

## 2016 PEPG SUBMITTAL FORM

### Introduction

Rule Chapter 180, Performance Evaluation and Professional Growth (PEPG) Systems, requires School Administrative Units (SAUs) to submit their local performance evaluation and professional growth systems to the Maine DOE for approval. Approval is contingent on compliance with MRSA Title 20-A, Chapter 508 and Rule Chapter 180. This submittal form allows SAUs to organize their submittal and enter the required information from Rule Chapter 180.

Completion of this form is not only required by Chapter 180, it also provides valuable information to Maine DOE to offer future guidance and support. Effective teachers and principals continually reflect on and seek opportunities to improve their practice. Routine self-assessment, feedback from supervisors and peers, and focused professional development are essential in supporting a teacher or principal in becoming and remaining a skillful educator. With these principles in mind, the Maine legislature enacted the Educator Effectiveness law in 2012. It is the first law in the state's history to require every school administrative unit to implement a Performance Evaluation and Professional Growth (PEPG) system for teachers and principals that includes not only performance evaluation but also intentional structures of support for professional growth.

### Completing the form

- \* Carefully read all response item instructions. Complete each item as indicated.
  
- \* Notice in each of the sections, some items pertain to the pilot year while others pertain to the implementation year.
  
- \* Include details on all elements about which your development committee has made decisionseven if the element is not yet implemented.
  
- \* Using your PEPG handbook, this form will take approximately 4 hours to complete, but it can be completed in more than one sitting. There are a total of 69 items that require responses.
  
- \* Review submittal carefully. Once you "submit" the survey, you will not be able to return to make any changes.
  
- \* Print a copy of your responses prior to exiting the form.

### Organization of the form

This form is divided into four main sections:

- I. SAU Information (11 items-10 minutes to complete)
- II. Teacher PEPG System (27 items- 1.5 hours to complete)
- III. Principal PEPG System (28 items- 1.5 hours to complete)
- IV. Assurances (17 items- 40 minutes to complete)

Each section is further divided into subsections aligned with the elements and processes required in a PEPG system. Each subsection provides an overview of the system requirements as established in MRSA Title 20-A, Chapter 508 and/or Rule Chapter 180, and instructions for submitting content that will serve as evidence of the district's compliance with the law.

Districts are encouraged to download a PDF of the form to review the items and prepare submittal responses prior to approaching this online form. If you make a mistake or need to change an answer after you have submitted the form, contact Educator Effectiveness Coordinator Charles Lomonte, at [charles.lomonte@maine.gov](mailto:charles.lomonte@maine.gov).

Once you have completed your submittal, Maine DOE will review your responses and notify you within 30 days of your submittal with notice of approval, notice of missing or incomplete information, or notice of non-compliance and provisions for support.

# 2016 PEPG SUBMITTAL FORM

## Part I. (SAU) Information

1. SAU Name

2. Enter contact information of the person completing form.

Last name

First name

Role of person  
completing form

Address

City

State

Zip/Postal Code

Email of person  
completing form

Contact phone (xxx)xxx-  
xxxx

Name of superintendent

## PEPG handbook(s)

You must click "submit" or your document will not be uploaded.

Please attach your PEPG handbook(s) for teachers and principals. \*

Choose File

No file selected

Submit

**Part I. (SAU) Information**

**Steering Committee**

Rule Chapter 180 states that, "Each school administrative unit shall form a Steering Committee to regularly review and refine the PEPG system to ensure that it is aligned with school administrative unit goals and priorities. The Steering Committee must include representatives of the local education association, appointed by the local association, teachers, administrators, and other school administrative unit staff."

The structure and proposed operation of a steering committee, including the method of appointing members, must be included in the PEPG system plan. The steering committee must be formed no later than the beginning of the pilot period of the PEPG system.

Complete the names and roles of up to five steering committee members.

3. Steering committee member #1

	Teacher	School Administrator	Central Office Administrator	Association Member	Community Member
Role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Place Name Here

4. Steering committee member #2

	Teacher	School Administrator	Central Office Administrator	Association Member	Community Member
Role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Place Name Here

5. Steering committee member #3

	Teacher	School Administrator	Central Office Administrator	Association Member	Community Member
Role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Place Name Here

6. Steering committee member #4

	Teacher	School Administrator	Central Office Administrator	Association Member	Community Member
Role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Place Name Here

7. Steering committee member #5

	Teacher	School Administrator	Central Office Administrator	Association Member	Community Member
Role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Place Name Here

# 2016 PEPG SUBMITTAL FORM

## Part I: (SAU) Information

8. Describe the mechanism by which the steering committee will regularly review the PEPG system and make adjustments.

9. Briefly describe the consensus-based decision-making process adopted and used by the PEPG steering committee (e.g. 100% of committee votes when making decision).

