

Performance Evaluation and Professional Growth (PEPG) Systems

With a Focus on
Student Learning and Growth

(Career and Technical Education
Directors' Meeting, 2014)



"Systemic changes to standards, curricula, instructional practices and assessment will achieve little if efforts are not made to ensure that every learner has access to highly effective teachers and school leaders."

-Maine Department of Education' s Education Evolving,
Core Priority Area Two: Great Teachers and Leaders



Outcomes for Participants

- Access existing and developing resources
- Review required Performance Evaluation and Professional Growth (PEPG) system components
- Preview considerations related to student learning and growth as a measure of effectiveness
- Review the implementation timeline
- General Q and A

To Access Current PEPG Statute and Rule

Statute: [Maine Revised Statute Title 20-A, Educator Effectiveness, Chapter 508](#)

<http://www.mainelegislature.org/legis/statutes/20-A/title20-Ach508.pdf>

Governing Rule: [Rule Chapter 180](#)

<http://maine.gov/doe/rule/changes/chapter180final%202014.doc>

Resources

[Maine Department of Education Website](http://www.maine.gov/doe/) <http://www.maine.gov/doe/>

[Educator Effectiveness Website](http://www.maine.gov/doe/effectiveness/index.html) <http://www.maine.gov/doe/effectiveness/index.html>

Performance Evaluation and Professional Growth Systems Resources

[An Overview of PEPG System Requirements.](#)

State Models and Supporting Resources

[Maine DOE Principal Performance Evaluation and Professional Growth Model: Auburn School Department Administrator Evaluation Framework.](#) (PDF, 491KB) [MS Word version](#)

[Maine DOE Quality Assurance Inventory](#) (PDF, 466KB)

Updated 09/24/2014 [Maine DOE Teacher Performance Evaluation and Professional Growth Model \(T-PEPG Model\) Handbook and Implementation Guide for School Administrative Units.](#) (PDF, 3MB) [MS Word version](#)

[Maine DOE Student Learning Objective \(SLO\) Framework Handbook for Teachers and Administrators.](#) (PDF, 1MB) [MS Word version](#)

Under Development: Modules to Support Training in the State Models (accessible and adaptable); A second; Principal Model (LEPG); Guidance on what to look for in evaluator training programs; The submittal process and model-submittal

[Extensive List of assessments compiled by Massachusetts](#) (Many can measure growth)

Locally Developed CTE Assessments (Oregon) <http://www.ode.state.or.us/search/page/?=3237>

