



Teacher Evaluation and Professional Growth Program

A Handbook for Teachers

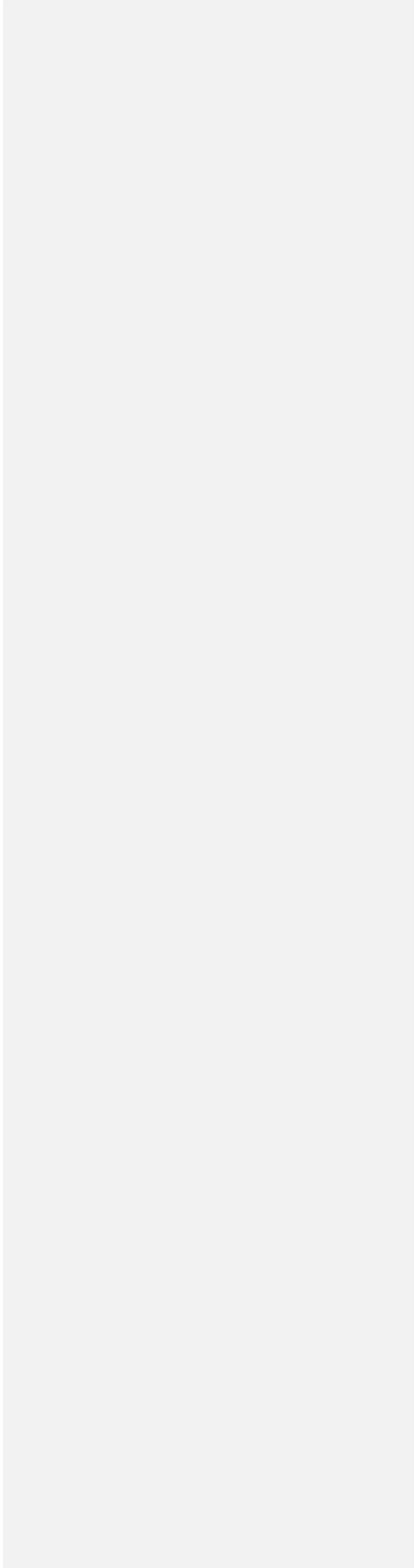
For

In Collaboration with the Maine Department of Education

2013

Comment [ZM1]: District: Add district name

Comment [ZM2]: District: Add month



The (District name) Teacher Evaluation and Professional Growth Program

A Handbook for Teachers

Comment [ZM3]: District: Add district name

2013

Comment [ZM4]: District: Add month

In Collaboration with the Maine Department of Education



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The Maine Schools for Excellence Vision

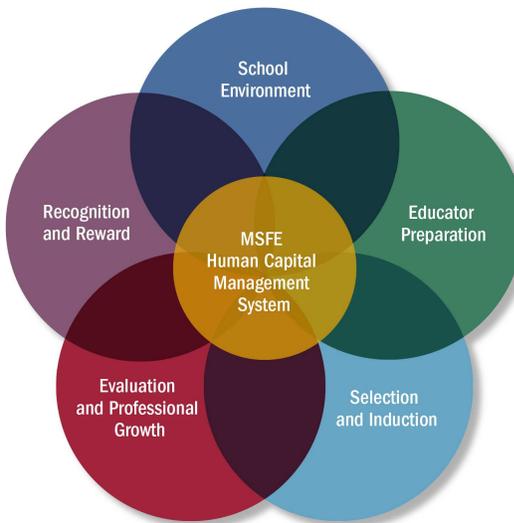
Improving student learning and educator effectiveness is at the heart of the Maine Schools for Excellence (MSFE) initiative, which is the umbrella for a 5-year Teacher Incentive Fund (TIF) grant from the U.S. Department of Education. The TIF 4 grant is assisting selected districts in their design and implementation of comprehensive human capital management systems.

As a participating TIF 4 MSFE district, (district name) will implement strategies that address the five components of the MSFE human capital management system in the figure below.

Comment [ZM6]: District: Add district name

Figure 1. The MSFE Human Capital Management System

The teacher evaluation and professional growth (TEPG) program builds on strong educator preparation, selection, and induction, which, in turn, will inform recognition and rewards. Underlying all of these strategies is the necessity of building a positive, collegial school environment where all educators can grow and thrive. A similar model program for leaders—the leadership evaluation and professional growth program—has been created with school leaders as the focus.



The vision of MSFE is as follows:

- **To** enhance educator effectiveness and student learning
- **For** the benefit of all stakeholders, including students, educators, parents, and the community
- **By developing** an integrated and coherent human capital management system that aligns with the district mission and includes the following key features for all educators: regular, specific measurement and feedback; ongoing, targeted professional development; and fair and equitable recognition and rewards
- **So that** schools can better attract and retain high-performing educators and benefit from a workforce of teachers and administrators who are aligned in purpose, teamed in their efforts, and motivated to succeed in delivering high-quality instruction to students

The [redacted] TEPG Program: Purpose and Goals

The MSFE TEPG program outlines a core teacher evaluation framework, which will serve as the foundation for each TIF 4 MSFE district's local teacher evaluation and professional growth program. (District name) identified the following programmatic purposes:

- Encourage shared language around the craft of teaching and supports collaboration within and across schools, ultimately fostering improvement in teaching practices and positively impacting students' learning
- Purpose 2
- Purpose 3

To ensure (district name) meets the purpose(s) above, (district name)'s goals are as follows:

- Goal 1
- Goal 2

Comment [ZM7]: District: Add district name

Comment [ZM8]: District: Add district name

Comment [ZM9]: District: Insert additional purposes. (If you do not have additional purposes, delete these bullet points.)

