
Regional School Unit 57 Effective Educator Evaluation



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MSAD #57 Board Approved: Fall 2017
Revised Adoption: June 2020

Effective Educator Evaluation Plan

Adopted: August 2017

Revised: School Year 2019-2020 Adopted: May 2020

Mission and Core Beliefs

RSU# 57 prepares respectful, responsible, and creative thinkers for success in the global community.

In RSU 57, our **core beliefs** about learning are:

- ★ All students can and want to learn.
- ★ Students learn in different ways, in different settings, at different rates for different futures.
- ★ Successful student learning is meaningful and relevant to the learner.
- ★ Clear learning targets and goals are essential to successful learning.
- ★ Students learn best in a safe environment characterized by positive relationships with caring, competent adults.
- ★ High standards of performance are expected of all.

Purpose

The purpose of our PEPG Plan is to support educator growth in order to maximize learner engagement and achievement.

Professional Practice Standards

To support and align with the district core beliefs, the RSU 57 Educator Effectiveness framework is rooted in the work of **InTASC Model Core Teaching Standards** (2011, 2013). The ten InTASC Standards articulate what educators should know and be able to do in order to ensure that every K-12 learner is ready to enter college or today's workforce. These standards function together to describe what effective teaching that leads to improved student achievement looks like.

The InTASC Standards are arranged into four general categories:

- ★ The Learner and Learning
- ★ Content
- ★ Instructional Practice
- ★ Professional Responsibility

The following **key themes** run through the InTASC Standards and help to maintain a focus on improved student learning: **increased personalization or differentiation of learning; developing learners' higher order thinking skills; promoting cross-disciplinary approaches; and collaborating at new levels.**

The InTASC Standards have also been translated into **learning progressions** for educators that can be used to **promote and support their professional growth.** These progressions describe the increasing complexity and sophistication of teaching practices for each of the standards across three developmental levels. The learning progressions describe effective teaching with more specificity than the standards do alone, provide guidance about how practice might be improved, and outline possible professional learning experiences to bring about improvements. The learning progressions make concrete suggestions about how an educator can 'shift' from one developmental level to the next.

Key assumptions underlying the learning progressions include the following:

- ★ Learning and teaching are complex.
- ★ Teaching expertise can be learned, developed over time, and is not linear.
- ★ Growth can occur through reflection upon experience, feedback, and individual or group professional learning experiences.
- ★ Development depends on context, particularly levels of support.
- ★ The focus is on the teaching practices and not on the individual educator.

Key Questions:

What is the impact of teaching practices on the learner?

Are the learners engaged?

Are they learning, growing, and improving?

Using the Professional Practice Standards for Professional Growth & Evaluation

Self Assessment and Professional Practice Goal Setting

Educators will **self-assess** using the InTASC Standards through the use of tools, such as the InTASC next step rubrics. They will use this self assessment process to help them **set a professional practice goal** based upon one or more of the InTASC Standards or categories. The professional practice goal will be approved by the evaluator (supervisor) and should center around mutually agreed upon developmental shifts in implementation of the Standards. In order for the professional practice goal to become more than a goal in a file, educators will be asked to **regularly reflect** upon their progress in

meeting their established goals. Educators will keep track of evidence of their work toward meeting their professional practice goals to aid in the iterative process of self assessing, setting goals, learning, practicing, using data, reflection etc.



Classroom Observation & Pre-Post Observation Conferences

Educators will receive both formal and informal feedback based on classroom observations and observations in other professional environments of their competencies of the Professional Practice InTASC Standards. Annually, educators will receive formative feedback from an evaluator (supervisor) observations through the use of Praise, Probe and Polish feedback forms. A pre-post observation conference will take place as part of the formal observation process during the summative evaluation cycle year for educators with a summative rating of Proficient or Distinguished. Probationary educators and educators with a rating of Needs Improvement or Progressing will receive formal observation feedback annually. Educators and evaluators will actively participate in fall and spring conferences as a means to reflect on practice, review goals, and share formative feedback.

Peer Review

For all educators:

Educators have the opportunity to receive formative peer feedback; peer feedback will not be used as part of the formal evaluation process unless the peer has been trained and the educator agrees to the use of the feedback in his/her evaluation.

The Professional Growth Plan can include a peer review component, allowing educators opportunities to share, learn, and continually improve their practices. Peer review can include, but is not limited to: formative observation of peers, review of Smart Goal, review of evidence of proficiency, and review of professional improvement plans. Peer review is designed for formative purposes only and comes from a self-selected peer.

For teachers new to RSU 57:

All educators new to RSU 57 will receive a formal induction training through the district Central Office. This induction may include full days of support along with nightly meetings throughout the school year.

