MSAD 6
Bonny Eagle
Performance Evaluation and Professional Growth
Administrator Evaluation System

A Handbook and Implementation Guide

November 14, 2018

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Bonny Eagle
Performance Evaluation and Professional Growth Administrator (PEPG) System

Table of Contents

Administrator Evaluation Framework

Introduction

The MSAD 6 Administrator Evaluation Framework is designed to help principals and assistant principals develop and improve while providing the most accurate measures of principal competence and corresponding gains in student achievement.

The MSAD 6 model is adapted from the Maine Principals Association Administrative Evaluation Framework, which is rooted in proven Interstate School Leaders Licensure Consortium (ISLLC), now known as the Administrative Evaluation Committee, standards and practices that not only provide leaders with a framework for professional growth, but also facilitates ongoing support and accountability for high performance in professional practice. MSAD 6 aspires to the tenets of this model in order to assure our administrators have access to highly effective learning opportunities every day throughout their educational experiences.

MSAD 6 began piloting this model in part in 2011-12 and continued in 2012-13, in advance of Maine State law by introducing and implementing the Administrative Evaluation Committee Standards, Marzano's Art and Science of Teaching Framework and Effective Supervision and Evaluation, utilizing the corresponding iObservation (Learning Sciences International) online tool, which supports an effective and efficient use of the teacher framework. MSAD 6 fully implemented the Marzano Framework in the 2013-14 school year. This experience has enabled MSAD 6 teachers and administrators to acquire the skills necessary to move forward with the Teacher Evaluation Plan and the Administrative Evaluation Committee Standards. To date, observers/evaluators have been trained in the Marzano Domain 1 Framework, iObservation, Inter-rater Reliability (IRR) & Protocol, IRR & Scoring, and IRR & Feedback. Principals and teachers have read Marzano's Art and Science of Teaching, used both the online study (iObservation Academy) on the Framework and Element study, and used professional development time to learn, share, and practice these instructional elements. In addition, in August of 2015 all MSAD 6 principals and teachers attended a full day of training on "Guiding Deeper Thinking", which is one of the modules from the Marzano Center's series of The Essentials for Achieving Rigor.

Along with these strongly held beliefs and in order to comply with the rules of **Chapter 508 and Rule Chapter 180 of Title 20-A**, all Maine school administrative units are expected to develop and implement a performance evaluation and professional growth (PEPG) system for teachers and building administrators for full implementation by the 2016-17 school year. In accordance with Chapter 180, the elements of an approved PEPG must include:

- Standards of professional practice by which teachers and building administrators are evaluated;

- Multiple measures of effectiveness, including student learning and growth (SLOs)
- Four-Level rating system that differentiates among educators based on standards of professional practice and multiple measures, and attaches improvement/corrective action to each level;
- A process for using information from the evaluations to inform professional development;
- Implementation procedures that ensure fairness, including a requirement for regular evaluations, ongoing training, peer review components, and a local steering committee to review and refine the system; and
- The opportunity for an educator rated "ineffective" to implement a professional improvement plan.

The MSAD 6 Educator Effectiveness Committee aligned current district process components with Chapter 180 requirements. As stated above, the MSAD 6 Administrative Evaluation Model is based upon professional practice standards identified in the Maine Principals Association Supervision and Evaluation Committee's Principal Evaluation System. The model measures administrators' effectiveness through demonstration of the Administrative Evaluation Committee standards, teacher improvement, student growth measures *and* provides a process to ensure professional growth. **MSAD 6 is using** the MPA Model to address six key domains of administrator leadership:

1. Professional Growth and Learning,
2. Student Growth and Achievement,
3. School Planning and Progress
4. School Culture
5. Professional Qualities and Instructional Leadership
6. Stakeholder Support and Engagement

The MPA's Administrator Evaluation system builds on the six domains recommended in NAESP and NASSP's *Rethinking Principal Evaluation* framework by creating standards and rubrics linked to these domains. This framework includes:

- *Description of Process*
- *Description of each domain*
- *Formal evaluation tool with standards and rubrics*
- *Self-reflection tool*
- *An annual timeline/work flow involving the administrator and supervisor*

Student growth data is viewed along with school-wide achievement data to assure district goals are supported and achieved. Overall, the model provides clear guidelines and expectations of performance while assuring professional growth is continuous and supported.

Collaboration

The Educator Effectiveness Stakeholder Committee was formed in August 2013 with teachers elected by the MSAD 6 Teachers, MSAD 6 Administrators, MSAD 6 Community and Board of Education members in order to **develop** this Performance Evaluation and Professional Growth System. A consensus decision-making process was utilized. The committee transitioned to a Steering Committee in compliance with Maine State Rule Chapter 180.

Members

Teachers	Administrators	School Board Members	Community Members	Non Voting Members
MaryEllen Schaper Bonny Eagle Middle School (BEMS)	Michael Roy BEMS	Debra Black	Debra Black	Doris Hicks (SVTA President)
Cathie Bunk George E. Jack School	Clay Gleason Hollis Elem School	Lester Harmon	Lester Harmon	Frank Sherburne (Superintendent)
Chad Greene Bonny Eagle High School (BEHS)	Diane Nadeau Buxton Center Elementary School (BCES)	Carol Gifford	Carol Gifford	Charles Lomonte (Assistant Superintendent)
Debbie Moore BEMS	Erin Maguire BEHS			
Octavia Stevens BCES	Lori Napolitano BEHS			
Hilary Ventura BEMS	Stacey Schatzabel BEMS			
Laura Branch BEHS	Ben Harris BEMS			
Meredith Verrill BEMS				
Michelle Harnick Steep Falls School				
Paula Richardson Steep Falls				

School				
Rebecca Manchester BEHS				
Stephanie Melaugh BEMS				

Steering Committee (2015-16)

Teachers	Association Member	Administrators	Community
MaryEllen Schaper	**Yes**		**Yes**
Cathie Bunk	**Yes**		**Yes**
Denise Whitehead	**Yes**		**Yes**
Chad Greene	**Yes**		
Laura Branch	**Yes**		
		Michael Roy	
		Diane Nadeau	
		Lori Napolitano	**Yes**
		Clay Gleason	**Yes**

Board Mission

The mission of the MSAD 6 School Board is to govern in order to make the District a state model in terms of excellence in Academic Performance, Fiscal Performance, and Community Relations through a system of continuous improvement.