Comment [ZM10]: Add district name here

Comment [ZM11]: District: If there is only one purpose, remove the s.

Comment [ZM12]: District: Add district name

Comment [ZM13]: District: Insert additional district goals. (If you do not have additional goals, delete everything after the work learning.)

Did you know?

A similar evaluation program for leaders—the leadership evaluation and professional growth (LEPG) program—has been created with school leaders as the focus.

(District name) TEPG Process and Timeline

The (district name) TEPG program calls for an ongoing series of conversations and activities that emphasize formative feedback and professional growth throughout an annual cycle of evaluation. Individual teachers, in collaboration with grade-level and/or subject-area teams and administrators, take a leading role at each step of the process. The process can be illustrated in four overlapping steps (Figure 2). This handbook will provide details about each step and what teachers can expect throughout the process.

Figure 2. MSFE Teacher Evaluation and Professional Growth (TEPG) Process



Step 1: Expectations and Goal Setting

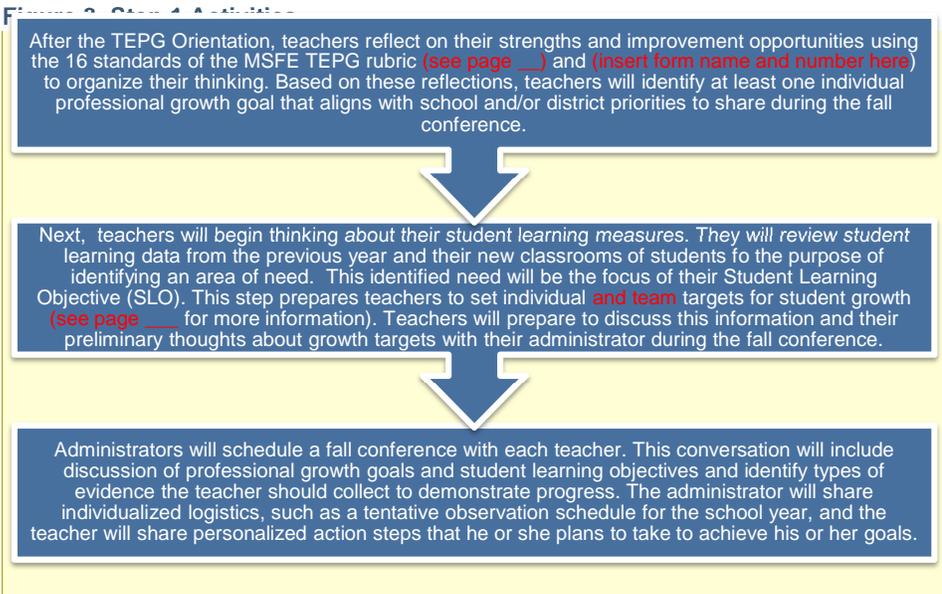
The first step in the TEPG process occurs at the beginning of the school year and sets the stage for a positive, collaborative evaluation and professional growth process for the coming year. First, school administrators will hold a TEPG orientation meeting for all teachers to:

- Share district and school goals and expectations for the coming year
- Determine local criteria for which all teachers will gather evidence
- Identify evidence types and amount of evidence to be collected

Teachers will participate in a series of activities (see Figure 3) that synthesize Step 1.

Comment [ZM14]: District: Add district name

Comment [ZM15]: District: Add district name



Comment [ZM16]: District: Once document is final, add the correct page numbers and form names in the red areas. If your district decides not to include a team SLO, remove the words *and team*.

Step 2: Evidence, Feedback, and Growth

Step 2 of the TEPG evaluation process occurs throughout the year and involves the tangible evaluation process utilizing a multiple measures approach (see Figure 4). Teachers and administrators collaborate throughout this step in the evaluation and professional growth cycle to ensure that there are no surprises at the end of the school year.

Figure 4. TEPG Multiple Measures

Professional Practice	<ul style="list-style-type: none"> • Classroom observations • Teacher-led evidence collection
Professional Growth	<ul style="list-style-type: none"> • Goal setting • Goal progress and attainment
Learner Perception	<ul style="list-style-type: none"> • Student survey
Learner Growth	<ul style="list-style-type: none"> • Standardized test measures (if available) • Student Learning Objectives (SLOs)

Classroom Observations

The TEPG program incorporates both formal and informal observations of classroom practice (Table 1). Observations are an opportunity for teachers to showcase their knowledge and skills. Each observation adds to the body of evidence an administrator has about a teacher's performance while

also providing an opportunity to build a shared understanding of what good teaching and learning look like and how a teacher can continue improving his or her craft in the service of students.

Table 1. Observation Requirements

	Formal Observations	Informal Observations
Probationary teachers	At least one	Multiple
Continuing contract teachers in a formal evaluation year	At least one	Multiple
Continuing contract teachers in an informal evaluation year	None required	Multiple

Comment [ZM17]: District: Edit any requirement changes.

Note: Probationary teachers are formally observed at least one time during the year, in addition to three mentor observations (non-evaluative) as required for certification. Continuing contract teachers in a formal evaluation year are formally observed at least once, whereas those teachers in an informal evaluation year may not be formally observed.