Required Components of PEPG Systems

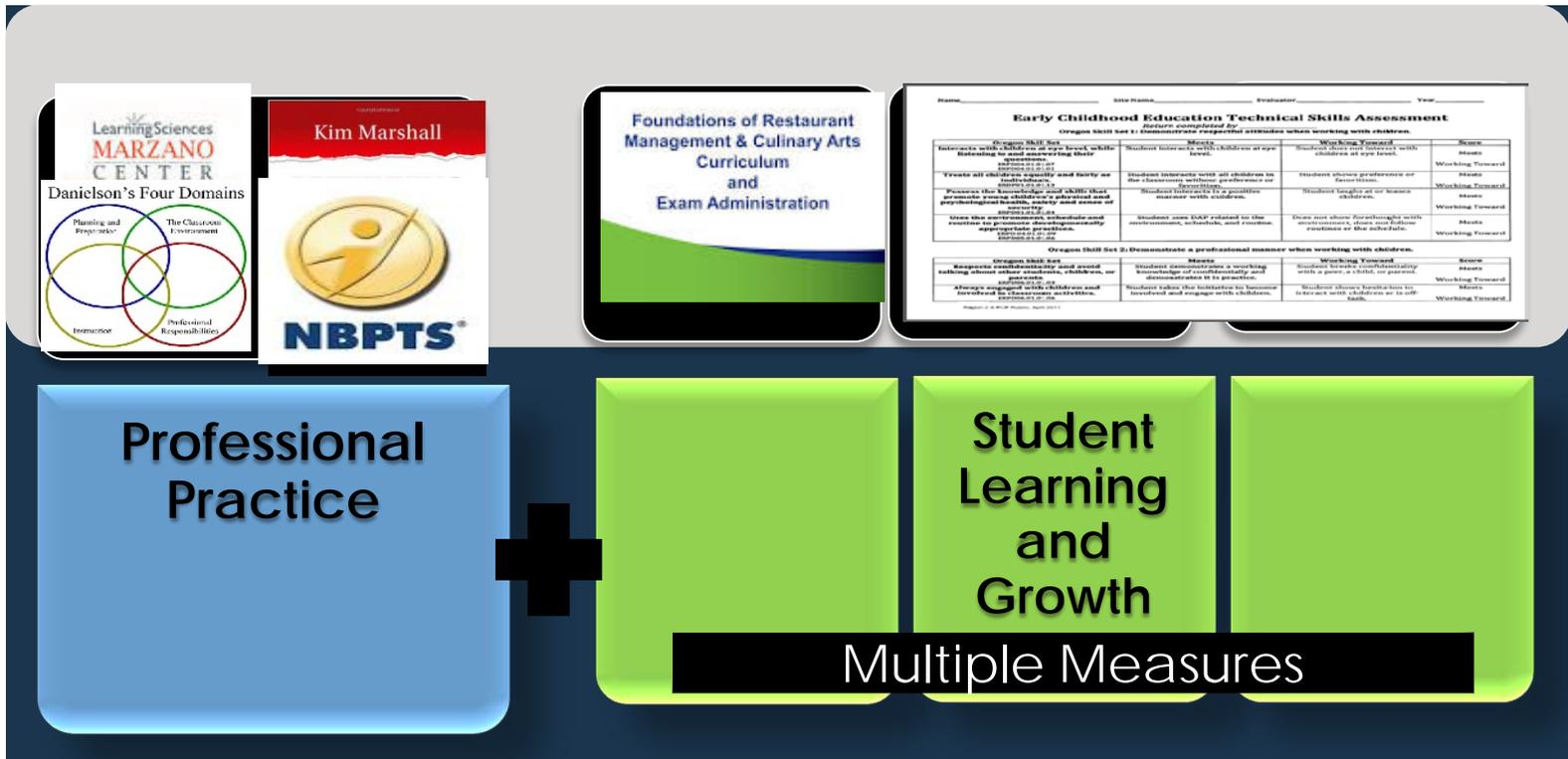
Required

Implementation Requirements

- Initial development group composed of a majority of endorsed teachers and involving other stakeholders (consent option for preexisting groups)
- Local steering committee for ongoing review of system
- Procedures for elements of the system (e.g., determining Teacher of Record)
- Comprehensive training of evaluators in identified components and procedures; mechanism for ongoing training
- Training of educators in identified components and procedures
- Summative effectiveness ratings at least every three years
- Observation and "formative" feedback on a regular(annual) basis
- Peer review and collaboration
- Clear action plans and opportunities for professional improvement

Required

Multiple measures of educator effectiveness, including



Example

Name _____ Site Name _____ Evaluator _____ Year _____

Early Childhood Education Technical Skills Assessment

Return completed by _____
Oregon Skill Set 1: Demonstrate respectful attitudes when working with children.

Oregon Skill Set	Meets	Working Toward	Score
Interacts with children at eye level, while listening to and answering their questions. IRPD04.01.01.07 ERPD04.01.01.01	Student interacts with children at eye level.	Student does not interact with children at eye level.	Meets Working Toward
Treats all children equally and fairly as individuals. ERDP01.01.01.13	Student interacts with all children in the classroom without preference or favoritism.	Student shows preference or favoritism.	Meets Working Toward
Possess the knowledge and skills that promote young children's physical and psychological health, safety and sense of security. ERPD01.01.01.04	Student interacts in a positive manner with children.	Student laughs at or teases children.	Meets Working Toward
Uses the environment, schedule and routine to promote developmentally appropriate practices. ERPD.04.01.01.09 ERPD05.01.01.06	Student uses DAP related to the environment, schedule, and routine.	Does not show forethought with environment, does not follow routines or the schedule.	Meets Working Toward

Oregon Skill Set 2: Demonstrate a professional manner when working with children.

Oregon Skill Set	Meets	Working Toward	Score
Respects confidentiality and avoid talking about other students, children, or parents. ERPD06.01.01.03	Student demonstrates a working knowledge of confidentiality and demonstrates it in practice.	Student breaks confidentiality with a peer, a child, or parent.	Meets Working Toward
Always engaged with children and involved in classroom activities. ERPD06.01.01.06	Student takes the initiative to become involved and engage with children.	Student shows hesitation to interact with children or is off-task.	Meets Working Toward