Philosophy of Performance Evaluation & Professional Growth System

A well-planned and systematic program of supervision and evaluation of performance tied to educational outcomes is vital to the ongoing improvement of the instructional program. It is incumbent upon this (MSAD 6) Board to ensure that sufficient administrative time and energy are expended to supervise (observe and assist) and evaluate (measure and assess) teachers. The evaluation program will address all aspects of teaching performance and recognize that the fulfillment of student needs is of primary importance. It is also incumbent for the MSAD 6 board to ensure time and resources for teacher training and continued support for all teachers to become peer coaches.

For each student to succeed, all staff members must work to continually improve their professional competence and collegially to implement a continuous cycle of improvement. This dual focus on individual and collegial professionalism provides a strong system of support for each student's achievement and growth.

Evaluation includes processes for supporting professional growth and processes for professional accountability. The established professional and instructional practices standards are designed to improve professional knowledge and skills to raise student achievement, serving to support both professional growth and performance evaluation. The system is designed to integrate growth and evaluation in ways that are seamless and supportive.

Annual Evaluation Goals – Plan Do Check Adjust (PDCA)

• Identify professional levels of competency and provide the impetus for ongoing professional growth,
• Establish accountability for meeting professional and instructional practice standards, and reflect on growth

Supervise Annual Teacher Growth Plan

The administrator is responsible for supervising teachers in their Annual Teacher Growth Plan – which is created under the growth tab of iObservation that serves as the cornerstone document for evaluation. Teachers create two goals from Domains 1-4 and one goal for student growth (Student Growth Measure Requirement).

• Teachers develop the Annual Teacher Growth Plan by identifying yearly growth plan targets (elements) in a SMART goal format and include accompanying action steps and evidence. The Growth Plan will also serve as a plan to achieve the identified student growth goals. Administrators coach teachers in their development and ongoing implementation of these growth goals.

• Teachers use their Growth Plan to guide actions in an iterative cycle. Goals may be added and activities adjusted throughout the Evaluation Cycle, as teachers and administrators monitor progress. Subsequent activities and evidence to support goal attainment may be added.

• Teachers will write a reflection to include the results of goal(s) attainment and evidence supporting completion of identified activities.

• Administrators will review reflections and submitted evidence, complete the evaluative summary, conference with the teacher, and forward the signed document to central office.

Training Requirements for Evaluators and Professionals as set forth in Rule Chapter 180

Evaluator Training

A. Evaluators must complete iObservation training in the following:
- Conducting pre-observation and post-observation conferences;
- Observing and evaluating the professional practice of teachers; and
- Developing and guiding professional growth plans.

B. The iObservation training in observing and evaluating professional practice of teachers 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 PEPG Model;
- Opportunity for evaluators to work collaboratively;
- Training in assessing evidence of performance not directly observed in classroom observations and in incorporating that evidence into a summative evaluation;
- 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 least every three years.

Professionals Training

As part of implementing the PEPG system, MSAD 6 provides training to each teacher who is evaluated under the system, in the following areas:
- The structure of the system, including the multiple measures of educator effectiveness, student growth measures and the evaluation cycle;
- The names and roles of administrators and others whose decisions impact the educator's rating;
- The process for participation in professional development opportunities to assist the teacher 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. For example, new teachers are initially trained in the PEPG system during New Teacher Orientation, and receive ongoing training by administrators, mentors, and peers. All professionals receive ongoing training by administrators, mentors, peers and professional development.

MSAD 6 Annual Roles and Responsibilities

The teacher will:

- Complete and/or review a self-assessment using the Marzano Art & Science Teaching Framework;
- Develop a teacher professional growth plan using iObservation's Growth Plan;
- Monitor progress of work toward goals and make adjustments as appropriate;
- Seek support through peer review and administrator feedback to develop goals that are appropriate and to secure resources to demonstrate proficiency in evaluation;
- Determine student growth measures based on those students for whom she/he is considered teacher of record;
- Document work to achieve successful completion of Teacher Professional Growth Plan;
- Make sure all evaluation evidence demonstrating proficiency, including annual reflection, is available to the administrator no later than the applicable due dates as set forth in district policy/administrative rules.

The supervising administrator will:

- Provide training about the PEPG System to support understanding;
- Inform staff of building/district goals
- Meet individually with staff requiring additional goal(s) and/or staff requesting exploration of goal modification and/or additional goals;
- Conduct observations and evaluations according to MSAD 6 Administrative rules;
- Review reflections and complete Teacher Professional Growth Plan, including teacher effectiveness summative rating score and written recommendations/commendations; and
- Submit signed Annual Evaluation to superintendent.