Formal Observations. Formal observations will be scheduled by administrators in advance in collaboration with the teacher and should be approximately the length of a lesson. Administrators may choose to formally observe certain teachers more frequently, particularly if a teacher is struggling, has requested targeted feedback, or is in a new grade level or subject area.

The formal observation cycle includes the following:

- **Pre-observation preparation**
- **Observation of a full lesson**
- **Post-observation conference**

Did you know?

Although principals and assistant principals usually conduct formal observations, other trained observers, including curriculum coordinators, department chairs, and/or district-level administrators, may also conduct these observations.

Pre-observation preparation can be in the form of a short conversation or some written context about the classroom, the students, and the lesson content. Administrators will schedule a formal observation cycle in advance, so teachers have time to prepare the necessary documents (see Form __) for review. Pre-observation preparation provides an opportunity for a teacher to share evidence of lesson and unit planning and how a teacher uses student data to inform his/her lessons.

Comment [ZM18]: District: Add form name.

The observation will take place within five (5) school days of the pre-observation preparation. During the observation, the administrator will use a laptop, iPad, or notebook to gather evidence that he/she sees and hears (see Appendix __). The administrator will not interrupt the teacher during the lesson, however, the administrator might ask individual students questions throughout the observation.

Comment [ZM19]: District: If your timeline differs, enter the accurate timing here.

Comment [ZM20]: District: Add Appendix letter.

Post-observation conference will take place within ten (10) school days of the observation. Prior to the conference, teachers will receive a copy of the observation notes and should take an opportunity to self-assess their performance and reflect on the lesson (see Form __). During the conference, the teacher and administrator will discuss the evidence, alignment to the rubric, and ratings for the standards. Administrators and teachers will check progress towards professional goals and identify areas of improvement and next steps for the teacher to pursue.

Comment [ZM21]: District: If your timeline differs, enter the accurate timing here.

Comment [ZM22]: District: Add form name

Informal Observations. Informal observations are typically short five- to 10-minute classroom visits, although they may also last for an entire class period. Administrators will visit classrooms of their

choice or if requested to provide specific feedback by any teacher. They could focus on one or many standards of the MSFE TEPG rubric. Any evidence gathered during informal observations is part of the collected body of information that administrators use to assign performance ratings for each standard at the end of the evaluation cycle.

Non-Evaluative Peer Observations

At least once during the school year, each teacher will be observed by a peer, and a feedback session will follow the observation. The peer observer will observe the agreed lesson and record evidence of practice in the focus areas using Form __. After the observation, the teacher and the peer observer will participate in a confidential growth-focused conversation. See Appendix __ for more information.

Comment [ZM23]: District: Clarify expectations for peer observations, if any. d form names and Appendix letter for red text in text box

Multiple Measures of Student Learning

The MSFE TEPG program requires a classroom-level student growth percentile measure using the New England Common Assessment Program (NECAP) if it is available and one additional student growth measure (See Table 2). Teachers will use real-time data on their classrooms of students to establish these learning targets as part of the SLO process. They will revisit these SLOs throughout the year (See Figure 5).

Table 2. Student Learning Measures by Teacher Roles and Responsibilities

	State Assessment: NECAP/SBAC		Student Learning Objectives (SLOs) ¹	
	Individual Teacher	Grade, Subject, or School Team	Individual Teacher	Grade, Subject, or School Team
Teachers with regular instructional responsibilities, in grades and subjects where assessments are required under ESEA	1	Optional	1	Optional
Teachers with regular instructional responsibilities, in grades and subjects where assessments are not required under ESEA	N/A	Optional	2	Optional
Teachers without regular instructional responsibilities, in grades and subjects where assessments are not required under ESEA	N/A	Optional	2	Optional

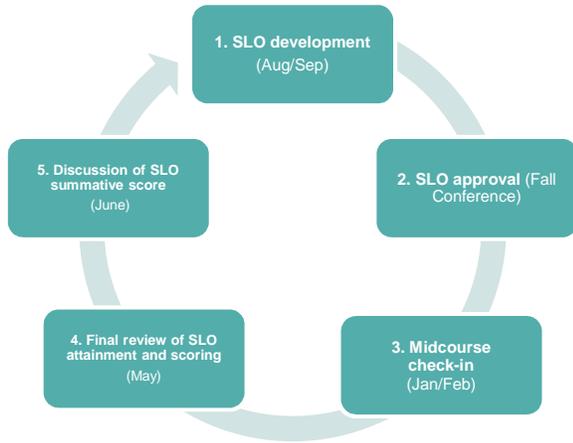
Comment [ZM24]: District: Enter team SLO expectations for the TEPG here. If team SLOs are not part of your TEPG, update the table. As a side note, remember that team SLOs must be included in the Recognition and Reward Framework.)

Newport & Millinocket chose to make this optional

Note. SBAC = Smarter Balanced Assessment Consortium; ESEA = Elementary and Secondary Education Act.

¹ SLOs allow teachers and administrators to measure a teacher's progress in moving students from a baseline measure toward an agreed-on learning target. More information on support on SLOs will be provided throughout the year. TEPG Handbook for Teachers

Figure 5. SLO Process Steps and Timing



Teacher-Led Collection of Evidence

Teachers will collect and submit evidence (see Form ___) in three to five focus areas of the MSFE rubric, as communicated during the TEPG orientation. Teachers will also track their professional goals and SLO progress throughout the evaluation cycle to ensure that they are on track for achieving their goals. Goal-related evidence will be shared with the administrator at the post-conference(s).