Region 2 A ECE Rubric, April 2011

Required

A rating scale consisting of 4 levels of effectiveness

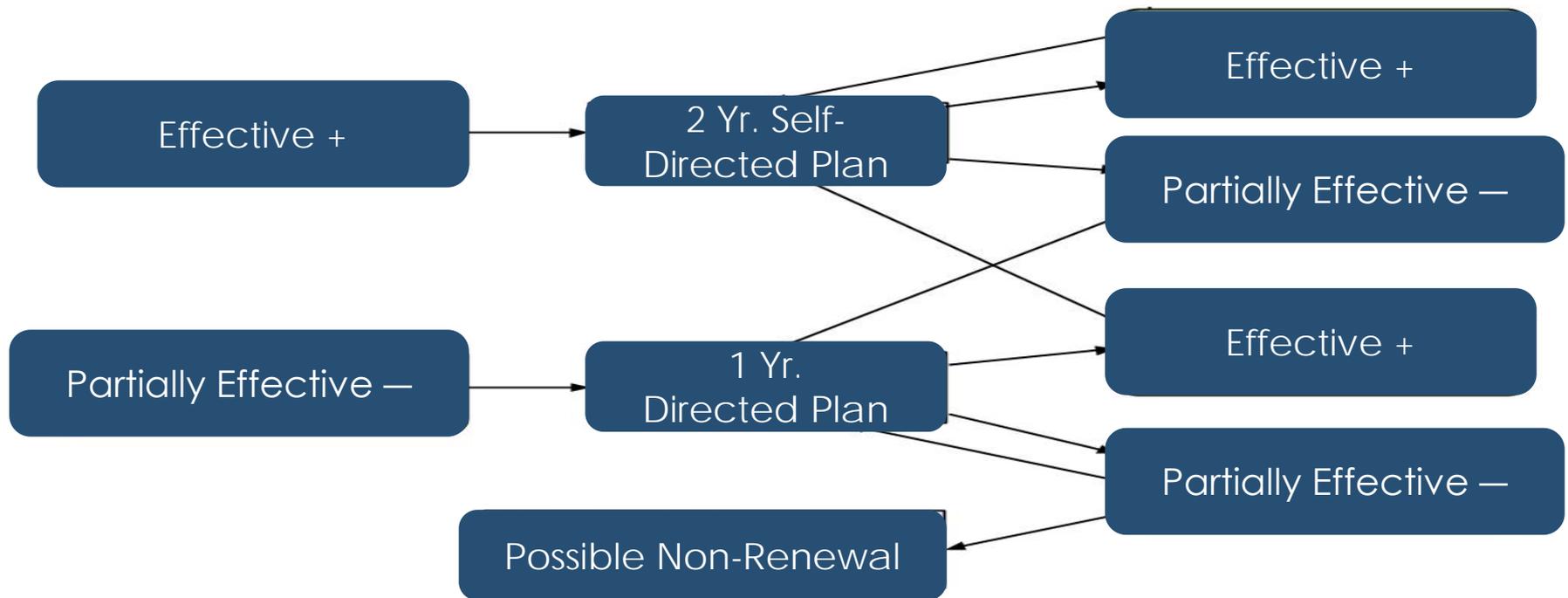
Maine DOE TEPG Summative Performance Rating Matrix					
		Combined Professional Practice and Professional Growth			
		Ineffective	Developing	Effective	Distinguished
Impact on Student Learning and Growth	High	Review Required	Effective	Highly Effective	Highly Effective
	Moderate	Partially Effective	Partially Effective	Effective	Effective
	Low	Ineffective	Partially Effective	Partially Effective	Review Required
	Negligible	Ineffective	Ineffective	Partially Effective	Review Required



Required

...with professional growth opportunities and employment consequences tied to each level

SAMPLE ILLUSTRATION: RSU 74 Professional Growth Plan Flow Chart



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Required

Method of Combining Multiple Measures to Arrive at a Summative Rating

Method 1: Numeric Values and Weights (TEACHER)

Summative Evaluation Score Table

Component	Sub score		Weight		Weighted Sub score
Professional Practice	3.5	X	.60	=	2.1
					+
Professional Growth	3	X	.10	=	.3
					+
Student Learning and Growth	3	X	.30		1.05
					=
	Final Summative Score				3.3

Final Score	Summative Evaluation Rating
3.4 or higher	Distinguished
2.5-3.4	Effective
1.5-2.4	Developing
Less than 1.5	Ineffective

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Required

Method of Combining Multiple Measures to Arrive at a Summative Rating

Method 1: Numeric Values and Weights (PRINCIPAL)

Summative Evaluation Score Table

Component	Sub score		Weight		Weighted Sub score
Professional Practice	3.5	X	.40	=	1.4
					+
Professional Growth	3	X	.10	=	.3
					+
School Growth	2.5	X	.15		.375
					+
Student Learning and Growth	3	X	.35		1.05
					=
					Final Summative Score
					3.125

Final Score	Summative Evaluation Rating
3.4 or higher	Distinguished
2.5-3.4	Effective
1.5-2.4	Developing
Less than 1.5	Ineffective