Implementation Timeline

Pilot 2012-13	**Continuing Contract volunteers:** • **Pilot iObservation** • **Volunteers will log in to iObservation and explore the tools and resource libraries available.** • **Observers will train, provide feedback** • **Volunteers will receive a summative evaluation by June 2013.**
Phase 1 2013-14	• **All administrators trained in the PEPG system – MPA Model, Complete Self-Assessment, create PDCA growth plan, and implement two professional goals**
Phase 2 2014-15	• **All administrators will continue training in the PEPG system, MPA Model** • **Complete Self-Assessment, create a PDCA plan, and implement two professional goals.** • **All administrators will receive a summative evaluation rating by June 2015**
Phase 3 2015-16	• **All administrators will continue training in the PEPG system** • **Complete Self-Assessment, create a PDCA growth plan, and implement two professional goals.** • **Supervise a Teacher Pilot of a student growth measure as required by State.**
Phase 4 2016 & Beyond	• **All administrators will continue training in the PEPG system, MPA Model** • **Complete Self-Assessment, create a PDCA growth plan and implement two professional goals from the six Domains** • **Supervise teachers in their implementation of at least two student growth measures**

MPA Framework

School districts, educational organizations, state governments, and the federal government recognize not only the key role that principals play in school improvement, but also the increased complexity of that role. The Wallace Foundation Report, How Leadership Influences Student Learning (2004) concluded: "Leadership is second only to teaching among school influences on student success. The impact of leadership is most significant in schools with the greatest needs."

All Maine school administrative units, in order to comply with the rules of **Chapter 508 and Rule Chapter 180 of Title 20-A**, are expected to develop and implement a performance evaluation and professional growth (PEPG) system for educators (teachers and principals) for full implementation by the 2015-2016 school year. The elements of an approved PEPG system must include:

- Standards of professional practice by which teachers and principals are evaluated;
- Multiple measures of effectiveness, including student learning and growth;
- Four-level rating system that differentiates among educators based on standards of professional practice and multiple measures, and attaches consequences to each level;
- A process for using information from the evaluations to inform professional development;
- Implementation procedures that ensure fairness, including a requirement for regular evaluations, ongoing training, peer review components, and a local steering committee to review and refine the system; and
- The opportunity for an educator rated "ineffective" to implement a professional improvement plan.

The Maine Principals' Association (MPA) Supervision and Evaluation Committee took the initiative to review existing models of principal evaluation, and to develop a tool that incorporates performance- based standards and a process to ensure professional growth. Therefore, the committee offers the following Principal Evaluation System for use by school administrative units in full or with revisions made at the local level.

This document was based on the ISLLC Standards. To create the framework, the committee used Rethinking Principal Evaluation (2012), the comprehensive, research-based framework for principal evaluation system, resulting from a two-year initiative of the National Association of Elementary School Principals (NAESP) and the National Association of Secondary School Principals (NASSP) in developing the six key domains. Those two organizations collaborated in order to give principals a voice in response to the national focus on revised teacher and principal evaluation systems that are tied to student achievement. In addition, the committee relied on The Marzano School Leadership Evaluation Model (2012) and New Leaders Principal Evaluation Handbook (2012) for measurement examples and rubric language.

There are six key domains of principal leadership incorporated into this model:
- Professional Growth and Learning
- Student Growth and Achievement
- School Planning and Progress
- School Culture
- Professional Qualities and Instructional Leadership
- Stakeholder Support and Engagement

This is only a first step. We need to ensure that evaluation systems are used consistently and with integrity in order to have valid performance results. In fact, the Rethinking Principal Evaluation report states: "Existing research does suggest that the quality of how principal evaluations are conducted might be even more important than the content of what the evaluations contain." Without question, the evaluation process should result in a clear path to improved performance.

The committee asserts that this system is a valid and authentic measurement system by which superintendents and other school leaders can accurately assess the effectiveness of administrators. The committee also recognizes the recent trend of holding administrators accountable strictly for student achievement data and instead proposes this more balanced system whereupon administrators ensure that data-driven student achievement goals are established, monitored, and revised on a regular basis. The committee recognizes that the six domains that frame this system comprise the spheres of influence that an administrator can reasonably claim.

The framework builds on the six domains recommended in NAESP and NASSP's Rethinking Principal Evaluation framework by creating standards and rubrics linked to these domains. This framework includes:

- Description of the process
- Description of each domain
- Formal evaluation tool with standards and rubrics
- Self-reflection tool
- An annual timeline/work flow involving the administrator and supervisor

The MPA Supervision and Evaluation Committee created this Principal Evaluation System to meet the needs of all school districts.

Domain 1: Professional Growth and Learning

Descriptor: This domain focuses on measuring an administrator's growth and the degree to which he or she has followed through on a professional growth and learning plan to improve his or her own practice. The administrator is recognized as a school leader who continually improves his or her practice.

Standards:

1. The administrator develops a professional growth and learning plan to improve his or her professional practice.

2. The administrator engages in activities to improve his or her professional practice and monitors the extent to which these activities enhance personal leadership skills and the staff's confidence about his or her ability to lead.

3. The administrator demonstrates self-awareness, reflective practice, transparency, and ethical behavior.

Examples of Evidence:

1. Written SMART/PDCA goals for professional growth and development are established annually and reviewed mid-year by the administrator and his or her evaluator.

2. Portfolio of artifacts (data, articles, agendas, minutes, surveys, peer mentor) indicate the degree to which the professional growth plan has been met and monitored.

3. Written self-reflection.

4. Documentation of observation of practice by other administrators and the evaluator.

5. Documentation of participation in professional learning opportunities within the district, state, and nation.

6. Communications to staff about Professional Growth Plan. Staff is aware of the complexities of school improvement, can share missteps and tactics that were unsuccessful, and can identify how they were used as learning opportunities.