Comment [ZM25]: District: Add form name

Learner Perception Data

While classroom observations have traditionally been the primary method of gathering evidence about instructional effectiveness, no observer has more direct experience observing instruction than the students in the classroom.

“No one has a bigger stake in teaching effectiveness than students. Nor are there any better experts on how teaching is experienced by its intended beneficiaries. But only recently have many policymakers and practitioners come to recognize that—when asked the right questions, in the right ways—students can be an important source of information on the quality of teaching and the learning environment in individual classrooms.”

-Asking Students about Teaching
MET Project, 2012

The Learner Perception Survey for (district name) is (survey name). See Appendix ___ for an overview of the survey.

Comment [ZM26]: District: Once a decision is made, add district name and name of instrument.

Comment [ZM27]: District: Add overview of survey to Appendix and insert the Appendix letter here.

Step 3: Reflection and Rating

Many of the ongoing activities in Step 2 of the evaluation and professional growth cycle occur concurrently with Step 3. For example, teachers reflect throughout the cycle as they gather evidence of their practice through artifacts and receive feedback from observations. Administrators use the evidence gathered during Step 2 to determine a summative rating at the end of the cycle. This summative rating should never be a surprise—it is built upon a year of conversations and feedback.

Self-Evaluation and Submission of Evidence

Toward the end of the evaluation cycle, each teacher will self-evaluate his/her performance on each of the 16 standards in the MSFE TEPG rubric and prepare a brief explanation for each rating (see Form ____). This self-evaluation should focus on the teacher-collected evidence, goal progress, feedback from the administrator and the teacher's perspective on his or her performance in each standard. Evidence refers to information that is gathered during the course of regular responsibilities; it should reflect authentic practice and not be manufactured especially for evaluation purposes.

Comment [ZM28]: District: Add form name

Summary Evaluation Conference

Prior to the scheduled conference, the administrator will draw on evidence which may include the teacher's self-evaluation and other submissions, administrator observations, learner perception data, and SLOs to determine preliminary ratings for each standard. The administrator will compare that evidence to the performance descriptors in the MSFE rubric and determine the rating that best fits the preponderance of evidence. The administrator will also develop draft recommendations for professional development to accompany two to three focus standards.

During the 45- to 60-minute summary evaluation conference, the teacher will report on his or her progress toward professional growth goals and SLOs and highlight the key evidence that was submitted. The teacher and administrator will review the administrator's preliminary standard-level ratings, focusing on specific feedback and recommendations (see Form ____).

Comment [ZM29]: District: Add form name

Performance Ratings

Soon after the summary evaluation conference, the administrator will assign a final rating for each standard in the MSFE rubric and review compiled evidence of goal attainment, standardized student learning measures (if available), learner perception data gathered through the student survey, and SLO attainment. See the "Summative Effectiveness Ratings" section on page ____ for more details about how these measures are combined into a single summative rating for the TEPG program.

Did you know?

In preparation for combining all measures into a summative effectiveness rating, the following categories of measures will be assigned a score of 1 (Did not meet/ Low/Ineffective) to 4 (Exceeds/ High/Distinguished).

- ❖ Professional practice
- ❖ Professional growth
- ❖ Learner perception
- ❖ Learner growth

Comment [ZM30]: District: Add district determined timing here. In the Did you know box, remove "Learner Perception" as a category of measures if you chose not to include this in your model.

Comment [ZM31]: District: Add page number when final.

Step 4: Plans and Pathways

In the final step of the TEPG process, teachers and administrators will use evaluation information to create individualized, personal professional growth plans for the following evaluation cycle. There are three possible plans, as outlined below.

Individualized Growth Plan

Continuing contract teachers performing at a **distinguished** or an **effective** level of performance will be placed on three-year individualized growth plans. A summative rating is issued each year based on the following information:

- Year 1 of the plan focuses on goals and includes informal observations and monitoring of student growth measures
- Year 2 of the plan focuses on goals and includes informal observations and monitoring of student growth measures
- Year 3 of the plan includes Steps 1-4 of the TEPG program

If at any time an administrator has evidence that a teacher is no longer performing at the effective level, the teacher may be placed on an annual evaluation cycle.

Monitored Growth Plan

Continuing contract teachers performing at a **developing** level will be placed on one-year monitored growth plan, which will, at a minimum:

- Include Steps 1-4 of the TEPG program
- Identify areas of improvement
- Identify goals that target these areas with an accompanying action plan and timeline

In addition, each teacher on a monitored growth plan will be assigned an effective or a distinguished teacher to support him or her during the process. For probationary teachers, this supporting teacher is the new teacher mentor.

A note about Probationary Teachers: All probationary teachers will be placed on a monitored growth plan for each year of the probationary period regardless of their summative effectiveness ratings. A teacher in the final year of his or her probationary status must achieve a summative effectiveness rating of effective or distinguished to be considered for continuing contract status.