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Criterion-Based Decision Matrices

Method 2: Combination of Criterion-Based Ratings Plotted on Pre-set Matrix

Maine DOE TEPG Summative Performance Rating Matrix					
		Combined Professional Practice and Professional Growth			
		Ineffective	Developing	Effective	Distinguished
Impact on Student Learning and Growth	High	Review Required	Effective	Highly Effective	Highly Effective
	Moderate	Partially Effective	Partially Effective	Effective	Effective
	Low	Ineffective	Partially Effective	Partially Effective	Review Required
	Negligible	Ineffective	Ineffective	Partially Effective	Review Required

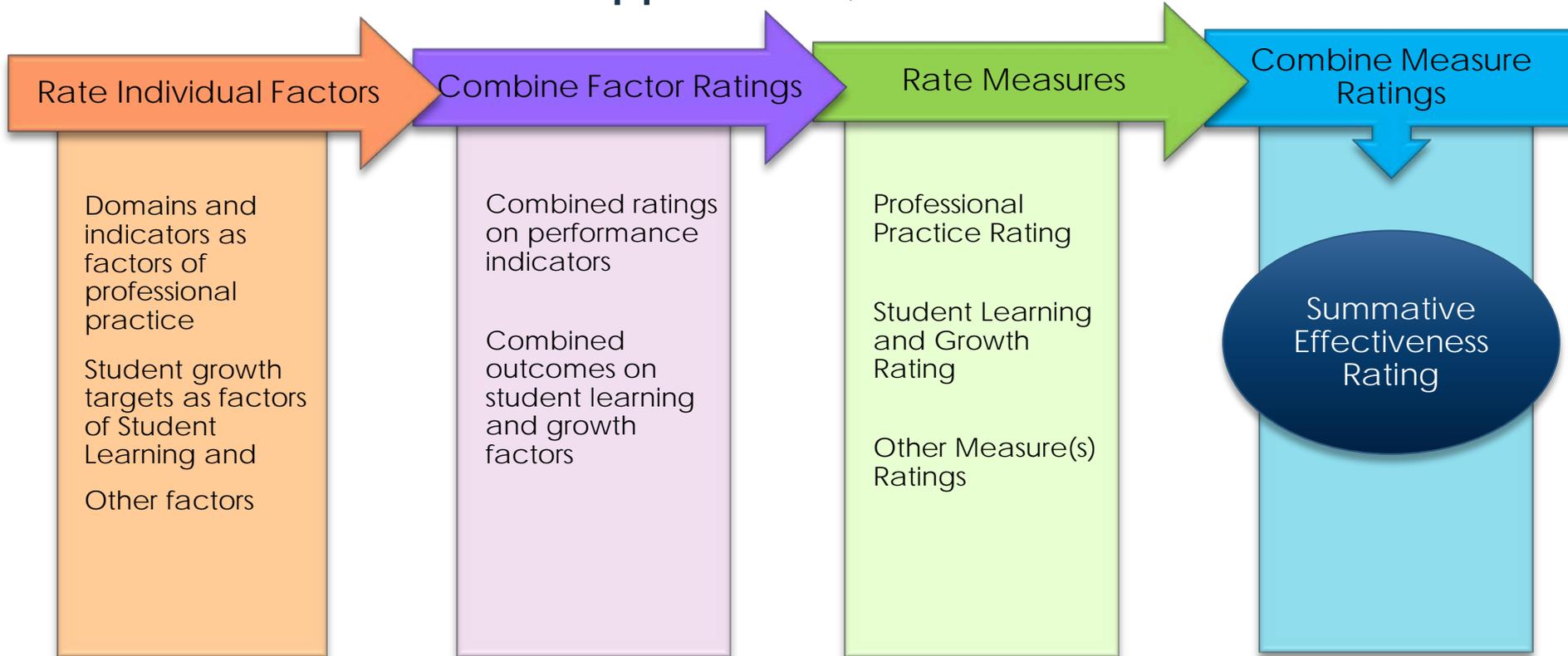
Numeric Decision Matrix

Method 3: Combination of Numeric Ratings Plotted on Pre-set Numeric Ratings Matrix

Instructional and Professional Practices	Student Growth				
		1	2	3	4
1		1	1	2	Review Required
2		2*	2	2	2
3		2	3	3	3
4		Review Required	3	4	4

