

# RSU 67 Teacher Performance Evaluation and Professional Growth Model

## A Handbook and Implementation Guide

Adopted by the RSU No. 67 Board of Directors on April 6, 2016  
Revised Summer of 2019 and Adopted on August 22, 2019

## Introduction

Effective teachers continuously work to improve their practice and raise achievement for all learners. “The road to expertise starts and ends with small steps. For the reflective teacher, this amounts to setting specific goals each year regarding classroom strategies and behaviors” (Marzano, 2012). The purpose of R.S.U. No. 67’s teacher performance evaluation and professional growth model is to improve teaching practices, support professional growth, and address teacher employability issues that should maximize opportunities for all learners to achieve academically and grow socially, emotionally, and intellectually. The overarching goal of the PEPG system is to provide all learners with effective teachers throughout their public school experience and to improve student learning and growth.

RSU 67’s model is based upon the professional practice standards identified in the Marzano *Focused Teacher Evaluation Model*. The model builds on four key domains under Instructional and Professional Practices in conjunction with learning growth. The domains are:

- *Standards-Based Planning*
- *Standards-Based Instruction*
- *Conditions for Learning*
- *Professional Responsibilities*

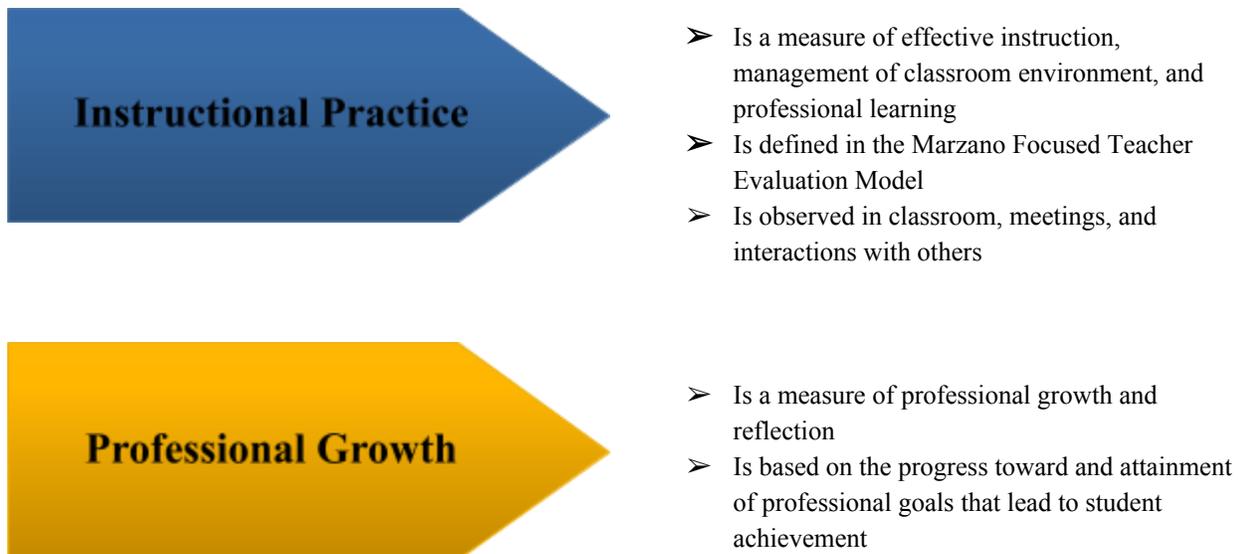
This model encourages shared language about the craft of teaching and supports collaboration within and across schools, ultimately fostering improvement in teaching practices and positively impacting students’ learning.

All teachers in the district will use this model for evaluation. School counselors and literacy coaches will be expected to complete the professional growth plan and collect evidence of meeting that plan.

## Factors in a Summative Effectiveness Rating

The RSU 67 PEPG model combines two measures of effectiveness described in [Figure 2](#).