10. How many steering committee members do you have in each category?

Teacher

School Administrator

Central Office  
Administrator

Association  
Member

Community Member

Other

**Part II: Teacher PEPG System**

**Overall Design: How the parts of the PEPG system fit together**

**Description of Performance Levels**

Each PEPG system must result in placement of educators into one of four summative effectiveness rating categories: Highly Effective; Effective; Partially Effective; and Ineffective. While implementing a PEPG system, an SAU may use different labels for its four rating levels, as long as the levels align with the levels above, and the labels above are used for purposes of applying laws and rules. At least two of the levels must represent effectiveness, and at least one level must represent ineffectiveness.

11. Provide the labels and descriptions of the four rating levels used in the summative effectiveness rating scale for teachers with level four representing Highly Effective.

**Arriving at Ratings on Individual Measures**

12. Please provide the percentage assigned to each of the components used in the summative effectiveness rating of teachers.

Professional Practice	<div style="border: 1px solid black; width: 400px; height: 25px;"></div>
Student Learning and Growth	<div style="border: 1px solid black; width: 400px; height: 25px;"></div>
Other Measure (Please Specify)	<div style="border: 1px solid black; width: 400px; height: 25px;"></div>

13. Select the method used to calculate the professional practice component of a teachers summative effectiveness rating based on standards and rubrics.

- Average of numeric ratings on equally weighted standard indicators
- Average of numeric ratings on differently weighted standard indicators
- Rating based on a decision matrix (e.g. State T-PEPG model)
- Other (please specify)

14. Select the method used to calculate student learning and growth ratings for teachers.

Percentage of students who meet growth targets

Mean performance gap reduction

Other (please specify)

**Part II: Teacher PEPG System**

**Professional Practice**

Professional practice is one of two required measures of teaching effectiveness. The measure is based on a set of standards, indicators and rubrics, and is evaluated through observation and artifacts.

To evaluate the professional practice of a teacher in a PEPG system, the SAU must use a professional practice model that includes performance standards aligned with the InTASC Model Core Teaching Standards, supporting descriptors for each standard as published or endorsed by the creator/sponsor of the standards, and rubrics for each standard.

15. Select the professional practice model used by the SAU to measure teacher effectiveness.

- A. Danielson
- B. Marshall
- C. Marzano
- D. National Board for Professional Teaching Standards Core Propositions
- E. A locally designed professional practice model for teachers that was approved by the Maine DOE.

NOTE: Regardless of whether a teacher is evaluated formally and receives a summative rating in a particular year, observations of professional practice and formative feedback must occur each year and throughout the school year for all educators.

16. Provide text from your PEPG handbook that describes the observation and feedback schedule for a teacher, across multiple years. Be sure to include both the frequency and the type of feedback (evaluative or formative).

17. Select all methods used by the SAU to store and retrieve feedback and data that will inform the supports, professional development and effectiveness ratings.

Commercial digital software (e.g. Randa, iobservation, Teachscape)

Public domain digital software (e.g. google docs)

Paper documents, handled either physically or electronically

Combination of digital software and paper documents

Other (please specify)

**Part II: Teacher PEPG System**

18. Select all sources of evidence, as described in the Teacher PEPG handbook, used to evaluate teacher performance on the professional practice model.

- Teacher-defined artifacts (teacher chooses which artifacts to present)
- System-defined artifacts (PEPG system requires certain types of artifacts)
- Portfolios, Lesson Plans, Student Work Samples
- Unlimited number of artifacts
- Parent surveys
- Student surveys
- Limited number or range of artifacts
- Observations outside the classroom
- Live classroom observations
- Observations of video-taped instruction
- Announced (formal), long observations with pre and post conferences
- Announced, short observations (e.g. announced walkthrough)
- Unannounced, long observations
- Unannounced, short observations

Other (please specify)

19. Describe how the standards within your professional practice model (e.g. Marshall, Marzano, etc.) are weighted.

- Our standards in our professional practice model are weighted equally.
- Our standards in our professional practice model emphasize certain areas over others.