Draft Design by Auburn School Department

Different Approaches; Same Process



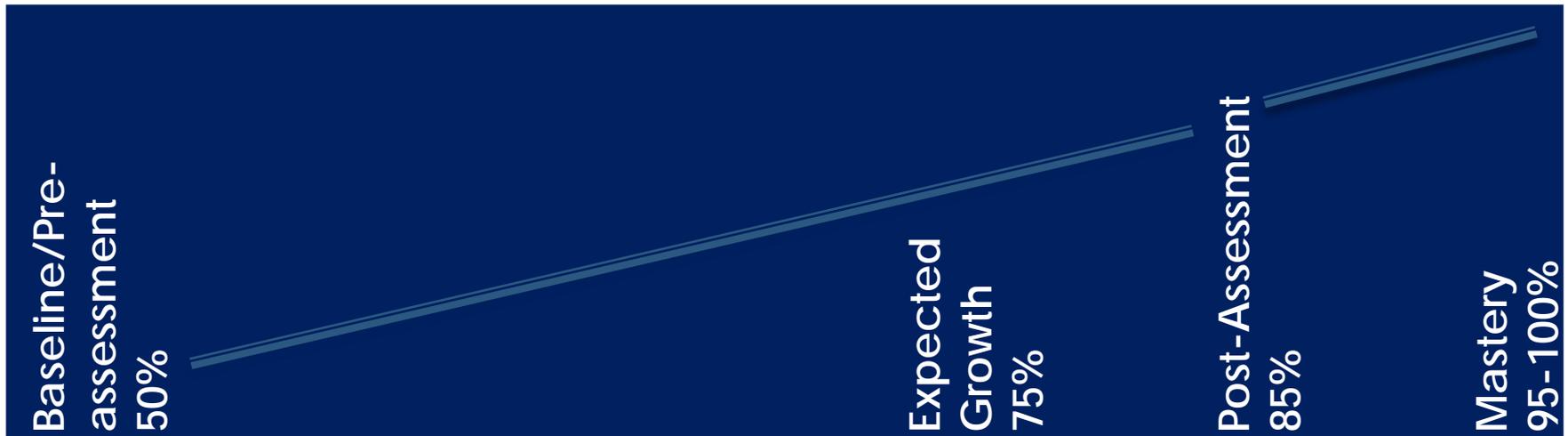
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Student Learning and Growth as a Measure of Educator Effectiveness

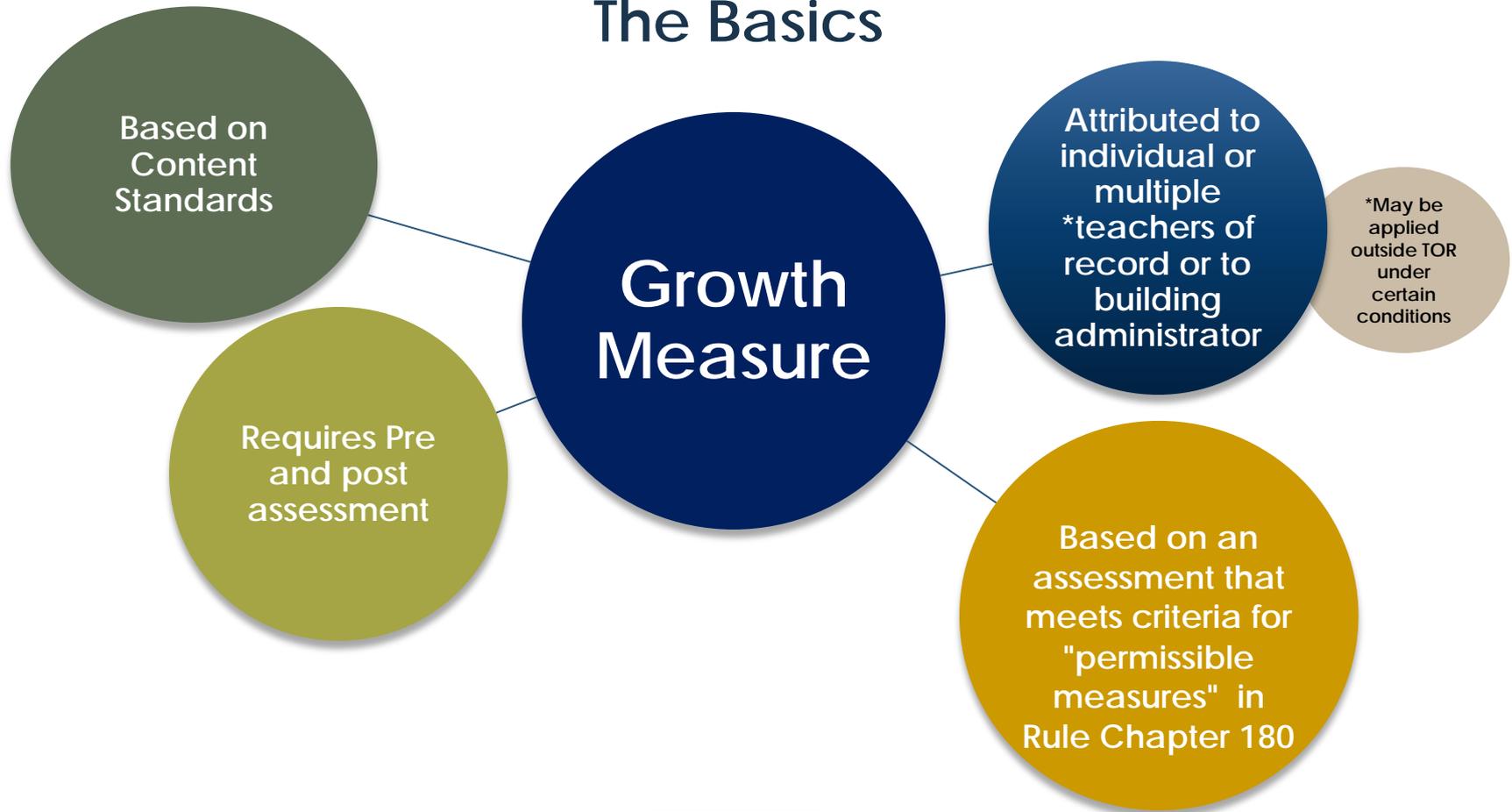
Defining 'Student Learning and Growth'