**Figure 2. Multiple Measures**



### Types of Plans

**Probationary Teacher Plan:** A one-year plan for any teacher in the first three years of employment. There is a final summative score at the end of each year consisting of 40% professional growth plan, 40% professional practice, and 20% student learning objectives (SLO). Starting in 2021-22, the final summative score will be 50% professional growth plan and 50% professional practice. There will be at least one formal observation by administration each year.

**Self-Directed Continuing Contract Plan:** A three-year plan for any continuing contract teacher who has received a final summative score of Highly Effective, Effective, or Developing. There will be a final summative score at the end of the three years consisting of 50% professional growth plan and 50% professional practice. There will be at least one formal observation and two walk-throughs by administration during the three years. If a teacher was developing, the plan and professional practice will be receive more frequent input from administration.

**Directed Improvement Plan:** A one-year plan for any teacher whose summative effectiveness rating is Ineffective or who scores lower than a 2 in either the professional practice or professional growth plan component. Placement on an improvement plan is notice to a teacher that immediate improvement is expected. This plan involves targeted supports and a shorter timeline for improvement, ranging between 60 days and one school year. A directed improvement plan identifies the standards in need of improvement, the goals that target these areas, an accompanying action plan and a timeline to achieve an overall summative rating of Effective. The teacher and evaluator confer on all aspects of the RSU 67 PEPG process. A teacher may be placed on this cycle at any time in the continuum of their professional growth work. The overall purpose of this cycle is to provide specific assistance to teachers and to return them to the Self-Directed Continuing Contract Plan: Summative Year. An ineffective rating (i.e., a summative effectiveness rating below 1.5) at the end of the Directed Improvement Plan Cycle may lead to dismissal.

During the Directed Improvement Plan Cycle a teacher may request support from an administrator other than their direct supervisor. This is subject to approval by the Superintendent.

At any time, a teacher on the Directed Improvement Plan Cycle may request to have a representative of the Association present to advise him/her during any meeting with the administration regarding their evaluation.

### **Notification of Plan Type**

In September of each year, all teachers shall be notified in writing of their placement in the evaluation cycle by their supervising administrator keeping in mind that a continuing contract teacher may be placed on a Directed Professional Improvement Cycle at any point in the cycle.

## RSU 67's Process for Probationary Teachers

**Probationary Teachers** – For the first three years of teaching within RSU 67, teachers are considered probationary and require an annual performance review. In this phase, teachers must become familiar with the standards as defined by the Marzano's Focused Teacher Evaluation Model (Appendix A). A copy of RSU 67's Teacher Evaluation and Professional Growth Model handbook will be provided to all new teachers. Training will be provided regarding the evaluation process.

### **Evaluation Process:**

**Note:** In the 2019-20 and 2020-21 school year, all probationary teachers have to create one student learning objective (SLO). The weighting will be 40% professional growth plan, 40% professional practice, and 20% SLO.

Starting in the 2021-22 school year, the annual process for probationary teachers includes two components: a professional growth plan (50%) and professional practice (50%). A trained evaluator will be assigned to each probationary teacher and most often will be a building administrator or direct supervisor. The probationary teacher will need to complete a growth plan and collect evidence of achieving the goals of the growth plan. During the year, there will be at least one formal observation including a pre- and post-conference. A final summative score will be given at the end of each of the three years.

### **Evaluation Timeline for Probationary Teachers in 2021-22 School Year:**

		<b>Due Date</b>
Professional Growth Plan (50%)	-Complete Growth Plan in iObservation (at least 1 goal with action steps) -Administrator may add elements and/or goals based on need. Administrator approves growth plan. -Compile evidence of meeting action steps and growth goals.	-Oct. 15 -Nov. 15 -April 15
Professional Practice (50%)	-Schedule at least one formal observation with a pre-and post-conference with administrator. -Administrator may request additional information to support evidence in non-observed areas.	-April 15 -May 1
Final Summative Score	Yes	

### **Resources for Probationary Teachers:**

All new teachers will be expected to participate in two days of Teacher Induction their first year of employment. Within the first two years of employment, they will participate in the Effective Teaching Course provided by the district unless there is evidence of having completed a similar course. During both of these opportunities, they will be given support and resources for the evaluation process. In the appendix section of this handbook, there are resources to support creating a growth plan and goals.