## Measures of Student Learning and Growth

Multiple measures of student learning and growth are one of two required measures of teacher effectiveness. As a factor in the summative effectiveness rating of a teacher, student learning and growth is based on data that measures a change in an instructional cohort's academic knowledge and skills between two points in time, during which the teacher being evaluated has instructional influence. Multiple measures of student learning and growth must be used for each educator being evaluated.

A student learning and growth measure must:

- A. Measure student growth;
- B. Be able to measure growth in identified and intended learning outcomes;
- C. Provide all students in the instructional cohort the opportunity to demonstrate growth in knowledge or skills;
- D. Be able to inform instruction and inform others about the effectiveness of a teacher;
- E. Be administered consistently across similar grade spans, courses or instructional cohorts;
- F. Be used in a way that takes into account differences in growth opportunity across the spectrum, e.g., higher-achieving students shouldn't be expected to make the same quantity of growth as lowest-achieving students.

20. Select all descriptions that apply to the SAU's system of setting or establishing student learning and growth targets.

- Individual teachers or teams of teachers set student growth targets.
- Individual teachers or teams of teachers determine type of student growth target used for a cohort.
- The SAU requires all teachers to use the same type of growth target equation.
- The SAU uses mean performance gap reduction as a standard growth target for all teachers.
- The SAU uses mean performance gap reduction as a standard growth target for most teachers with a few setting individual growth targets.
- Other (please specify)

## Assessments

21. Please provide the percentage of student learning and growth measure assigned to each of the following assessments that will be used as part of teacher PEPG system. (e.g. If a student learning and growth measure is made up of two assessments; NWEA Math 25% and NWEA Reading 75%, then enter these figures below). Indicate 0% for measures not included.

State assessment (MEA) in ELA and Math

Commercial assessments in ELA (e.g. NWEA, Scranton)

Commercial assessments in math (e.g. NWEA Scranton)

Commercial assessments in social studies, science and technology, visual and performing arts, world languages, health education, and physical education

Publicly available assessments such as released MEA or AP exams

District assessments, including rubrics developed collaboratively

District assessments, including rubrics developed by individual teachers

Other

### Other Measures of Effectiveness

22. If you are including other measures of teacher effectiveness in your teacher summative effectiveness rating, please select or list all other measures.

- Professional growth
- Student perception survey
- Other (please specify)

23. Select all elements that are included in the SAU's mechanism or process for ensuring that student learning and growth measures meet the criteria for permissible measures.

The SAU has a designated committee charged with supporting development of student growth measures, including support for the development and selection of assessments and approval of growth measures.

The SAU's administrators review and approve all student growth measures and assessments used in the PEPG system.

The SAU requires that an assessment new to the district be piloted prior to its use in the PEPG system.

The SAU uses the state's Confidence and Commonality Framework when selecting assessments.

The SAU requires that any locally-designed assessment be developed collaboratively or peer-reviewed, be piloted, and be adjusted prior to its use in the PEPG system.

The SAU requires that all assessments be accompanied by instructions for their administration.

Other (please specify)

**Part II: Teacher PEPG System**

**Teacher of Record**

The Teacher of Record is 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 of Rule Chapter 180:

- (1) The student is enrolled in the course or other learning experience taught by that teacher;
- (2) The student was present and was subject to instruction by that teacher at least 80% of the scheduled instructional time for that course or learning experience with that teacher; and
- (3) The student took both the pre-test and post-test designed to measure achievement in that course or learning experience.

**Use of Collective Student Growth Measures**

In recognition that a student's academic growth may be affected by teachers other than the student's teacher of record, a PEPG system may include academic achievement of students outside the teacher's instructional cohort. Any use of a collective measure must:

- A. Be agreed to by teachers to whom it will be applied under the agreement process set forth in the PEPG system plan, and
- B. Comprise not more than one-fourth of the total student growth measure.

24. Select all descriptions above that apply to the SAU's criteria for size of instructional cohorts.

- The SAU has issued written guidance on the size of the instructional cohort.
- A minimum number of students is required for each instructional cohort whose learning and growth will be attributed to a teacher.
- No minimum number of students is required for each instructional cohort whose learning and growth will be attributed to a teacher.
- A maximum number of students is set for each instructional cohort whose learning and growth will be attributed to a teacher.
- No maximum number of students is set for each instructional cohort whose learning and growth will be attributed to a teacher.
- If none of the given descriptions above fit the SAU criteria for size of instructional cohort, please provide a description.