Directed Improvement Plan

A continuing contract teacher with a summative effectiveness rating of **ineffective or two consecutive ratings of developing** will be placed on a directed improvement plan. The directed improvement plan involves:

- Full participation in Steps 1-4 of the TEPG program, with targeted supports and a shorter timeline for improvement, between 60 days and one school year.
 - Identification of the standards in need of improvement
 - Identification of the goals that will target these areas with an accompanying action plan and timeline to achieve an overall effective summative rating.
- In addition, each teacher on a directed growth plan will be assigned an effective or a distinguished teacher as a mentor/coach and will be observed by at least 2 different administrators who will collaborate in determining the final summative effectiveness rating. If the teacher subsequently receives a summative rating of effective or distinguished, they will be placed on the individualized growth plan for the next evaluation cycle. If the teacher receives a rating of ineffective at the end of a directed growth plan, he or she may be recommended by the superintendent for nonrenewal. If this teacher is rated as developing, he or she may be placed on a monitored growth plan for an additional year or may not be renewed, subject to a decision by the superintendent. A teacher on a directed growth plan who is moved to a monitored growth plan the following year must achieve a rating of effective or distinguished by the third year; otherwise, he or she will not be renewed.

The template only had the 1st 3 lines. I cut & paste the rest from the model.

The MSFE Teacher Evaluation and Professional Growth Rubric

The MSFE TEPG rubric (see Appendix ___) was developed in collaboration with the National Board for Professional Teaching Standards, TIF 3 MSFE schools, and American Institutes for Research. It is a Maine-specific description of effective teaching practices built on the National Board's Core Propositions. Each Core Proposition is broken down into a series of behavior-based measureable Standard Indicators. (See Table 3)

The MSFE rubric guides self-assessment, the goal-setting process, the collection of evidence throughout the annual evaluation cycle, feedback from peer observers, and ratings of teacher performance.

Table 3. MSFE TEPG Core Propositions and Standard Indicators

Core Proposition	Standard Indicator
1. Teachers are committed to students and their learning.	1-a. Understanding of Students: Teacher recognizes individual differences and knows the backgrounds, abilities, and interests of his/her students and adjusts practice accordingly.
	1-b. Application of Learning Theory: Teacher demonstrates an understanding of how students develop and learn.
	1-c. Classroom climate: The teacher treats students equitably and fosters a safe, stimulating, supportive and collaborative climate where all students feel respected and are encouraged and expected to participate.
	1-d. View of the Whole Child: The teacher supports the development of the whole child, modeling dispositions and employing approaches that extend learning beyond the cognitive capacity of students.
2. Teachers know the subjects they teach and how to teach those subjects to students.	2-a. Subject knowledge The teacher demonstrates an understanding of how knowledge and skills in his/her subject domain are created, organized, and linked to those of other disciplines.
	2-b. Pedagogical content knowledge The teacher is knowledgeable of his/her subject domain (e.g., concepts, constructs, content) and conveys this knowledge clearly to students using specialized instructional skills.

Comment [ZM32]: District: Add Appendix letter.

	2-c. Goal-focused planning The teacher plans and implements instruction rich in higher order thinking to meet clearly identified goals and objectives for student learning.
3. Teachers are responsible for managing and monitoring student learning.	3-a. Instructional approaches The teacher utilizes a variety of instructional approaches to generate multiple pathways for students as they work to meet identified goals and objectives.
	3-b. Classroom organization and grouping The teacher creates an organized classroom that involves and engages all students, maximizes learning time, and enhances student learning in a variety of group settings.
	3-c. Student engagement The teacher encourages and clearly communicates expectations for student involvement in the learning process that results in a high level of student engagement.
	3-d. Assessment of student progress The teacher employs multiple methods to regularly measure student growth and progress and uses this information to inform instruction.
4. Teachers think systematically about their practice and learn from experience.	4-a. Adjustment to instructional plans The teacher continually reflects on his/her instructional decision-making and modifies instructional approaches and interactions, making decisions based on student learning needs and best practices.
	4-b. Continuous professional growth The teacher uses educational research and feedback from others to identify and pursue professional development opportunities that facilitate relevant and appropriate professional growth.
5. Teachers are members of learning communities.	5-a. Professional collaboration and leadership Teacher contributes to school effectiveness by collaborating with other professionals on activities related to the strategic priorities of the school and district.
	5-b. Engagement with caregivers and community Teacher engages in ongoing communication and collaboration between home/caregivers and the greater community to enhance student learning and school effectiveness.
	5-c. Professionalism The teacher presents himself/herself (e.g., in interactions with students, colleagues, primary caregivers, and the public) in a professional manner that reflects the district's high standards of ethics and excellence.

Note: Prepared from the National Board for Professional Teaching policy statement, *What Teachers Should Know and Be Able to Do*, a cornerstone of the system of National Board Certification and guide to school districts, states, colleges, universities and others interested in strengthening the education of America's teachers. www.nbpts.org.

MSFE TEPG Rubric Performance Levels

The MSFE TEPG Rubric describes a continuum of practice for each standard indicator and includes four detailed levels of performance. Each performance level is briefly defined in Figure 6.