Rubric for Domain 1: Professional Growth and Learning

	4 Highly Effective	3 Effective	2 Partially Effective	1 Ineffective
Professional Growth and Learning Plan	Shares and models SMART (Specific, Measureable, Aligned, Results Oriented, and Time-bound) goals with staff to set growth goals; seeks regular feedback and adapts plan as appropriate.	Writes a clear plan that incorporates SMART goals and multiple forms of school data.	Plan lacks SMART elements and includes limited forms of data.	Does not write an effective plan.
Engagement in learning activities and monitoring of growth	Continuously engages in professional learning and monitoring, including seeking mentor feedback and expertise.	Continually engages in activities to improve professional learning and monitors the extent to which these activities enhance leadership skills.	Engages in one or two activities to improve practice and inconsistently monitors growth plan activities.	Does not engage in activities to improve professional practices outlined in plan.
Self- Reflection	Self-Reflection incorporates responsibility for missteps, capitalizes on challenges, with a focus on solutions.	Self-Reflection incorporates multiple examples of evidence and demonstrates growth.	Self-Reflection incorporates one or two examples of evidence and basic growth.	Does not write a Self-Reflection.

Score for Domain 1: Professional Growth and Learning

_____   **Professional Growth and Learning Plan**

_____   **Engagement and Monitoring of Plan**

_____   **Self-Reflection**

Comments:

Domain 2: Student Growth and Achievement

Descriptor: This domain measures the administrator's ability to ensure that data-driven student achievement goals are established, monitored, and revised on a regular basis. Multiple forms of assessment data are used to create school achievement and individual student achievement goals.

Standards:

1. The administrator collects and analyzes data and information utilizing assessment and accountability systems.

2. The administrator ensures that clear and measureable school goals are established and focus on improving student achievement.

3. The administrator ensures there is a consistent process to establish clear and measureable goals focused on improving individual student achievement.

4. The administrator ensures that programs and practices are in place to provide instructional interventions as indicated by individual student data.

Measurement Examples:

1. Utilizing multiple sources of data, the administrator identifies an issue that exists within the school. Working together with staff, the administrator develops and implements a detailed plan towards improvement.

2. Written goals with timelines are established for eliminating differences in achievement for students at different socioeconomic levels, ethnicities, language abilities (ELL), and with disabilities.

3. The degree to which an administrator achieves school achievement goals.

4. The degree to which an administrator achieves individual student achievement goals.

5. School goals are written by school leaders, shared with the staff, and monitored by school leaders.

6. Response to Intervention (RTI) goals, interventions, and data collection systems are evident.

7. Data is used and reviewed in every teacher/department/team meeting to improve instruction, to determine differentiation, and to drive re-teaching.

Rubric for Domain 2: Student Growth and Achievement

	4 Highly Effective	3 Effective	2 Partially Effective	1 Ineffective
Analysis of Assessment and Accountability Systems	Shares and models process of data analysis with staff to share results and build capacity.	Collects and analyzes multiple forms of data; Data are aggregated and disaggregated.	Limited collection and analysis of data.	Does not attempt to collect and, analyze data.
Goals for School Achievement	Models the process of developing shared ownership of school achievement goals.	Develops and implements clear, measureable goals with specific timelines focused on student achievement at the school level and shares with staff.	Generates limited, general goals without timelines or clear focus on student achievement.	Does not develop goals focused on improving student achievement.
Goals for Student Achievement	Models and builds the capacity of staff to create individual student achievement goals based on data.	Ensures there is a consistent process to establish clear and measureable goals focused on improving individual student achievement.	Develops a general process without clear focus on individual student achievement.	Does not develop goals that relate to individual student achievement.
Programs and Intervention Practices	Continually examines and expands options for individual students to make adequate progress.	Ensures that programs and practices are in place to provide instructional interventions as indicated by individual student data.	Limited oversight and support of programs and practices for students who are not making progress.	Intervention programs and practices are not in place for students not making progress.

Score for Domain 2: Student Growth and Achievement

_____   **Data Collection and Analysis**

_____   **Goals for School Achievement**

_____   **Goals for Student Achievement**

_____   **Program and Intervention Practices**

Comments and evidence as to why a score of "Partially Effective" or "Ineffective" was received (understanding that the administrator has had the opportunity to adjust prior to receiving this score):

Domain 3: School Planning and Progress

Descriptor: This domain focuses on the administrator's ability to manage school planning processes for achieving school improvement goals and ensuring quality implementation of the programs and services identified with increasing student success. It includes developing, implementing, and monitoring a School Improvement Plan (SIP).

Standards:

1. The administrator collects and uses data to identify school improvement goals, assess organizational effectiveness, and promotes organizational learning.

2. The administrator monitors and evaluates progress and revises school improvement plans.

3. The administrator ensures and monitors the implementation of a comprehensive, rigorous, and coherent curricular program.

4. The administrator develops the instructional and leadership capacity of staff.

Measurement Examples:

1. School goals.

2. Data collection and analysis (attendance rates, discipline referrals, graduation rates, SAT/ACT scores, NWEA data, Aimsweb data, NECAP data, Smarter Balanced scores,

PBIS, AP scores, student work samples, formative and summative teacher- administered test data, use of school-wide rubrics, special recognitions and accomplishments).

3. Minutes, agenda, handouts, results of projects and initiatives of School Improvement or Continuous Improvement committees and/or groups.

4. Administrator self-reports.

5. District records.

6. Teacher and staff interviews and focus groups.

Rubric for Domain 3: School Planning and Progress

	4 Highly Effective	3 Effective	2 Partially Effective	1 Ineffective
School Goals	Develops a school goals that incorporates innovative data-collection methods and/or strategies to implement SIP.	Writes a data-driven comprehensive school goals, which includes curriculum, instruction, distributed leadership, and continuous improvement goals.	Writes a school goals yet does not include one or more curriculum, instruction, continuous improvement, or leadership goals.	Does not attempt to write school goals.
Monitors School Goals	Continually monitors the school goals with staff to ensure school goals implementation.	Monitors and evaluates progress and revises school goals.	Inconsistent review and monitoring of school goals implementation.	Does not monitor school goals.

