year

Mid-end of School Year, 2015-2016—The Department will seek submittal of system plans for approval at the end of the pilot year, after districts have had the opportunity to make adjustments to their plans. The submittal reporting will likely be in increments to make data input manageable for SAUs.



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