Figure 6. Overarching Performance Level Definitions

<p>Ineffective</p> <p>Teacher displays poor performance levels, consistently not meeting goals and expectations. Significant evidence of poor teacher performance is available. Teacher is recognized by others (teachers, administration, students, and/or parents) for needing significant development to achieve acceptable levels of performance.</p>	<p>Developing</p> <p>Teacher displays below average performance levels, sometimes not meeting goals and expectations or only meeting goals after established timeframes. Evidence of below average teacher performance is available. Teacher is recognized by others (teachers, administration, students, and/or parents) for needing some development to achieve acceptable levels of performance.</p>	<p>Effective</p> <p>Teacher displays average or above average performance levels, consistently meeting goals and expectations within established timeframes. Evidence of expected teacher performance is available. Teacher is recognized by others (teachers, administration, students, and/or parents) for fully proficient performance.</p>	<p>Distinguished</p> <p>Teacher displays exemplary performance levels, consistently exceeding goals and expectations within established timeframes. A significant amount of evidence of high teacher performance is available. Teacher is recognized by others (teachers, administration, students, and/or parents) for exemplary performance.</p>
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The lowest level of performance—**ineffective**—describes actions and behaviors of a teacher’s practice that adversely impacts students and their learning. A teacher’s practice at this level reflects a lack of understanding of students, content, and/or pedagogy. The second level of performance—**developing**—describes teaching that reflects an inconsistent knowledge and application of content, instructional strategies and behaviors. The practices of teachers who are new to the profession, a grade level or subject area may indicate this level of performance as they develop their craft. The third level of performance—**effective**—represents consistent expectations for teacher performance. Practice at this level demonstrates a solid understanding of content and pedagogy and how to make learning experiences relevant to students. The top level of performance—**distinguished**—describes a teacher’s practice that consistently reaches above and beyond the expectations. Practice would regularly reflect continued improvement and foster an inquiry-based culture of learning.

Did you know?
The MSFE TEPG rubric performance levels define the level of teaching from the snapshots of teaching practice observed and documented throughout the process. The performance levels **do not** define the teacher.

(Insert district name) Rubric Modifications and Examples of Evidence

Comment [ZM33]: District: Provide additional clarification of rubric or examples, as decided by the steering committee. If there are none, delete this text.

Summative Effectiveness Rating

At the end of the evaluation year, each measure receives a rating, and then the ratings are combined numerically, with the weighting for each measure as presented in Table 4.

Table 4. Ratings and Weightings

	Professional Practice	Professional Growth	Learner Perception	Learner Growth
Measures	Performance on each of the 16 Standard Indicators of the MSFE TEPG Rubric	Professional growth goal progress and attainment	Students' perceptions of teaching quality and reports of their engagement	Student growth and improvement
Rating scale	Ineffective = 1 Developing = 2 Effective = 3 Distinguished = 4	Did not meet = 1 Partially met = 2 Met = 3 Exceeded = 4	Low = 1 Low average = 2 High average = 3 High = 4	Did not meet/low = 1 Partially met /low average = 2 Met/high average = 3 Exceeded/high = 4
Sources of evidence	Observations, conferences, and teacher-led collection of evidence	Conversations and documents related to professional goal progress	Student survey results	Student growth data from NECAP, SLO progress
Calculation	Average all ratings to determine overall rubric rating	Determine overall goal rating	Translate survey results into a 1–4 scale	Rate performance for each measure and average
Weight	40%	10%	10%	40%

After all of the weights are applied and all of the measures are averaged together, the administrator determines the summative effectiveness rating associated with the raw score:

- Ineffective: less than 1.5
- Developing: 1.5–2.4
- Effective: 2.5–3.4
- Distinguished: greater than 3.4

A discrepancy of two or more rating levels between the professional practice and learner growth categories of measures warrants further review before a summative effectiveness rating can be determined. In such cases, the administrator will review the evidence underlying the discrepancy and present a written explanation for the discrepancy and rating recommendation to the superintendent. The superintendent or a designated district-level committee will make the final rating determination. Regardless of the final rating, this teacher's plan for the subsequent evaluation cycle must address the identified area(s) of need.

Comment [ZM34]: District: Modify this text as appropriate to reflect your summative rating approach if it differs from the model approach.

Comment [ZM35]: District: Add to this row to describe the process of rating individual measures if more detail is available.

Comment [ZM36]: District: Enter weights for each category of measure here. The minimum weight for each category is 10%; except for Learner Growth, which must be at least 25%.

Comment [ZM37]: District: Adjust cut-points for each rating here, if necessary. Note that the low end of the Effective rating must correspond with the "base" column of the Summative Rating measure in the Recognition and Reward Framework.

Resources for Teachers

School-based TEPG Facilitators

Schools will have identified TEPG facilitators who will serve as “experts” in TEPG. These roles will be filled by current classroom teachers as a way to build school capacity and teacher leadership. TEPG facilitators will be able to answer questions, facilitate professional development, and be a resource for teachers and school leaders on TEPG related questions.

Professional Development

To provide ongoing, “just-in-time” support to all teachers, six 3-hour professional development modules have been created to dive into the MSFE TEPG Rubric and the 4-Step TEPG process. These sessions will be offered locally by TEPG facilitators and locally modified to meet current needs. The timing of the sessions will be determined by the facilitators in consultation with school leaders and teachers.