Rigorous and coherent curriculum	Ensures that essential elements of the curriculum are regularly examined and revised, with an eye toward making instruction more focused and efficient.	Ensures that the written curriculum has been unpacked so that essential elements are identified and monitored.	Inconsistent focus on unpacking curriculum and identifying essential elements.	Does not monitor curriculum unpacking; no evidence of essential elements.
Instructional capacity and development of staff	Regularly intervenes to ensure that ineffective instructional practices are corrected and effective instructional practices are proliferating.	Demonstrates knowledge about effective instructional strategies, and frequently provides meaningful feedback for instructional improvement.	Demonstrates limited knowledge about effective instructional strategies, and provides little feedback for instructional improvement.	Does not demonstrate knowledge or communication about effective instructional practice.

Score for Domain 3: School Planning and Progress

_____   **School Goals**

_____   **Monitoring School Improvement Plan**

_____   **Rigorous and Coherent Curriculum**

_____   **Instructional Capacity and Development of Staff**

Comments and evidence as to why a score of "Partially Effective" or "Ineffective" was received (understanding the administrator has had the opportunity to adjust prior to receiving this score):

Domain 4: School Culture

Descriptor: This domain focuses on the administrator's ability to develop and maintain a positive school culture that includes not only the tone of a school but also school safety, enthusiasm of students and faculty, and level of connectedness with the community. Leaders strongly influence student learning by creating and sustaining a school culture that sets high expectations and enables teachers and students to learn and work collaboratively.

Standards:

1. The administrator promotes and protects the welfare and safety of students and staff.

2. The administrator obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources.

3. The administrator develops the capacity for distributed leadership.

4. The administrator acknowledges the success of the whole school, as well as individuals within the school.

Measurement Examples:

1. Portfolio artifacts of administrator performance.

2. Observations.

3. Stakeholder (i.e. student, faculty, district staff, parent and community) surveys, interviews, and/or focus groups.

4. Stakeholder participation in school activities, clubs, or functions.

5. Stakeholder involvement in other school or community events.

6. Attendance rates, discipline rates.

7. News clippings and other mentions in media and school publications.

Rubric for Domain 4: School Culture

	4 Highly Effective	3 Effective	2 Partially Effective	1 Ineffective
Routines and Procedures for a Safe and Orderly Environment	**Ensures that rules and procedures are in place and are routinely reviewed/updated to ensure a safe, orderly school environment; Ongoing monitoring of staff's perception.**	**Ensures that well- defined routines and procedures that lead to safe, orderly conduct are in place. Monitors the extent to which school staff shares that perception.**	**Attempts to establish well-defined routines/procedures that lead to safe and orderly conduct, but does not complete the task or does so partially.**	**Does not attempt to ensure that well-defined routines and procedures that lead to safe and orderly conduct are in place.**
Management of Fiscal, Operational, and Technological Resources	**In addition to managing and monitoring all resources, actively seeks and procures additional resources to further instruction and achievement.**	**Manages the fiscal, operational, and technological resources necessary to support effective teaching and learning. Monitors how resources and efficiencies influence instruction and achievement for all.**	**Attempts to manage the fiscal, operational, and technological resources necessary to support effective teaching and learning, but does not complete the task or does so partially.**	**Does not attempt to manage the fiscal, operational, and technological resources necessary to support effective teaching and learning.**

Distributed Leadership and Collaboration	Utilizes information from effectiveness reflection to intervene and provide direct support when delegation of authority or teacher input systems don't function positively.	Ensures that input is regularly collected from staff; appropriately delegates responsibilities. Monitors the effectiveness of input and distributed leadership.	Attempts to collect input from staff and delegates some responsibilities, but does not complete the task or does so partially and without regularity.	Does not seek input from teachers and staff, delegates limited responsibility to others.
Recognition of Success	Actively utilizes a variety of methods for acknowledging individual and school-wide success that meet the unique needs of faculty and staff.	Acknowledges and celebrates accomplishments of the school and individuals within it. Monitors the extent to which people feel recognized for their contributions.	Inconsistently acknowledges and celebrates the accomplishments of the school and individuals within it.	No evidence of acknowledgement of schoolwide or individual accomplishments.

Score for Domain 4: School Culture

_____   **Routines and Procedures for a Safe and Orderly Environment**

_____   **Management of Fiscal, Operational, and Technological Resources**

_____   **Distributed Leadership and Collaboration**

_____   **Recognition of Success**

Comments and evidence as to why a score of "Partially Effective" or "Ineffective" was received (understanding that the administrator has had the opportunity to adjust prior to receiving this score):

Domain 5: Professional Qualities and Instructional Leadership

Descriptor: This domain measures an administrator's leadership knowledge, skills, and behavior competencies as seen in their daily practice. Administrators' professional qualities and practices include the ability to lead instruction, build support for organizational mission and vision, and behave in a professional manner**.**

Standards:

1. The administrator promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning.

2. The administrator supervises instruction.

3. The administrator monitors and evaluates the impact of the instructional program.

4. The administrator promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Measurement Examples:

1. Documentation of articulation and completion of a formal Teacher Evaluation System with faculty and staff.

2. Evidence of feedback given to faculty and staff as part of the formal Teacher Evaluation System, including actionable feedback to teachers to improve their practice.