## **RSU 67's Process for Continuing Contract Teachers**

**Continuing Contract Teachers-** Teachers who have been recommended for a fourth year of teaching and beyond are considered continuing contract teachers. They will be given a copy of this plan at the beginning of each year.

### **Evaluation Process:**

**Note:** In the 2019-20 and 2020-21 school year, for those continuing contract teachers in a 3-year cycle ending in 2020 and 2021, there will be a 20% rating for any SLO's completed in the 2017-18 and 2018-19 school year. Thus the scoring will be 40% professional growth plan, 40% professional practice, and 20% for student growth. Teachers will not be expected to create new SLO's for the 2019-20 year and beyond. The score will honor the work done in previous years. Any teacher starting a 3-year cycle in 2019-20 will use weighting of 50% professional growth plan and 50% professional practice.

The annual process for continuing contract teachers includes two components: a professional growth plan (50%) and professional practice (50%). A trained evaluator will be assigned to each continuing contract teacher and most often will be a building administrator or direct supervisor. The teacher will need to complete a growth plan and collect evidence of achieving the goals of the growth plan. During the evaluation cycle, there will be at least one formal observation including a pre- and post-conference and at least two walk-throughs. A final summative score will be given at the end of the evaluation cycle.

A teacher who receives a summative rating of effective or highly effective (2.5-4) will continue on the Self-Directed 3-year Plan. A teacher who receives a developing effective rating (i.e., a summative effectiveness rating of 1.5-2.49) will remain in the Self-Directed Summative Year with added administrative support. A teacher who receives a developing effective rating (i.e., a summative effectiveness rating of 1.5-2.49) for two years may be placed on the Directed Improvement Plan. A teacher who receives an ineffective rating will be placed on the Directed Improvement Plan. Any teacher who scores below a 2 on either component (professional growth plan or professional practice) will be placed on a directed improvement plan.

### **Resources for Continuing Contract Teachers:**

All teachers will be part of a professional learning cohort to help support them in their professional growth. There will also be quarterly after-school sessions provided for all staff to provide guidance on writing goals, collecting evidence of goals, and understanding the evaluation model. The district PEPG/Professional development committee will meet at least annually to review the plan and determine if other supports are needed. This committee will use a consensus model for all decision-making and will be composed of a majority of teachers.

**Evaluation Timeline for Continuing Contract Teachers Non-Summative Year:**

	<b>Self-Directed Non-Summative Year</b>	<b>Due Date</b>
Professional Growth Plan (50%)	-Complete Growth Plan in iObservation (at least 1 goal for each year with action steps). -Compile evidence of meeting action steps and growth goals -Administrator may add elements and/or goals based on need. Administrator approves growth plan.	-Oct. 15 -ongoing -Nov. 15
Professional Practice (50%)	-Schedule at least one formal observation with a pre-and post-conference with administrator. -Administrator may request additional information to support evidence in non-observed areas.	-April 15 -May 1
Final Summative Score	No	

**Evaluation Timeline for Continuing Contract Teachers Summative Year:**

	<b>Self- Directed Summative Year</b>	<b>Due Date</b>
Professional Growth Plan (50%)	-Review Growth Plan in iObservation. -Administrator may add elements and/or goals based on need. -Compile evidence of meeting action steps and growth goals. -Administrator will score growth plan.	-Oct. 15 -Nov. 15 -April 15 -May 15
Professional Practice (50%)	-Schedule at least one formal observation with a pre-and post-conference with administrator. -Administrator may request additional information to support evidence in non-observed areas.	-Jan. 1 -May 15
Final Summative Score	Yes	