As a factor in the summative effectiveness rating of a teacher or principal, 'Student Learning and Growth' is based on data that measures a change in an *instructional cohort's academic knowledge and skills between two points of time.

*The student or group of students whose academic growth will be attributed to a teacher or principal.



Learning and Growth Measure: The Basics



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Defining Teacher

“Teacher” means 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 [athletic director, school counselor, library-media specialist, literacy specialist, school psychologist, school nurse, special education consultant, speech-language clinician, or career and technical education evaluator].

“Teacher of Record” means a teacher to whom the academic growth of a student in a course or other learning experience is attributed, in whole or in part, as described in Section 7(2).



Defining Principal

“Principal” means 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.

Required

Student Learning and Growth as a "Significant Factor"

Local Decision: The percentage of an overall summative rating that student learning and growth will comprise is a **local decision** subject to Maine DOE approval.

Maine DOE Parameters: The Educator Effectiveness law requires that in an educator's summative effectiveness rating Student Learning and Growth must be a **"significant factor."** "To be considered "significant," the rating on student learning and growth must have a **discernible impact on** an educator's summative effectiveness **rating**" (Rule Chapter 180).

Default Percentage: If by June 1, 2015 the local development committee cannot by consensus reach agreement on the percentage that Student learning and Growth will comprise, the **default percentage will be 20%** in a numeric scale.

Continued

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Local Decisions that Influence the Student Learning and Growth Factor and Rating

- The method of combining SLG and other measures of effectiveness (e.g. weights or thresholds applied to measures)
- The method of scoring SLG measures to determine teacher rating
- Procedures for setting growth targets (if necessary to method used)
- Requirements for attribution to teachers (Teacher(s) of Record; collective attribution)
- Criteria for size of instructional cohort
- Criteria for length of instructional interval of time
- Requirements for number of growth targets per year/summative rating
- Local requirements for use and development of assessments
- Method of recording and monitoring elements of the growth target, e.g., the Student Learning Objective (SLO)



Example

Impact on Student Learning and Growth Scale

Percentage Ranges of Students Who Met Their Growth Targets	
85–100%	High
71–84%	Moderate
41–70%	Low
0–40%	Negligible
Total of the % of all growth targets met ÷ number of SLOs = Average % of students who met the growth target	Impact on Student Learning and Growth Rating

Student Learning and Growth as a "Significant Factor"

Impact on Student Learning and Growth Scale

Maine DOE TEPG Summative Performance Rating Matrix					
		Combined Professional Practice and Professional Growth			
		Ineffective	Developing	Effective	Distinguished
Impact on Student Learning and Growth	High	Review Required	Effective	Highly Effective	Highly Effective
	Moderate	Partially Effective	Partially Effective	Effective	Effective
	Low	Ineffective	Partially Effective	Partially Effective	Review Required
	Negligible	Ineffective	Ineffective	Partially Effective	Review Required



Student Learning and Growth as a "Significant Factor"

Key Consideration #2—There are other calculations that influence the "impact" that student learning and growth factor will have on a rating.

How much student growth do we expect to see under an effective instructor?

What calculations will we use in attributing this growth to instructors?

Scale A has a lower threshold than Scale B.