3. Portfolio artifacts of administrator performance aligned to state, district or national professional standards.

4. Written values and beliefs reflect high expectations for all students.

5. School vision includes a focus on student academic achievement and health social/emotional development.

6. The degree to which an administrator achieves goals from Professional Growth Plan.

7. Observations by peers and evaluator of administrator's practice.

8. Self-reflections from administrator.

9. Stakeholder (i.e. student, faculty, district staff, parent and community) surveys, interviews, and/or focus group.

Rubric for Domain 5: Professional Qualities and Instructional Leadership

	4 Highly Effective	3 Effective	2 Partially Effective	1 Ineffective
Vision	Engages stakeholders in developing a vision for high student achievement and college readiness, and implements the vision through effective stewardship.	Engages stakeholders in developing a vision for high student achievement and college readiness.	Develops a vision for high student achievement and college readiness with limited opportunity for staff and student input.	Adopts a vision that lacks focus on student achievement or college readiness.
Supervision and Evaluation of Faculty	Conducts a formal, annual evaluation of all faculty and staff and provides written, actionable feedback; Ensures that teacher evaluation processes are updated regularly to ensure the results are consistent with student achievement data; Develops highly effective action plans, based on all available data, to improve teacher performance.	Evaluates a majority of faculty and staff annually; Ensures that teacher evaluation data regarding pedagogical strengths and weaknesses are collected from multiple sources, and provides clear feedback on performance; Monitors the extent to which teacher evaluations are consistent with student achievement data.	Evaluates less than half of all faculty and staff annually; Attempts to ensure teacher evaluation data regarding pedagogical strengths and weaknesses are collected from multiple sources, but does not complete the task or does so partially, and does not provide clear feedback on performance.	Does not conduct annual evaluations of faculty and staff; Does not ensure teacher evaluation data regarding pedagogical strengths and weaknesses are collected from multiple sources and does not provide clear feedback on performance.

	4 Highly Effective	3 Effective	2 Partially Effective	1 Ineffective
Instructional Program	Builds capacity of the staff to effectively implement instructional strategies and pedagogical methods that improve student outcomes and support content mastery.	Supports staff in implementing instructional strategies and pedagogical methods that improve student outcomes and support content mastery; Monitors and evaluates the impact of the instructional program.	Provides staff with limited support in the use of instructional strategies that support student learning; limited implementation.	Rarely ensures instructional strategies support learning; rarely adapts instructional practices.
Integrity and Ethics	Performs with integrity and the best interest of all students; Actively seeks performance feedback to inform decisions, or improve how he or she performs or is perceived.	Performs with integrity and the best interest of all students; Monitors staff perceptions, while ensuring communication and action are evidence of such performance.	Performs with integrity and the best interest of all students but does so sporadically and inconsistently.	Does not perform with integrity and the best interest of all students.

Score for Domain 5: Professional Qualities and Instructional Leadership

_____   **Vision**

_____   **Supervision and Evaluation of Faculty and Staff**

_____   **Instructional Program**

_____   **Integrity and Ethics**

Comments and evidence as to why a score of "Partially Effective" or "Ineffective" was received (understanding that the administrator has had the opportunity to adjust prior to receiving this score.)

Domain 6: Stakeholder Support and Engagement

Descriptor: This domain focuses on the administrator's ability to build strong community relationships with stakeholders within and outside the school. This includes the ability to collaborate and partner with stakeholders and to identify and mobilize community resources for the good of the school program. Community stakeholders become valued participants in the school. (Rethinking Principal Evaluation)

Standards:

1. The administrator promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.

2. The administrator builds and sustains positive relationships with families and caregivers.

3. The administrator builds and sustains productive relationships with community partners.

Measurement Examples:

1. Portfolio artifacts of administrator performance.

2. Student, faculty, district staff, parent and community stakeholder surveys, interviews or focus groups.

3. Awards and local school recognitions.

4. Newsletters or media brochures or other communication feedback measures, and district observations.

5. Interactive website or social networking technologies for students, parents, and community.

Rubric for Domain 6: Stakeholder Support and Engagement

	4 Highly Effective	3 Effective	2 Partially Effective	1 Ineffective
Understanding the Community	Continually monitors the school program and facilitates ongoing dialogue with the community to optimize the functioning of the school.	Ensures that community input is considered in development of the school program to ensure optimal functioning of the school.	Attempts to solicit community input, but does not complete the task or does so partially.	Does not solicit community input regarding the optimal functioning of the school.
Relationships with Families	Creates a school-wide culture in which all families are welcomed, heard, and positively engaged in the school community.	Builds capacity of the staff to positively engage families, and to share the school's vision for high achievement.	Sets expectations for staff on the process/tone for welcoming and communicating with family members.	Rarely or inconsistently welcomes or communicates with family members.

Relationships with Community Members	Creates a school-wide culture in which community members are welcomed, heard, and accepts a shared responsibility for student and school success.	Builds the capacity of the staff to positively engage community members, and to share the school's vision for high achievement.	Sets expectations for staff on the process/tone for welcoming community members into the school.	Rarely or inconsistently welcomes community members into the school.

Score for Domain 6: Stakeholder Support and Engagement

_____   **Understanding the Community**

_____   **Relationships with Families**

_____   **Relationships with Community Members**

Comments and evidence as to why a score of "Partially Effective" or "Ineffective" was received (understanding that the administrator has had the opportunity to adjust prior to receiving this score.)

Assigning an Evaluation Rating

Each administrator annually receives <u>summative</u> rating in one of 4 levels:

4. Highly Effective

3. Effective

2. Partially Effective

1. Ineffective

Highly Effective ratings are reserved for performance that significantly exceeds proficiency and could serve as a model for leaders district-wide or even statewide. Few administrators are expected to demonstrate Exemplary performance on more than a small number of practice and student outcome targets.

Effective ratings represent fully satisfactory performance. It is the rigorous standard expected for most experienced administrators and the goal for new administrators or those administrators performing at the Needs Improvement level. Proficient administrators demonstrate acceptable leadership practice and meet or make progress on all student outcome targets.

Partially Effective ratings mean that performance is meeting proficiency in some components but not others. Improvement is necessary and expected, and two consecutive years at the Needs Improvement level is, for an experienced administrator, a cause for concern. On the other hand, for administrators in their first year, performance rated Needs Improvement is expected. If, by the end of 3 years, performance is still at Needs Improvement, there is cause for concern.