**Evaluation Timeline for Directed Improvement Plan:**

	<b>Directed Improvement Plan</b>	<b>Due Date</b>
Professional Growth Plan (50%)	-Create growth plan with administrator. -Check in with building administrator on progress towards goals. -Compile evidence of meeting action steps and growth goals. -Administrator will score growth plan.	-Oct. 15 -Jan. 15 -April 15 -May 15
Professional Practice (50%)	-Schedule at least one formal observation with a pre-and post-conference with administrator. -Schedule a 2nd formal observation with a pre- and post-conference with administrator. -Administrator may request additional information to support evidence in non-observed areas.	-Nov. 1 -April 1 -May 15
Final Summative Score	Yes	

## **Observation Process**

### **Observation Information:**

- Walk-through observations and formal observations may count towards evaluation.
- Any element in the Marzano Focused Model can be observed for feedback and/or a score.
- A teacher or administrator can request a second observation if the first did not go well or evidence was not clear.
- It would be beneficial for a teacher to request an observation early in their cycle.
- An administrator/teacher can include a growth goal at any time with action steps if the evidence shows an area of need. There would need to be a request to revise the growth plan by the teacher with approval from building administrator. The request needs to be sent to curriculum director.
- Formal observations include pre- and post-conferences.
- Walk-throughs could include observations of work done in a variety of ways such as staff meetings, data meetings, Team meetings (such as IEP, 504, LAT, dept, PLC, RTI, etc.), and professional development. Evidence can be collected in a variety of ways by administrator and teacher.
- Peer observations can be used as evidence for growth goals.

## Summative Effectiveness Rating Process

Teachers will submit evidence of the completion of growth plans and achievement towards their goals to their evaluating administrator. During the summative evaluation conference, the teacher shares any evidence of ongoing learning and/or practices related to professional growth goals and highlights the key evidence that was submitted. The teacher and evaluator will review the evaluator’s preliminary ratings on Instructional Practice and Professional Growth, focusing on specific feedback and recommendations. The evaluating administrator will use this data and the following process to determine the Summative Effectiveness Rating.

The Summative Effectiveness Rating will be determined by the two components outlined below:

<p><b>Component 1: Professional Growth Plan (50%)</b>          -Based on Marzano Focused Teacher Evaluation Model          -Growth plan created and evidence demonstrating the desired effect is submitted to administration by April 15.          -Scoring of Growth Plan follows these guidelines:              4 - Exceeded growth plan goal(s)              3- Growth goal(s) met              2- Growth shown, but goal(s) not met              1- No growth shown-- no evidence provided          *If all goals are not met but growth is shown, the score will be a 2.</p>	<p><b>Component 2: Professional Practice Standards (50%)</b>          -Based on Marzano Focused Teacher Evaluation Model          -Observed through observations of administration          -Scoring of Professional Practice Standards              Standards-based Planning = 13%              Standards-based instruction = 44%              Conditions for Learning = 30%              Professional Responsibilities = 13%          *If a domain has no scored elements, the scores get redistributed to the other domains.</p>
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### Summative Effectiveness Rating Calculation

To find the Professional Practice Score, multiply the overall rating by .50.

To find the Professional Growth Score, multiply the rating by .50

Example:

Professional Practice	$.50 \times 3 = 1.5$
<u>Professional Growth Plan</u>	$.50 \times 2 = 1.0$
Summative Effectiveness Rating	=2.5

Once the Total Summative Effectiveness Rating is determined, the final step is to plug it into the following scale:

Scale	3.5 - 4.0	2.5 - 3.49	1.5 - 2.49	0 - 1.49
<b>Total Rating</b>	Highly Effective	Effective	Developing	Ineffective

The final rating will determine the next year’s plan and evaluation cycle for continuing contract teachers.

\*\*Reminder that for 2019-20 and 2020-21, this scoring is slightly altered due to the Student Growth Learning (20%) component already in existence for those on a 3 year plan. They will be scored 40% professional growth plan, 40% professional practice, and 20% student learning objectives.