A

Percentage Ranges of Students Who Met Their Growth Targets	
85–100%	High
71–84%	Moderate
41–70%	Low
0–40%	Negligible
Total of the % of all growth targets met ÷ number of SLOs = Average % of students who met the growth target	Impact on Student Learning and Growth Rating

B

Percentage Ranges of Students Who Met Their Growth Targets	
91–100%	High
60–90%	Moderate
41–59%	Low
0–40%	Negligible
Total of the % of all growth targets met ÷ number of SLOs = Average % of students who met the growth target	Impact on Student Learning and Growth Rating



Analyzing the Percent-Met Approach

Percent-Met Analysis

*Assume a Mean Growth Target of 6 Pts

Teacher 1	Growth
A 150 /157	y 7
B 170/176	y 6
C 175/163	n -12
D 180/187	y 7
E 190/186	n -4
F 195/203	y 8

Teacher 2	Growth
A 150/162	y 12
B 170/189	y 19
C 175/180	n 5
D 180/194	y 14
E 190/193	n 3
F 195/213	y 18

% Met Growth Target

4 of 6 ≈ 66%.....4 of 6 ≈ 66%



Table Talk

At your table discuss the Percent-Met approach.
What are its strengths and weaknesses?

Comparison of Percent-Met and Mean Growth

*Assume a Mean Growth Target of 6 Pts

Teacher 1	Growth	Teacher 2	Growth
A 150 /157	y 7	A 150/162	y 12
B 170/176	y 6	B 170/189	y 19
C 175/163	n -12	C 175/180	n 5
D 180/187	y 7	D 180/194	y 14
E 190/186	n -4	E 190/193	n 3
F 195/203	y 8	F 195/213	y 18

% Met Growth Target

4 of 6 ≈ 66%.....4 of 6 ≈ 66%

Mean Growth

12÷6 = **2.00**71÷6 = **11.83**



Percent-Met Scale

≈ 66%
met
growth
target

Percentage Ranges of Students Who Met Their Growth Targets	
85–100%	High
71–84%	Moderate
41–70%	Low Teacher 1 and Teacher 2
0–40%	Negligible
Total of the % of all growth targets met ÷ number of SLOs = Average % of students who met the growth target	Impact on Student Learning and Growth Rating

Mean Growth Impact Scale

Impact Scale		
Mean growth index reduces mean performance gap by at least 3/4	High	Teacher 2— 11.83
Mean growth index reduces mean performance gap by at least 1/2	Moderate	
Mean growth index reduces mean performance gap by at least 1/4	Low	Teacher 1— 2.0
Mean growth index reduces mean performance gap by less than 1/4	Negligible	
Average of mean growth indices from all SLOs (A district may wish to weigh SLOs differently to reflect district priorities for student learning.)		Impact on Student Learning and Growth Rating

Step 1: Pre-assess; score

Step 2: Calculate the mean performance gap among students: $\text{Max score} - \text{pre-assessment score} \div \# \text{ students}$

Step 3: Post-assess; score

Step 4: Calculate the mean growth among students: sum of all growth

Step 5: Calculate % Mean Performance Gap Reduction: $\text{Mean Growth} \div \text{Mean Performance Gap}$



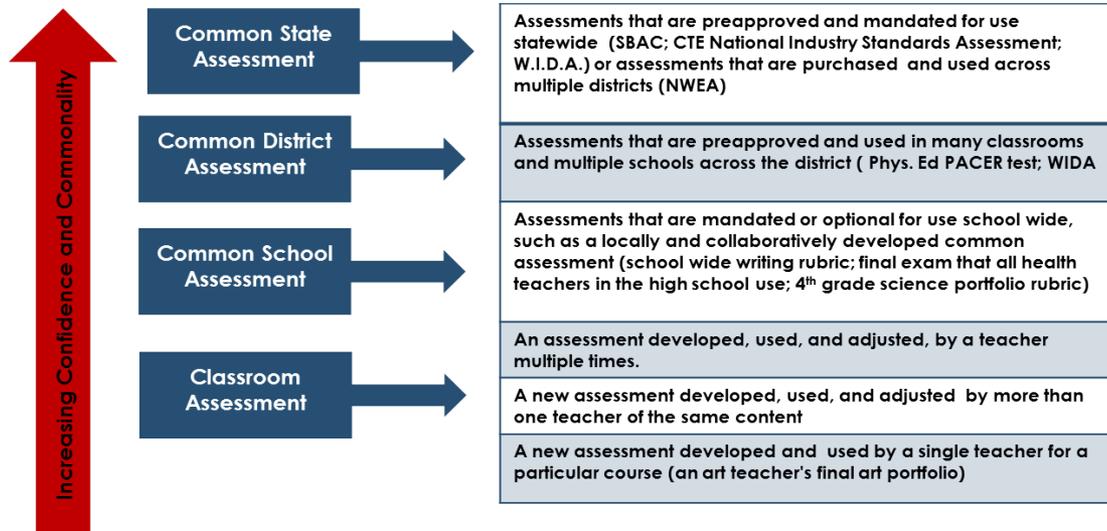
The Upshots?