Ineffective ratings indicate performance that is unacceptably low on one or more Domains and makes little or no progress on most student outcome targets. Ratings of Ineffective are always cause for concern.

Implications Based on Level of Performance from Proficiency Standards and the Process for Identifying Professional Development

"Highly Effective" or "Effective"

Administrators performing at the "highly effective" or "effective" level of performance in each of the six domains will continue to be evaluated annually using this tool and will complete a professional development plan with supervisors aligned with the following year's goals.

Administrators whose evaluation ratings are in the "highly effective" or "effective" range in all six domains will self-select areas for their professional development focus for the upcoming school year. The professional development activities will either hone an area of strength (e.g. becoming an expert in NGSS) or explore an area outside one of the domains (e.g. technology).

"Partially Effective" or "Ineffective"
At the end of the probationary period, an administrator is expected to be effective in all six domains. Performance rated "Partially Effective" or "Ineffective" for non-probationary administrators is cause for concern,

An Administrator who receives a "partially effective" rating in any of the six domains will continue to be evaluated annually using this tool and will complete a focused professional growth plan to improve performance. The monitored growth plan will focus on standards that are in need of improvement. Regular meeting times will be identified in the Professional Development Plan to discuss and monitor progress in growth areas.

An administrator with a score of "ineffective" in any domain in two consecutive school years or a score of "needs improvement" or "ineffective" in more than one domain for any single year will develop, together with the evaluator, an Intensive Support Plan. The Intensive Support Plan will, at a minimum, identify the standards to be improved immediately, the goals to be accomplished, the activities that must be undertaken to improve, supportive resources, and the timeline for improving performance to the effective level. An administrator on an Intensive Support Plan who does not score effective in all six domains shall be considered for immediate release from district employment, unless otherwise specified by district policy or agreements. An administrator also may be considered for dismissal if he or she receives a "ineffective" rating on even one domain in any given year if sufficiently concerning to warrant dismissal. District policies and procedures apply in these matters.

To assign a summative rating the evaluator takes the following steps:

1. Review all evidence collected.

2. For each of the six domains, determine the rating (Highly Effective, Effective, Partially Effective, and Ineffective) that matches the preponderance of evidence. Use the table below to determine a rating in each domain.

Highly Effective (4)	Effective (3)	Partially Effective (2)	Ineffective (1)
Highly Effective on at least 3/4 or 2/3 standards within the domain	At least Effective on at least 3/4 or 2/3 standards within the domain AND	At least Needs Improvement on all standards within the domain OR	Ineffective on at least 2 standards

3. Determine the Instructional/Professional Practice Rating.

____ Professional Growth and Learning
____ Process for Increased Student Growth and Achievement
____ School Planning and Progress
____ School Culture
____ Professional Qualities and Instructional Leadership
____ Stakeholder Support and Engagement

Highly Effective (4)	Effective (3)	Partially Effective (2)	Ineffective (1)
Highly Effective in at least 4/6 Domains AND	At least Effective in at least 4/6 Domains AND	At least Needs Improvement in all domains OR	Ineffective in at least 2 Domains

Overall Instructional/Professional Practice Rating: ____

4. Determine the Student Growth Measures Rating using the Student Growth Scale.

Student Growth Scale

Number of Teachers: __   **Number of Teachers meeting Student Growth Goal: ___**

90 - 100%= 4   75 - 89%= 3   60 - 74%= 2   <60%= 1

Overall Student Growth Rating:_____

5.   Determine the Overall Summative Effectiveness Rating using the following formula:

The overall score obtained in the instructional/Practice Rating:_____x.8
+
The overall score obtained in the Student Growth Measures Rating: _____x.2

Overall Administrator Effectiveness Rating _____

Evaluator's Recommendations   **Date: _____**

Here, include recommendation for continued hire, intensive support plan, or non-renewal; may include commendations and recommendations for next steps/future growth.

Administrator's Signature:_____

Evaluator's Signature: _____   **Date:**

Note: Administrator's signature confirms that you have had the opportunity to read this report, and that you have been given a copy.   It does not indicate agreement with the report. You may add comments to this report, as you deem appropriate

MSAD 6 Annual Timeline/Workflow

Month	Activity/Actions
September/October	Meet with evaluator to review annual goals established and discuss progress.
November/February	Between November 1 and February 15, administrator gathers three to five pieces of evidence in support of each goal. • Each administrator will share their work with a small group of colleagues to discuss progress and evidence towards goals. • Collect Stakeholder feedback on leadership practice. • Administrator meets with evaluator to share and discuss evidence. • Administrator completes self-evaluation of the Administrator Evaluation Framework. • Administrator meets with evaluator to discuss overall rating and goals for the following year.
March 1	Deadline for receipt of written school board notification of renewal/nonrenewal to administrators employed for more than two years.
April 1	Deadline for receipt of written school board notification of renewal/nonrenewal to administrators employed for two years or less.

Glossary of Terms

Allowable Exemptions: If a student within a cohort has an emergency situation such as a death in the family or a serious illness, the student would be exempt from the growth expectations as these would be situations beyond the influence of the educator.

Artifact A piece of evidence (a product of the teacher and/or student work) that documents the successful use of the strategy.

Common Language A research based framework that describes and defines teaching. The common language provides a foundation for professional conversation.

Deliberate Practice Activities that are designed to improve personal performance and challenge teachers as learners, which leads to higher student achievement.

Design Questions Ten questions teachers ask themselves when planning a lesson or unit of instruction.

Desired Effect The student outcome of focused practice.

Domain A body of knowledge defined by research representing a particular aspect of teaching.

Educator All personnel employed under a professional contract.

Administrative Evaluation Committee: This committee's role was to ensure that the document remained aligned with the standards of best practice. The revised Administrator Evaluation System is based on the 2015 Professional Standards for Educational Leaders (formerly known as ISLLC Standards.)