25. Select all teacher of record contexts in your teacher PEPG model.

- Individual teacher of record for a single cohort
- Multiple teachers of record for a single cohort
- Collective attribution outside teacher of record status (e.g. school wide reading measure applied to all teachers' effectiveness ratings).



**Part II: Teacher PEPG System**

26. If you have allowable exemptions of the students in a cohort who have met the legal requirements that establish a teacher of record, provide the text (and page number) from the SAU's PEPG handbook that explains the grounds for exclusions of a student's data from that of the instructional cohort.

**Part II: Teacher PEPG System**

**Peer Review and Collaboration**

Each PEPG system must include a peer review component and opportunities for educators to share, learn and continually improve their practice. An SAU shall specify in its system plans what peer review components will be included and what qualifications will be required of peer reviewers, including, but not limited to, training.

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 is for formative evaluation purposes only, and must not be included in determining the summative effectiveness rating unless the peer reviewer is trained in the evaluation process as required under Section 11 of Rule Chapter 180, and the educator being evaluated chooses to include the peer review as part of the summative effectiveness rating.

27. Provide text from your PEPG handbook that describes the established procedure or mechanism for peer review and collaboration among teachers.

**Part II: Teacher PEPG System**

**Results and Consequences of Summative Effectiveness Ratings for Teachers**

**A school administrative unit must set forth the professional growth opportunities and the employment consequences tied to each rating level. An educator who is rated ineffective must be provided an opportunity to develop and implement a professional improvement plan.**

28. Provide text from your PEPG handbook that describes the mechanism or processes that support ongoing professional growth for all teachers in your PEPG system.

29. Select all results and consequences that are tied to summative effectiveness ratings.

- All teachers are placed on differentiated professional growth or improvement plans based on ratings.
- Only teachers whose performance on a summative rating is ineffective are placed on a written improvement plan.
- The teacher salary scale is tied to summative effectiveness ratings.
- Teachers earn financial compensation for effective or highly effective ratings.
- Teachers who receive summative effectiveness ratings indicating two years of ineffective performance may be recommended for non-renewal.
- Other (please specify)

**Part II: Teacher PEPG System**

**Training of Teachers**

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

- A. The structure of the system, including the multiple measures of educator effectiveness and the evaluation cycle;
- B. The names and roles of administrators and others whose decisions impact the educator’s rating;
- C. How to participate in professional development opportunities to assist the educator in meeting professional practice standards used in the system;
- D. The results and consequences of receiving each type of summative effectiveness rating;
- E. Other aspects of the system necessary to enable the educator to participate fully in the evaluation and professional growth aspects of the system.

30. Who has or will provide training of teachers in the PEPG system elements?

- Outside organization
- The district through a locally developed program
- Combination of a locally developed program and an outside agency
- Other

If an outside organization provided the training, state the name of the organization.

**Part II: Teacher PEPG System**

**Training Evaluators of Teachers**

31. Who serves as evaluators of teachers in your PEPG system? Check all that apply.

- A. Building principal
- B. Other administrator
- C. External evaluator
- D. Trained teachers
- Other (please specify)

**For numbers 32-36, provide text from your PEPG handbook that describes how evaluators of teachers will be trained for:**

32. Understanding the specific professional practice model for teachers selected by the school administrative unit.

33. Conducting pre-observation and post-observation conferences.

34. Observing and evaluating the professional practice of teachers.

35. Developing and guiding professional growth plans.

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

**Part II: Teacher PEPG System**

37. Select all areas in which teachers will receive or have received training or professional development organized by the district.