- The Percent-Met method of arriving at a teacher's Student Learning and Growth rating does not account for all of the growth attained (or not attained) by students in a cohort.
- Consider a method that will account for all of the growth in a cohort.
- Actual growth might provide a more accurate indicator of the overall influence of a teacher.
- Actual growth distinguishes one teacher's overall growth gains from another's.
- A scale based on actual growth eliminates the perverse incentive to focus on the "bubble" of students just below the growth target.

Student Learning and Growth as a "Significant Factor"

Key Consideration # 5—How do we ensure high quality assessments?

- Know the criteria for "permissible measures" in [Rule Chapter 180](#).
- Follow the guidance provided in the [Maine DOE Student Learning Objective Handbook](#):



This scale should not be interpreted as making the claim that large-scale, commercial assessments are better than or more appropriate than school- or district-developed assessments. Rather confidence that the assessment meets the criteria in Table 5 is the first consideration with common usage the second.

Adapted from the Minnesota Department of Education Framework.



Student Learning and Growth as a "Significant Factor"

Key Considerations: Summary

Local districts have many decisions to make regarding the student learning and growth component, all of which have important implications for the integrity and sustainability of their PEPG systems. Districts will need to engage in thoughtful discussions, utilize resources currently available, and watch for new resources and guidance.



Requirements for Evaluator Training

A person is a qualified evaluator in a Chapter 508 system only if that person has completed training appropriate to the role he or she will play in the system.

Evaluators must be trained in

- The specific professional practice model selected by the school administrative unit in which the evaluator will perform duties;
- Conducting pre-observation and post-observation conferences;
- Observing and evaluating the professional practice of teachers and/or principals; and
- Developing and guiding professional growth plans.

Continued

Requirements for Evaluator Training, Continued

The training in observing and evaluating professional practice of teachers and/or principals must include the following:

- Training in evaluating performance based on evidence, and without bias;
- Adequate time for evaluators to practice and become familiar with the model during their trainings;
- Opportunity for evaluators to work collaboratively;
- Training in assessing evidence of performance not directly observed in classroom observations or direct observations of principals 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 intervals specified in the PE/PG system plan.

Requirements for Educator Training

Prior to implementing a PE/PG system, a school administrative unit must provide training to each educator who will be evaluated under the PE/PG system to provide the opportunity for each educator to understand:

- The structure of the system, including the multiple measures of educator effectiveness and the evaluation cycle;
- The names and roles of administrators and others whose decisions impact the educator's rating;
- How to participate in professional development opportunities to assist the educator 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.



Implementation Timeline

Activity	Specifications
2013-14— Development of system	<ul style="list-style-type: none">➤ Initial group of stakeholders (development committee) must be composed of a majority of teachers, endorsed by both the teachers and the board.➤ Decisions must be made by consensus. Failure to reach consensus by June 1, 2015 on the percentage that student learning and growth will weigh in a summative rating results in a default to 20%. Failure to reach consensus on any other element results in default to a state model (to be released in July 2014). An SAU may request additional I time to reach consensus if appropriate.

Implementation Timeline

Activity	Specifications
2014-15—Pilot; adjustments	<ul style="list-style-type: none">➤ As many aspects as possible of the proposed PEPG system should be included.➤ SAUs are encouraged to include student learning and growth measures➤ The pilot should include a large and diverse enough sample to evaluate efficacy and quality of the PEPG system elements➤ Ratings assessed during the pilot year may not be used for employment or compensation purposes➤ A Steering Committee, composed of teachers—some of whom are appointed by the association—must be in place at the start of the pilot.➤ During or after the pilot, any needed adjustments should be made, and the process used to evaluate and adjust the systems recorded for submittal purposes.

Implementation Timeline

Activity	Specifications
Submittal to MDOE for approval 90 days prior to 2015-16 school year	➤ The Maine DOE will advise SAUs as to the process for submittal. Submittal requirements can be found on pages 3-4 of Chapter 180 (link in first paragraph of article).
2015-16—Full implementation	➤ All required components and elements of the PEPG system must be in operation; all teachers and principals in the system must be placed into the evaluation framework.