Website

There are resources available, including this handbook, forms, and training modules available on the MSFE website <http://www.maine.gov/doe/excellence/index.html>. You can find district-specific resources at |

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|
|
Contacts

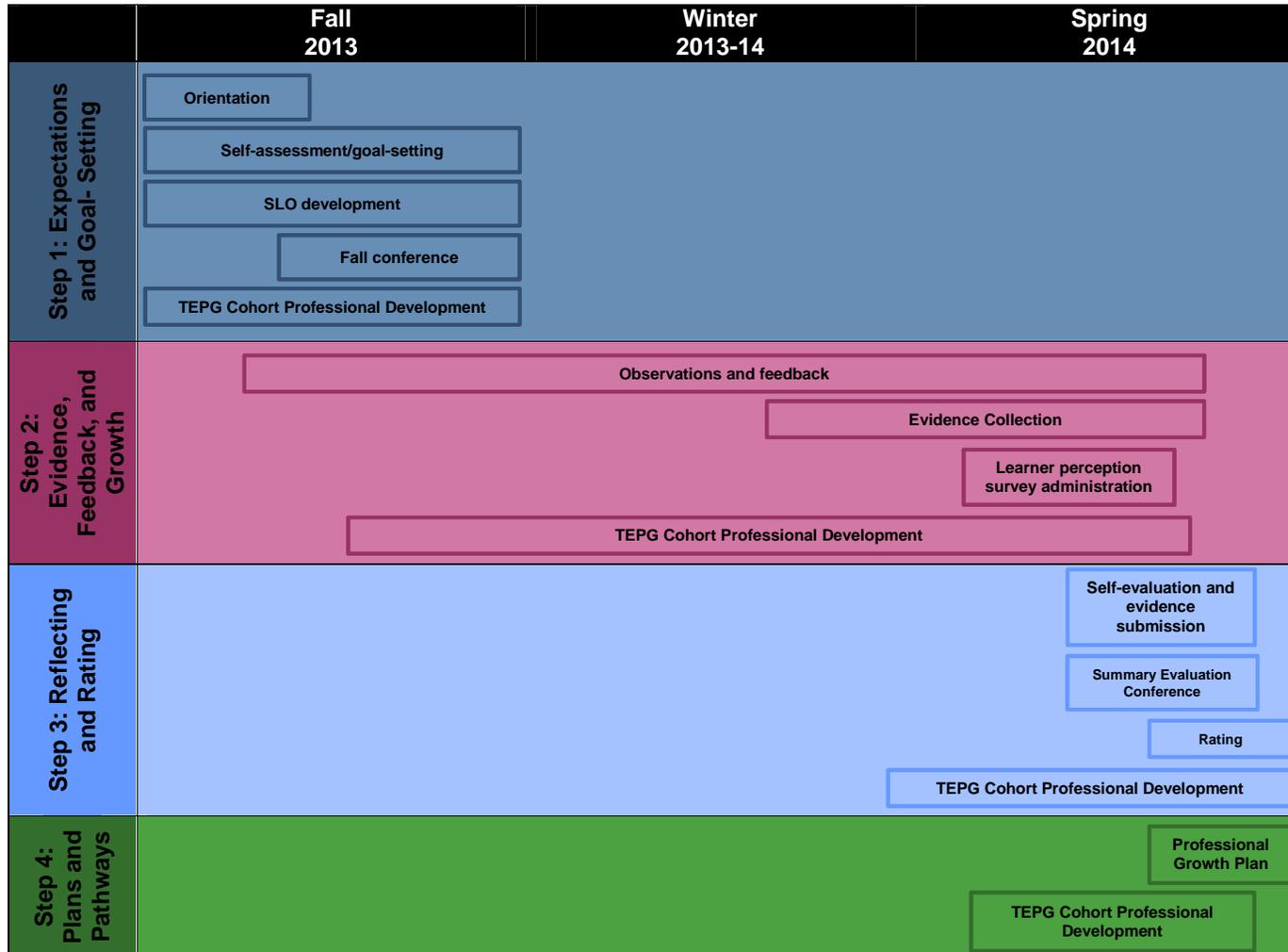
Comment [ZM38]: District: Enter web address or direct teacher to location/person with additional resources.

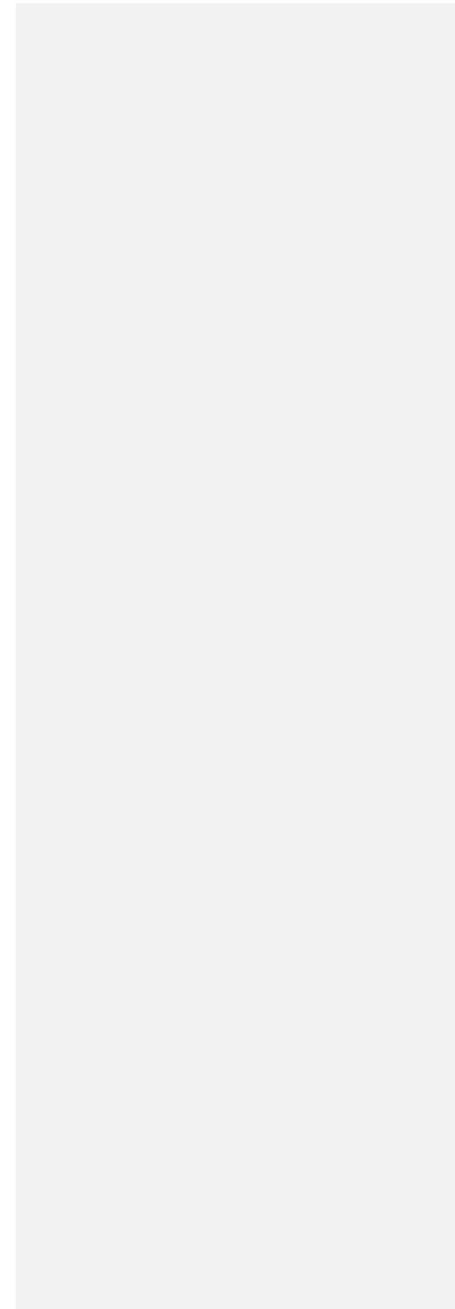
Comment [ZM39]: District: Enter your website information here.