Mentoring System

Educators new to RSU 57, regardless of prior experience, will be assigned a mentor as part of peer support. Educators that are new to the profession (0-1 years of prior teaching experience) will receive two years of mentoring support. This support will include, but is not limited to: three formal observations per year, informal documented meetings, and informal support. Educators that are new to RSU 57 but have had teaching experience (more than one year) in other districts will receive one year of mentoring support. This support will include, but is not limited to: two observations, informal documented meetings, and informal support. Mentor partnerships will be determined by an appointed PEPG representative and administration.

Qualifications of mentors:

- A minimum of two years of teaching experience, with a minimum of one year in RSU 57; and
- Working under a professional certificate; and
- Maintain a summative rating of Proficient or Distinguished; and
- Receive initial building administrator approval and annual recommendation by PEPG representative and administrator to continue mentoring; and
- Complete a mentor training program approved by the State of Maine Department of Education.

Responsibilities of each mentor are as follows:

- Be a resource for the mentee either directly or indirectly; and
- Support mentee in being a reflective practitioner through prompting and feedback; and
- Maintain confidentiality and build rapport with new educators; and
- Meet with mentee regularly (every 4-6 weeks as outlined in mentor documentation) to discuss best practice, problem solve and support the educator as needed. Document meetings and alignment with the InTASC teaching standards; and
- Complete all paperwork on assigned timeline(s); and

- Attend mentor trainings provided by the district; and
- Complete observations as assigned following the district protocol (pre-conference meeting, observation, post-conference reflection/goal setting)
 - Complete 3 observations (F,W,S) for all beginning educators (0-1 years prior experience); and/or
 - Complete 2 observations (F,W) for all educators new to RSU 57 with more than one year of prior experience

For teachers with a Conditional Certificate for a Special Education Endorsement:

Educators that are participating in the alternative certification and mentoring program by the Department of Education will be given a mentor specifically assigned through this program along with a district mentor. When the district mentor is also a Department of Education program mentor, that person will fulfill both roles. These staff will receive ongoing support from the Director and Assistant Director of Special Education along with qualified individuals within the department.

Professional Evidence

Educators will provide evidence towards meeting their goals. Evidence may include the use of portfolios, lesson plans, student work samples, parent surveys, student surveys etc. See addendum for additional resources for evidence aligned to the InTASC standards.

Formal Evaluation of Professional Practice Standards

At the end of their evaluation cycle (a maximum of three years), educators will receive a summative evaluation based on the **formal evaluative feedback on their demonstration of the InTASC Standards at the category level** (e.g., The Learner and Learning; Content; Instructional Practice; and Professional Responsibility) in addition to other collected evidence towards these standards.

Performance Levels for Professional Practice Standards/Categories

Four levels of performance have been identified for purposes of determining the performance levels of InTASC Standards: **Ineffective/Needs Improvement, Progressing, Proficient, and Distinguished**. It is important to recognize that the **levels are levels of performance of teaching, not of Educators**.

Ineffective/ Needs Improvement

The educator performing at the Ineffective level does not yet appear to understand the concepts underlying the InTASC Standards within the category. Working on the fundamental practices associated with the Standards will enable the educator to grow and develop in this area. In some areas of practice, performance at the Ineffective level represents teaching that is below the acceptable standards of teaching practice. For example, students are treated with sarcasm or put-downs, the

environment is chaotic, or learning is shut down. Therefore, if a supervisor encounters performance at the Ineffective/Needs Improvement level, it is time to intervene by placing the educator on an action plan.

Performance Levels	Definitions of Performance as Applied to Standards of Professional Practice (InTASC Model Core Teaching Standards)	Implications for Professional Growth
Ineffective/ Needs Improvement	Does not meet Standards in this category; performs below the expectations for effective performance under this category; requires direct intervention and support to improve practice	Intensive Support Professional Improvement Action Plan

Progressing

The educator performing at the Progressing level appears to understand the concepts underlying the InTASC Standards within the category and attempts to implement its indicators. But implementation is sporadic, intermittent, or otherwise not entirely successful. Additional reading, discussion, visiting classrooms of other educators, and experience will enable the educator to become proficient in this area. Performance at the Progressing level is characteristic of educators new to the profession—those for whom virtually everything they do, almost by definition, is being done for the first time. So it is not surprising that not everything goes according to plan. Even when experienced educators try a new activity, its implementation may be rough or inconsistent (for example, it may take longer than planned or not as long, or the directions for the activity may not be clear). In fact, when trying a new activity or when teaching in a new assignment, experienced educators may perform at the Progressing level for the same reason a new educator might—they are doing something for the first time.