- Retrieving feedback from digital software
- Understanding practice standards, indicators and rubrics
- Observation and feedback schedule
- Participating in pre and/or post observation conferences
- Gathering, collecting, and presenting evidence
- Setting student learning and growth measures
- Basis of principal rating
- Role of peer in evaluation
- Peer observation
- Formative feedback
- Related forms
- Analyzing evidence
- Professional goal setting
- Self-evaluation
- Arriving at ratings
- Results and consequences of ratings
- Professional growth and improvement plans
- Other (please specify)

Part III Principal PEPG System

**Overall Design: How the parts of the PEPG system fit together**

**Description of Performance Levels**

Each PEPG system must result in placement of educators into one of four summative effectiveness rating categories: Highly Effective; Effective; Partially Effective; and Ineffective. While implementing a PEPG system, an SAU may use different labels for its four rating levels, as long as the levels align with the levels above, and the labels above are used for purposes of applying laws and rules. At least two of the levels must represent effectiveness, and at least one level must represent ineffectiveness.

38. Provide the labels and descriptions of the four rating levels used in the summative effectiveness rating scale for principals with level four representing Highly Effective.

**Arriving at Ratings on Individual Measures**

39. Please provide percentages assigned to each of the components used in the summative effectiveness rating for principals.

Professional Practice	<div style="border: 1px solid black; width: 400px; height: 25px;"></div>
Student Learning and Growth	<div style="border: 1px solid black; width: 400px; height: 25px;"></div>
Other Measure (Please Specify)	<div style="border: 1px solid black; width: 400px; height: 25px;"></div>

40. Select the method used to calculate the professional practice component of a principal's summative effectiveness rating based on standards and rubrics.

- Average of numeric ratings on equally weighted standard indicators
- Average of numeric ratings on differently weighted standard indicators
- Rating based decision matrix (e.g. State T-PEPG model)
- Other (please specify)

41. Select the method used to calculate effectiveness ratings of principals on student learning and growth.

- Aggregate percentage of students who meet growth targets across teachers
- Aggregate mean performance gap reduction across teachers
- Other (please specify)

## Professional Practice

Professional practice is one of two required measures of principal effectiveness. The measure is based on a set of standards, indicators and rubrics and is evaluated through observation, artifacts, and other evidence such as school climate and 360 surveys.

To evaluate the professional practice of principals, a school administrative unit must use a principal evaluation model that includes performance standards that align with the ISLLC 2008 standards; supporting descriptions or indicators for each standard as published or endorsed by the creator /sponsor of the standards, and rubrics for each standard.

42. Select the professional practice model used by the SAU to measure principal effectiveness.

- A. Marshall
- B. Marzano
- C. National Board Core Propositions
- D. The standards and rubrics developed by the Maine Principal's Association (MPA)
- E. A locally designed professional practice model for principals that was approved by the Maine DOE.

NOTE: Regardless of whether a principal is evaluated formally and receives a summative rating in a particular year, observations of professional practice and formative feedback must occur each year and throughout the school year for all educators.

**Part III: Principal PEPG System**

43. Provide text from your PEPG handbook that explains the observation and feedback schedule for a principal, across multiple years (if applicable). The explanation should indicate both the frequency and the (evaluative or formative) level of the observation and feedback.

44. Select the best description of the number and frequency of student growth measures required for principals.

- Two measures annually for all principals
- More than two measures annually for all principals
- Other

If neither of the given descriptions fits the SAU's required number and frequency, describe the number and frequency of student growth measures.

45. Select all methods used by the SAU to store and retrieve feedback and data that will inform the supports, professional development and effectiveness ratings.

- Commercial digital software (e.g. Randa, iobservation, Teachscape)
- Public domain digital software (e.g. google docs)
- Paper documents, handled either physically or electronically
- Combination of digital software and paper documents
- Other (please specify)

46. Select all sources of evidence, as described in the Principal PEPG handbook, used to evaluate principal performance on the professional practice model. Do not include incidental activities that have not been clearly indicated in the handbook.

- Principal-selected artifacts
- System-defined artifacts
- Unlimited number of artifacts
- Limited number of artifacts
- Live observations of post-observation conferences with teachers
- Video-taped post-observations of conferences with teachers
- Observations of faculty meetings or other staff leadership activities
- School climate survey
- 360 survey
- Artifacts, such as written communications and presentations

Other (please specify)

**Part III: Principal PEPG System**

47. Describe how the standards within your professional practice model (e.g. Marshall, Marzano, etc.) are weighted.

- Our standards in our professional practice model are weighted equally.
- Our standards in our professional practice model emphasize certain areas over others.

**Measures of Student Learning and Growth**

Multiple measures of student learning and growth are one of two required measures of principal effectiveness. As a factor in summative effectiveness rating of a 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 in time, during which the principal being evaluated has influence on the instructional program.