Comment [ZM40]: District: Enter your district name and names of contacts for TEPG.

TEPG Year-at-a-Glance

Comment [ZM41]: District; If you make changes to items or timing, edit this chart accordingly.





Appendix A. Tools and Forms

MSFE TEPG Rubric

Self-assessment Forms

Goal-setting Forms

Peer Observation Forms

Evidence Collection Forms

Pre-observation Preparation Form

Post-observation Conference Form

Summative Effectiveness Rating Report

Individual Growth Plan

Monitored Growth Plan

Directed Growth Plan

Appendix B. Glossary of Selected Terms

Term	Description
Chapter 180	Chapter 180 (Title 20-A MRSA Ch. 508 § 180) is the rule that establishes standards and procedures for implementation of performance evaluation and professional growth systems for Maine educators. It is part of Title 20-A, Chapter 508 of the Maine Revised Statutes.
Human Capital Management System (HCMS)	HCMS is a district-wide approach to recruiting, retaining, and developing effective teachers and principals that strategically addresses the full spectrum of educator effectiveness policies and practices—preparation, recruitment, hiring, placement, induction, dismissal, compensation, professional development, tenure, working conditions, and more—and ensures alignment and coherence across them.
Leader Evaluation and Professional Growth (LEPG)	The LEPG program is a comprehensive performance assessment system for school leaders. The program is designed to reinforce a culture of learning that advances student learning and engagement, attracts and retains the best teachers, and improves teacher and school performance. The LEPG program is built on National Board for Professional Teaching Standards' core propositions and standards of accomplished leadership. Performance on the evaluation is part of a scorecard that is tied to the Performance Based Compensation (PBC) program. The LEPG is a critical element of the MSFE human capital management system and is a core requirement of the TIF grants. (See also TEPG, the equivalent system for teachers).
Maine Schools for Excellence (MSFE)	MSFE is the official name given to the TIF 3 and TIF 4 projects aimed at enhancing district-wide educator effectiveness and student learning. Technically, individual schools and districts are involved either in TIF 3 or in TIF 4. However, all TIF schools and districts are part of the overarching MSFE initiative.
Multiple Measures	The term “multiple measures” is frequently used in discussions about educator evaluation and is shorthand for two different concepts: <ol style="list-style-type: none">1. Multiple measures of student learning—the use of a variety of sources of student learning data, such as learning growth/value-added measures, standardized assessment scores, curriculum-based assessments, teacher-created assessments, rubric scores, or authentic assessments, performances, recitals, and others2. Multiple measures of teaching effectiveness—the use of a variety of sources of data regarding a teacher's performance, including classroom observations, artifacts such as lesson plans, student value-added data, or student or parent survey data
Performance-Based Compensation (PBC)	Performance-based compensation programs aim to recognize and reward educators based on their job performance. The long-term goal of a PBC program is to ensure that educators are compensated with competitive, attractive salaries that reflect their work and value and that attract the best and brightest to the teaching profession. Depending on how a PBC system is structured, it can also help recruit and retain effective teachers to work in settings where they are most

needed.

There are many different ways that PBC programs can be structured. However, all MSFE programs will include the following:

- A balanced set of measures over which teachers and leaders have direct influence
- Priority weighting attached to each measure that reflects the relative importance of the measure
- Performance targets that are aggressive but attainable
- Pay options that are fair, transparent, and equitable
- A distribution formula that is based on progress along a continuum, rather than an “all-or-nothing” situation

Standardized Assessment	A standardized assessment is any assessment that is designed to be consistent (i.e., standard) in terms of questions, scoring, and conditions for administering.
Student Growth Measures	Student growth measures provide data regarding changes in students’ academic performance between two or more points in time. Student growth measures may be based upon standardized assessments or school- or teacher-created assessments.
Student Learning Objective (SLO)	A SLO is a student growth measure that involves teachers and evaluators setting long-term academic goals for groups of students and later assessing whether those goals were achieved. The SLO must be specific and measureable; based on available prior student learning data; aligned with state standards; and based on growth and achievement.
Teacher Evaluation and Professional Growth (TEPG)	The TEPG program is a comprehensive performance assessment system that incorporates multiple measures of teacher effectiveness and that aims to improve teaching practice over time. TEPG is intended to offer formative feedback to educators that will drive continuous improvement and professional growth. The program is a key component of the MSFE human capital management system and is a core requirement of the TIF grants. (See also LEPG, the equivalent system for school leader evaluation).
Teacher Incentive Fund (TIF)	The Teacher Incentive Fund (TIF) was established by the U.S. Department of Education in 2007. Since then, there have been four rounds of TIF grants awarded to over 100 grantees. At the beginning of the program, TIF grants focused primarily on innovative teacher compensation models. Over time, however, the program’s focus has shifted to broader human capital management systems, of which teacher compensation is only one piece. This shift occurred as lessons were drawn from the successes of original grantees. Maine is a recipient of the third and fourth rounds of TIF funding (TIF 3 and TIF 4).