For supervision or evaluation purposes, this level is generally considered minimally competent for educators early in their careers; improvement is likely to occur with experience. Enhancement of a skill is vital. Educators on continuing contract finding themselves at this level will be placed on a monitored professional growth plan.

Performance Levels	Definitions of Performance as Applied to Standards of Professional Practice (InTASC Model Core Teaching Standards)	Implications for Professional Growth
Progressing	Making progress toward meeting the Standards in this category; may meet expectations for effective performance some of the time. Improvement in competencies is required;	Monitored Professional Growth Plan

	expected improvement through monitored professional learning and growth plan	
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Proficient

The educator performing at the Proficient level clearly understands the concepts underlying the InTASC Standards within a category and implements them well. Most experienced, capable educators will regard themselves and be regarded by others as performing at this level. Educators at the Proficient level are experienced, professional educators. They know their students, they know the curriculum, they have a broad repertoire of strategies to use with their learners, they thoroughly know their content, and they can move easily to Plan B if that turns out to be necessary. And they have eyes in the backs of their heads! Many of the routines of teaching have become automatic, and proficient educators have developed a sophisticated understanding of classroom dynamics and are alert to events that don't conform to the expected pattern.

Educators performing at the Proficient level have mastered the work of teaching while working to improve their practice. They can also serve as resources to one another as they participate in a professional community of learners.

Performance Levels	Definitions of Performance as Applied to Standards of Professional Practice (InTASC Model Core Teaching Standards)	Implications for Professional Growth
Proficient	Consistently meets expectations for effective performance under this category of Standards; demonstrates effective practices and impact on student learning; continues to improve professional practice through ongoing professional learning	Educator Leadership Opportunities; Collaborative growth goal

Distinguished

Educators performing at the Distinguished level are master educators and make a contribution to the field, both in and outside their school. Their classrooms operate at a quantitatively different level from those of other educators. Such classrooms consist of a community of learners, with students highly motivated and engaged and assuming considerable responsibility for their own learning. All the common themes are manifested, as appropriate, in the classroom of an educator performing at a Distinguished level. A classroom functioning at the Distinguished level seems to be running itself. It is seamless; the students know what to do and get right to work.

Distinguished-level performance is very high performance and, indeed, some educators (particularly with some groups of students) may never attain it consistently. As some educators have phrased it, “Distinguished-level performance is a good place to visit, but don’t expect to live there.” The student component is important, because with some groups of students, it is a daunting challenge to create a community of learners. It may take all year to make much progress at all. But the Distinguished level remains a goal for all educators, regardless of how challenging it may be in any particular set of circumstances.

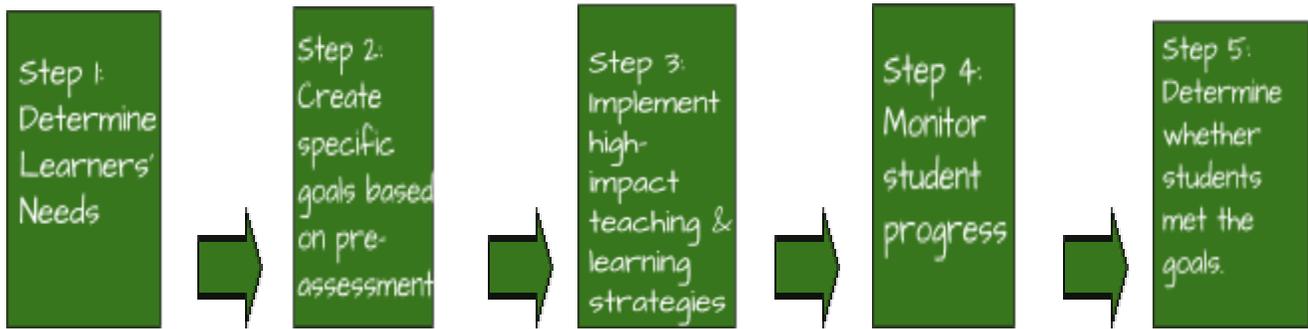
Performance Levels	Definitions of Performance as Applied to Standards of Professional Practice (INTASC Model Core Teaching Standards)	Implications for Professional Growth
Distinguished	Consistently exceeds expectations for effective performance under this category of Standards; demonstrates highly effective practices and impact on student learning; continued expansion of expertise through professional learning and leadership opportunities	Educator Leadership Opportunities; Educator-led growth goal

A Swimming Metaphor

As a summary of the levels of performance, a swimming metaphor is helpful. The educator at the Ineffective level could be compared to a non-swimmer who has been thrown in deep water and is drowning. The swimmer, who can manage the dog paddle, but nothing else, is similar to the educator performing at the Progressing level; the swimmer can get across the lake but may be swamped if any waves come up. A swimmer with command of a number of different strokes, and the knowledge of when to use which them, is similar to an educator performing at the Proficient level. And a competitive swimmer, who is perfecting his or her strokes, or a swimmer educator, would be the equivalent of the educator performing at the Distinguished level.