A student learning and growth measure must:

- A. Measure student growth in achievement, not solely achievement;
- B. Be able to measure growth in identified and intended learning outcomes;
- C. Provide all students in the instructional cohort the opportunity to demonstrate growth in knowledge or skills;
- D. Be able to inform instruction and inform others about the effectiveness of a teacher;
- E. Be administered consistently across similar grade spans, courses or instructional cohorts;
- F. Be used in a way that takes into account differences in growth opportunity across the spectrum, e.g., higher-achieving students shouldn't be expected to make the same quantity of growth as lowest-achieving students.

48. Provide text from your PEPG handbook that describe the features of the principal PEPG system that link instructional leadership to student learning and growth measures.

49. Please provide the percentage of the student learning and growth measure assigned to each of the following assessments that will be used as part of your principal PEPG system. (e.g. If student learning and growth measure is made up two assessments; NWEA Math- 25% and NWEA Reading 75%, then enter these figures below). Indicate 0% for measures not included.

State assessment (MEA) in ELA/ and Math

Commercial assessments in ELA (e.g. NWEA, Scranton)

Commercial assessments in math (e.g. NWEA Scranton)

Commercial assessments in social studies, science and technology, visual and performing arts, world languages, health education, and physical education

Publicly available assessments such as released MEA or AP exams

District assessments, including rubrics developed collaboratively

District assessments, including rubrics developed by individual teachers

Other

### **Other Measures of Effectiveness**

50. If you are including other measures of educator effectiveness in your principal summative effectiveness rating please select or list all other measures.

- Professional growth
- Student climate survey (as a separate factor in the summative rating)
- 360 Survey
- None
- Other (please specify)

51. Provide text from the PEPG handbook that describe the features of the principal PEPG system that relate specifically to instructional leadership.

### **Method of Combining Multiple Measures**

An SAU shall adopt a method of combining qualitative and quantitative measures of educator effectiveness to determine an educators's summative effectiveness rating. The method may include, but is not limited to:

1. Assigning numerical values to each element in the system and weighting them to provide a single numerical result [or]
2. Creation of a two-dimensional matrix with professional practice on one axis and student learning and growth on the other axis. The intersection of the levels results in one of the four possible ratings (Effective, Highly Effective, Partially Effective, and Ineffective).

52. In the space below, reproduce the scale or matrix that is used to combine all measures of effectiveness into a summative rating for a principal.

**Part III: Principal PEPG System**

**Peer Review and Collaboration**

Each PEPG system must include a peer review component and opportunities for educators to share, learn and continually improve their practice. A school administrative unit shall specify in its system plans what peer review components will be included and what qualifications will be required of peer reviewers, including, but not limited to, training.

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.

53. Describe the established procedure or mechanism for peer review and collaboration among principals.

**Results and Consequences of Summative Effectiveness Ratings for Teachers**

54. Please provide text from your PEPG handbook that describe the processes that support ongoing professional growth for all principals.

55. Select all results and consequences that are tied to summative effectiveness ratings.

- All principals are placed on differentiated professional growth or improvement plans based on ratings.
- Only principals whose performance on a summative rating is ineffective are placed on a written improvement plan.
- The principal salary scale is tied to summative effectiveness ratings.
- Principals earn financial compensation for effectiveness ratings of effective or highly effective.
- Principals who receive summative effectiveness ratings indicating one year of ineffective performance may be recommended for non-renewal.
- Principals who receive summative effectiveness ratings indicating two years of ineffective performance may be recommended for non-renewal.

Other (please specify)

**Part III Principal PEPG System**

**A school administrative unit must set forth the professional growth opportunities and the employment consequences tied to each rating level. An educator who is rated ineffective must be provided an opportunity to develop and implement a professional improvement plan.**

56. Provide evidence that the professional improvement plan for a principal whose rating is ineffective meets the criteria listed above. Include the ratings that result in the improvement plan.

**Training of Principals**

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

- A. The structure of the system, including the multiple measures of educator effectiveness and the evaluation cycle;
- B. The names and roles of administrators and others whose decisions impact the educator’s rating;
- C. How to participate in professional development opportunities to assist the educator in meeting professional practice standards used in the system;
- D. The results and consequences of receiving each type of summative effectiveness rating;
- E. Other aspects of the system necessary to enable the educator to participate fully in the evaluation and professional growth aspects of the system.