## **Appendix A: Marzano Focused Teacher Evaluation Model**

<b>Standards-Based Planning</b>
Planning Standards-Based Lessons/Units Aligning Resources to Standard(s) Planning to Close the Achievement Gap Using Data
<b>Standards-Based Instruction</b>
Identifying Critical Content from the Standards Previewing New Content Helping Students Process New Content Using Questions to Help Students Elaborate on Content Reviewing Content Helping Students Practice Skills, Strategies, and Processes Helping Students Examine Similarities and Differences Helping Students Examine Their Reasoning Helping Students Revise Knowledge Helping Students Engage in Cognitively Complex Tasks
<b>Conditions for Learning</b>
Using Formative Assessment to Track Progress Providing Feedback and Celebrating Success Organizing Students to Interact with Content Establishing and Acknowledging Adherence to Rules and Procedures Using Engagement Strategies Establishing and Maintaining Effective Relationships in a Student-Centered Classroom Communicating High Expectations for Each Student to Close the Achievement Gap
<b>Professional Responsibilities</b>
Adhering to School and District Policies and Procedures Maintaining Expertise in Content and Pedagogy Promoting Teacher Leadership and Collaboration

## Appendix B: How to Create a Growth Plan in iObservation

- ❑ Go to: <https://www.effectiveeducators.com/login/auth>
- ❑ Login to the system
  - ❑ If you forgot your username and password, click on Forgot My Password and information will be sent to your school email
  - ❑ Your username is your school email
- ❑ Once logged in: Go to the Growth Tab and click on plans



- ❑
- ❑ Click on Create New Plan



- ❑
- ❑ You do not need to complete a self-assessment, but you can if you'd like
- ❑ Depending on what type of plan you are on-- you will need to select target elements (The rule of thumb is at least one element and goal for a one-year plan and 2 elements or goals for a three-year plan.)
  - ❑ Preview will allow you to see more information about an element including a focus statement and sample evidence.
  - ❑ Configure will allow you to determine your starting point and your growth goal for an element.
  - ❑ You will also be expected to state a growth goal for the element. See "Sample growth goals" sheet for some samples. You will want to either copy and paste your goals to the planning template, use the planning template first--or you will need to toggle back and forth between step 2 and step 3.
- ❑ When you are finished with choosing your elements and writing growth goals, then you can hit "Back to Plan"
- ❑ You will need to determine action steps for your goals. See "Sample Action Steps" for examples.
  - ❑ When choosing a date-- this is when you think the action step will be completed. It will be based on how many years you have to complete your plan.
  - ❑ An action step may help you reach one or more goals.
- ❑ When completed, submit growth plan for approval

## Appendix C: Growth Plan Template

<b>Chosen Element:</b>	<b>Growth Goal:</b> <i>(You should review the scale to determine your growth goal. For the applying level you will need to have evidence of the desired effect for at least 50% of students. This means you will need student work.)</i>	<b>Action Steps to Reach Goal:</b> <i>(Although not required, it is helpful to think what would be your evidence of this action step. Those are in parentheses for each of the sample action steps.)</i>
<i>Using Engagement Strategies</i>	<i>I will improve engagement of learners in my classroom and monitor that the majority of my learners are engaged.</i>	<i>I will implement a variety of engagement strategies like physical movement, maintaining a lively pace, and demonstrating enthusiasm. (sample lesson plans)            I will have a peer observe to determine the engagement level of my classroom. (peer observation data and reflection conference notes)            I will make sure I require the majority of my learners to participate in class discussions. (observation data, classroom lesson plans, reflections, student work showing evidence of understanding critical content)</i>

## Appendix D: Sample Growth Goals and Sample Action Steps

*For sample growth goals to be at the level of applying there would need student work as evidence.*