Essential Questions Broad, important questions that refer to core ideas and inquiries within a discipline. They help students inquire and make sense of important but

complicated ideas, knowledge and know-how. They are related to content, seek to prompt genuine inquiry leading to eventual understandings—inferences drawn from facts that are provisional but not meant to be final. They hook and hold the attention of your students.

Focused Feedback Feedback that is focused on specific classroom strategies and behaviors during a set time interval. The feedback is informative, constructive, objective, and actionable. Administrators or a trained observer, including a peer observer, generally provides feedback.

Focused Practice Instructional practice that is focused on a limited number of strategies where corrections, modifications, and adaptations are made to improve student learning at an appropriate level of difficulty so that the student can experience success.

Formal Observation The formal observation is the primary method for collecting evidence that will be used as a source of data for the summative evaluation and provides a rich source of feedback to teachers regarding their instructional practice and professional growth. It is not the summative evaluation. The formal observation consists of an observation for a full class period as deemed appropriate for various levels (early childhood, primary, intermediate, middle and secondary school). The formal observation includes planning and reflection conferences (Pre/Post observations) with the teacher. These conferences provide a rich opportunity for teachers to reflect upon their practice, engage in a collaborative decision-making process and help administrators clarify expectations. Both the planning conference and the reflection conference should be scheduled at the same time that the observation is scheduled and should be conducted in a timely manner (1-5 days preceding and following observation).

Guiding Questions Questions that lead to the Essential Question. They often point toward a specific answer, factual knowledge and a definite answer.

High Probability Strategies High Probability Strategies are research-based strategies that have a higher probability of raising student learning when they are used at the appropriate level of implementation and within the appropriate instructional context. Teachers must determine which strategies to use with the right students at the right time.

Informal Observation The informal observation can be announced or unannounced and may or may not include an observation of the full class period. While planning and reflection conferences are not required, observers should provide timely and actionable formative feedback to teachers regarding these observations. These observations are useful for providing additional feedback to teachers, acknowledging professional growth and collecting additional evidence to further inform the annual evaluation process.

Instructional Cohort The group of students for whom a particular teacher is the teacher of record.

Learning Goals/Targets What students should know, understand or be able to do at the end of a lesson, often referred to as a target. A learning goal/target often begins with "Students will be able to" or "Students will understand". Learning goals/targets should not be confused with activities.

Lesson Segment Parts of a lesson that have unique goals and purposes for teachers and for students. Teachers engage in intentional and specific actions during these times. The Marzano Evaluation Framework consists of three major lesson segments:
-Involving Routine Events
-Addressing Content
-Enacted on the Spot

PEPG System Plan The documents governing the operation of the local PE/PG system, including but not limited to professional practice standards, descriptors and rubrics; student learning and growth measures; the method for combining these measures into a summative effectiveness rating; and other documents describing implementation of the PE/PG system.

Performance Evaluation and Professional Growth System PEPG Stakeholder Group (Teacher Evaluation/Educator Effectiveness Stakeholder Development Team) Committee of K-12 professionals and administration, school board member, community members tasked with collaboratively building an evaluation system and developing an implementation plan to support continuous professional growth and comply with Maine state law.

Performance Evaluation and Professional Growth Steering Committee
The committee charged with regularly reviewing and refining the PEPG system to assure it is aligned with MSAD 6 goals and priorities. The committee is comprised of the Saco

Valley Teachers Association (SVTA)(appointed by the SVTA), teachers, administrators and other staff.

PEPG - Professional Evaluation and Professional Growth Plan- Corrective Action/Professional Improvement Plan (PIP) -The process by which a struggling teacher receives help and assistance to improve instructional skills. A plan is written for specific strategies in one or more of the four Marzano domains. A timeline is established and the plan may last from several weeks to 8-9 school months. The timeline may be extended due to extenuating circumstances. An original plan may continue into the following school year if the timeline of the plan is so designed. If the teacher does not successfully complete the PIP within the established timeline, the plan may be extended or a new plan may be written.

Principal 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.

Rating Level One of the four summative effectiveness ratings assigned to educators under the PEPG system.

Reflection (Post) Conference The reflection or post-conference provides an opportunity for the teacher and the administrator to discuss the observation, clarify expectations and plan forward using the post conference form (optional) as a guide for contemplation and feedback.

Scales Scales describe novice to expert performance (level of skills) for each of the 60 strategies included in the 4 domains of the Marzano Evaluation Framework. The scales provide a means for teachers to gauge their use of particular instructional strategies and for administrators to provide feedback to teachers regarding their use of specific classroom strategies. These are embedded within the observation protocol using the labels:

Innovating
Applying
Developing
Beginning

Not Using

SMART Goal Format (Specific, Measureable, Attainable/Achievable, Reasonable, Relevant, Timely) Annual goals that address professional growth, student needs and are aligned and updated annually. Student measurements shall be based on student growth.

Status Score Reflects the teacher's overall understanding and implementation of the Art and Science of Teaching Framework across the four domains.
Domain 1—Classroom Strategies & Behaviors
Domain 2—Planning & Preparing
Domain 3—Reflecting on Teaching
Domain 4—Collegiality & Professionalism

Student Evidence Specific observable behaviors in which the students engage and provide artifacts of their learning.

Summative Effectiveness Rating The effectiveness rating of an educator that is assigned at the end of an evaluation period, under an approved PEPG system.

Summative Evaluation The annual evaluation that is given to a teacher.

Teacher 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.

Teacher Evidence Specific observable behaviors that teachers engage in when using particular instructional strategies.

Teacher of Record (For Student Growth Measure) A teacher to whom the academic growth of a student in a course or other learning experience is attributed, in whole or in part. In addition, the student was present and subject to instruction by that teacher at least 80% of the scheduled instructional time for that course or learning experience with that teacher.