**Part III Principal PEPG System**

57. Who has or will provide training of evaluators of principals in the district?

- Provided or will provide training through an outside agency
- Provided or will provide training through a locally developed program
- Provided or will provide training through a combination of a locally developed program and an outside agency
- Other (please specify)

58. Who serves as evaluators of principals in your PEPG system? Check all that apply.

- A. Superintendent
- B. Other administrator
- C. External evaluator
- D. Principals trained as evaluators

**Training of Evaluators of Principals**

**For numbers 59-63, provide text from your PEPG handbook that describes how evaluators of principals will be trained for:**

59. Understanding the specific professional practice model selected by the school administrative unit.

60. Conducting pre-observation and post-observation conferences.

61. Observing and evaluating the professional practice of principals.

62. Developing and guiding professional growth plans.

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

**Part III Principal PEPG System**

64. Select all areas in which principals will receive or have received training or professional development organized by the district.

- Retrieving feedback from digital software
- Understanding practice standards, indicators and rubrics
- Observation and feedback schedule
- Participating in pre and/or post observation conferences
- Gathering, collecting, and presenting evidence
- Setting student learning and growth measures
- Basis of principal rating
- Role of peer in evaluation
- Peer observation
- Formative feedback
- Related forms
- Analyzing evidence
- Professional goal setting
- Self-evaluation
- Arriving at ratings
- Results and consequences of ratings
- Professional growth and improvement plans
- Other (please specify)

**Readiness for Full Implementation**

65. Select the one best description in each area of your SAU's readiness to implement your PEPG system.

	Not ready to implement	Partially ready to implement	Ready to implement	Confidently ready to implement
Professional Practice Model for Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Learning and Growth Measures for Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Practice Model for Principals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Learning and Growth Measures for Principals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Part IV: Assurances**

66. Note: This assurance section is to be completed by the superintendent of each SAU.

I understand by checking the following I am assuring the Maine Department of Education our district has complied with the following in accordance with MSRA Title 20 A Chapter 508 and Rule Chapter 180.

- The SAU obtained informed consent of a majority of teachers in the district in the development of their PEPG systems.
- The SAU established a development committee.
- The SAUs development committee was composed of a majority of teachers.
- The SAU's development committee used a consensus decision-making process to develop their system.
- The SAUs development committee reached consensus on professional practice models, and proportionate weight of student growth measures.
- The SAU understands IF the development committee failed to reach consensus on the issue of the proportionate weight of student learning and growth measures by July 15, 2016, the proportionate weight of the student learning and growth measure in that SAU must be 20%.
- The SAU understands IF the development committee failed to reach consensus on any issue in addition to the proportionate weight of the student growth measure by July 15, 2016, the SAU will adopt one of the State Model PEPG systems developed pursuant to section 16 of Rule Chapter 180. Upon request by the entire membership of the committee, the commissioner may provide additional time to the group to reach consensus.
- The SAU has complied with the teacher of record requirements as described in Section 7.2 in Rule Chapter 180.
- The SAU uses an SLO framework (or comparable structure) to develop and record student learning and growth as described in section 7.4 in Rule Chapter 180.
- The SAU included the state assessment as one measure of student learning and growth for teachers of ELA and math in grades 4-8.
- The SAU provides each educator who will be evaluated under this rule the name and contact of the administrator overseeing the evaluation.
- The SAU conducts a "full evaluation" for teachers and principals leading to a summative effectiveness rating at least every three years.
- The SAU conducts observations of professional practice for formative feedback each year.
- The SAU provides each educator with a written evaluation that includes recommendations and commendations that describe educator effectiveness.
- The SAU understands that an educator's written evaluation, evaluation documentation and summative effectiveness rating are confidential personnel records, in accordance with Title 20-A, section 6101, subsection 2.
- The SAUs PEPG system includes a peer review component in accordance with Section 12.4 of Rule Chapter 180.
- The SAU provides each educator with a rating of "ineffective" with a professional improvement plan as described in Section 13.2 of Rule Chapter 180.
- The SAU understands that final approval of this PEPG plan by the Maine Department of Education is contingent on receipt of the SAU school board minutes approving the plan. A copy of minutes should be emailed to [charles.lomonte@maine.gov](mailto:charles.lomonte@maine.gov).