<b>Element:</b>	<b>Sample Growth Goals:</b>
<i>Planning Standards-Based Lessons/Units</i>	<p><i>I will provide learning scales to learners that is in language easy to understand using an I can....this means....format.</i></p> <p><i>I will create unit plans aligned to standards and learning targets using essential questions, enduring understandings, and a performance scale.</i></p> <p><i>I will create ELA units that have anchor texts at appropriate complex text levels while allowing learners to have opportunities to read at their independent level for read to self time.</i></p> <p><i>I will create math units that are at the appropriate complexity while allowing time during the class to fill in gaps for learners who need some extra support.</i></p>
<i>Planning to Close the Achievement Gap Using Data</i>	<p><i>I will use data to determine learners in need of RTI support and will provide them with the appropriate interventions to show growth.</i></p> <p><i>I will participate in RTI data meetings and will complete the appropriate paperwork and provide the appropriate interventions.</i></p> <p><i>I will use Universal Design to create lessons and units that meet the needs of all learners in my classroom.</i></p> <p><i>I will have evidence of how students understanding is shown through formative and summative assessments.</i></p>
<i>Helping Students Process New Content</i>	<p><i>I will use a variety of strategies to help learners process new content such as "Reading for Meaning," KWL, and will use exit cards and academic notebooks to monitor the effectiveness for learners.</i></p> <p><i>I will have students practice summarizing what they have learned using a variety of strategies.</i></p>
<i>Using Questions to Help Students Elaborate on Content</i>	<p><i>I will learn about questioning strategies from a book study with my team and will implement those strategies in my classroom.</i></p>
<i>Using Formative Assessment to Track Progress</i>	<p><i>I will use stairs and stars, next step rubrics, exit cards, conversations, and other appropriate strategies to track learner progress. This will include having learners keep track of their progress on a unit of instruction.</i></p>
<i>Establishing and Acknowledging Adherence to Rules and Procedures</i>	<p><i>I will work to establish and acknowledge adherence to rules and procedures including using PBIS strategies.</i></p>
<i>Maintaining Expertise in Content and Pedagogy</i>	<p><i>I will complete my master's degree on literacy instruction.</i></p>
<i>Promoting Teacher Leadership and Collaboration</i>	<p><i>I will promote positive interactions with colleagues by being an active member of my PLC team to promote a culture of school wide learning.</i></p>

### Sample Action Steps:

For sample growth goals to be at the level of applying there would need student work as evidence.

- I will visit three other classrooms who are implementing \_\_\_\_\_. I will then implement this strategy in my classroom and reflect with my peers.
- I will take a course on \_\_\_\_\_.
- I will participate in a workshop on \_\_\_\_\_.
- I will participate in the district/building committee to build my skills around \_\_\_\_\_.
- I will share at a staff meeting and/or workshop day my knowledge of \_\_\_\_\_.
- I will participate in a working group on \_\_\_\_\_.
- I will do a book study with my PLC group on \_\_\_\_\_.
- I will implement/create lesson plans/unit plans showing evidence of \_\_\_\_\_.
- I will use a service learning project to create a unit that shows evidence of \_\_\_\_\_.
- I will complete an action research project showing evidence of \_\_\_\_\_.
- I will analyze my classroom and grade level data to make sure the needs of all learners are being met.
- I will have samples of evidence of when I had learners preview new content before beginning a unit or lesson.
- I will have sample evidence of how I provided feedback such as Stairs and Stars for at least 3 units.
- I will group and regroup learners based on their level of understanding and/or interest.
- I will post my classroom rules and procedures. I will reflect throughout the year on how the implementation is going and document adjustments made based on student need.
- I will survey learners to see their thoughts on the classroom climate.
- I will use the PBIS matrix in my classroom to build a system of rewards for learners.
- I will fill in the appropriate forms to document behavior concerns and review the data to adjust my classroom management strategies.
- I will complete the appropriate RTI data forms to show how learners are progressing using data to support decisions, this includes having targeted instruction to meet the needs of all learners.
- I will provide multiple opportunities for a variety of engagement strategies and provide evidence of how those strategies impacted engagement.
- I will conduct a peer observation to determine other engagement strategies to use in my own classroom.
- I will complete a self-reflection on my implementation of \_\_\_\_\_.
- I will ask a peer to participate in an observation and provide feedback.
- I will contact at least 80% of the parents in my classroom to build communication and will keep a log of parent communication.

## Appendix E: How to Upload Evidence

For sample growth goals to be at the level of **applying** there would need **student work** as evidence.

### Uploading evidence:

**Step 1:** On the home screen, choose the tab that says growth.

**Step 2:** Choose plans.

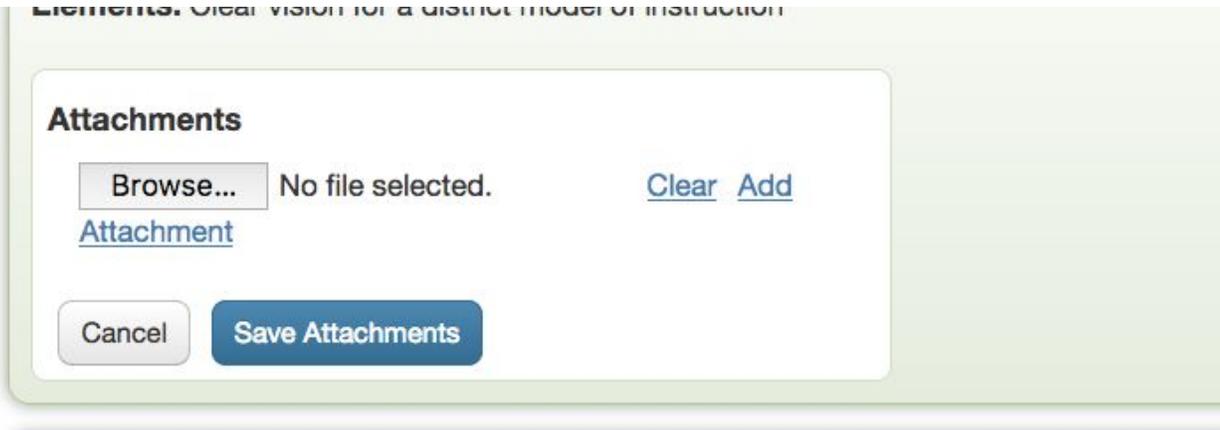
**Step 3:** Click on the plan you want to add evidence to support your growth.

**Step 4:** Scroll down to your action steps

**Step 5:** Click on add attachments in the right hand side:



**Step 6:** Choose browse and choose the appropriate file to upload.



**Step 7:** Click Save attachment.

It is uploaded to your action step.

### Timeline for Phase-In

<b>School Year</b>	<b>Probationary Teachers</b>	<b>Continuing Contract Plan Summative Year</b>	<b>Continuing Contract Plan Non-Summative Year</b>	<b>Directed Improvement Plan</b>
<b>2019-2020</b>	Summative Score Based on 40% Professional Practice 40% Growth Plan 20% Student Learning Objective (SLO) - 1 to create and complete	Summative Score Based on 40% Professional Practice 40% Growth Plan 20% Student Learning Objective (SLO) - from prior years - no new SLO's	Summative Score Based on 50% Professional Practice 50% Growth Plan	Summative Score Based on 40% Professional Practice 40% Growth Plan 20% Student Learning Objective (SLO) - from prior years - no new SLO's
<b>2020-2021</b>	Summative Score Based on 40% Professional Practice 40% Growth Plan 20% Student Learning Objective (SLO) -1 to create and complete	Summative Score Based on 40% Professional Practice 40% Growth Plan 20% Student Learning Objective (SLO) - from prior years - no new SLO's	Summative Score Based on 50% Professional Practice 50% Growth Plan	Summative Score Based on 40% Professional Practice 40% Growth Plan 20% Student Learning Objective (SLO) - from prior years - no new SLO's
<b>2021-2022</b>	Summative Score Based on 50% Professional Practice 50% Growth Plan	Summative Score Based on 50% Professional Practice 50% Growth Plan	Summative Score Based on 50% Professional Practice 50% Growth Plan	Summative Score Based on 50% Professional Practice 50% Growth Plan