Student Learning and Growth Goals

Student learning and growth data is incorporated into the summative rating of educators through the use of student learning and growth goal(s). Annually, each educator will establish **student learning goal(s)** for an instructional cohort of learners for which he/she is the educator of record **and professional growth goal(s)**. It is required that all educators have a minimum of one of each of the above stated goals. Educators should have no more than three goals in total at any one given time. The growth goal will center around important standard(s) essential to student learning and will be approved by the building evaluator. Growth goals may be created individually or collaboratively and may include collective measures.



Educator of Record

Student growth and results are connected to those educators who are considered to be the student’s educator of record. In order for a student to be included in an educator’s roster, he/she must:

- be enrolled in a course or learning experience taught by that educator;
- be present and subject to instruction by that educator for at least 80% of the instructional time with that educator for that course or learning experience; and
- have pre/post evidence designed to assess growth in that course or learning experience; and

Students may be considered on more than one educator’s record.

Educators will determine their student growth goal results based on those students who meet the stated criteria for educator of record unless the goal is a Collective Student Learning and Growth goal. The evaluating evaluator will review and approve the student roster.

Collective Student Learning and Growth Goals

In order to provide learning experiences that are customized for our students, teams of educators may work collectively with flexible groupings of students that may change throughout the year. Given this, an educator may use a Student Learning and Growth Goal that is developed collectively with other educators and that measures that growth of students the educator may not have direct instructional responsibility for teaching. For example, a team of educators may develop a goal targeting the growth of all students on the team. Another example would be a goal that identifies growth of students across a department or school-wide.

Student Learning and Growth Goals Scoring Rubric

This Student Learning and Growth (SLG) scoring rubric is used for scoring individual SLG goals based on evidence submitted by the Educator and presented to the Evaluator.

Distinguished	This category applies when 90%+ of students met or exceeded their growth target(s). This category should only be selected when a substantial number of students surpassed
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	the overall level of attainment established by the growth target(s). Goals are very rigorous yet attainable, and differentiated (as appropriate) for all students.
Proficient	This category applies when 80% of students met their growth target(s). The bar for this category should be high, and it should only be selected when it is clear that all or almost all students met the overall level of attainment established by the growth target(s). Goals are rigorous yet attainable and differentiated (as appropriate) for all students.
Progressing	This category applies when 60-79% of students met their growth target(s), but those that missed the target missed by more than a few points, a few percentage points or a few students. Goals are attainable but might not be rigorous or differentiated (as appropriate) for all students.
Ineffective / Needs Improvement	This category applies when less than 60% of students meet the growth target(s). If a substantial proportion of students did not meet their target(s), the Student Learning & Growth Goal was not met. Goals are attainable, but not rigorous. *This category also applies when results are missing or incomplete.

Summative Performance Levels (Rating)

Evidence of Professional Practices from the Educator Goal with Supporting Artifacts each year

+

Evidence of Professional Practices from Evaluator Formal & Informal Observations

+

Evidence of Student Learning and Growth from the Student Learning Growth Goal each year

=

Summative Effectiveness Rating

Summative Matrix

Summative Effective Rating Level	Evidence of Professional Practice Standards (Informal and Formal Observations)	Evidence from Student Learning & Professional Growth Goals
Distinguished	Distinguished	Distinguished
Proficient	Distinguished	Proficient or Progressing
	Proficient	Proficient or Progressing
Progressing	Progressing	Proficient, Progressing, or Ineffective / Needs Improvement
Ineffective/Needs Improvement	Ineffective/ Needs Improvement	Progressive or Ineffective / Needs Improvement

Summative Performance Levels (Rating) and Professional Growth Paths

Professional Practices from the InTASC Standards categories (i.e., The Learner & Learning; Content, Instructional Practice, & Professional Responsibilities) intersect with Student Learning and Professional Growth goals culminating in a summative performance level (rating) which leads to a Professional Growth Path for the educator. Educators will have until July 15th to acknowledge and comment on summative evaluations, after July 15th all evaluations will be manually finalized. Manual finalization will be considered the teacher’s acknowledgement of the evaluation. The acknowledgement is not an agreement of the rating, it is acknowledging that you have seen the rating. Teachers have ten days from the rating submission to write a letter to express any disagreements/concerns. Summative evaluations will be housed on the online platform and can be

printed upon request. All summative evaluations and accompanying documentation will be printed and placed in the educator's personnel file prior to start of the following school year.

Distinguished Growth Path - The educator leads the conversation and chooses the focus of the professional goal(s) as the educator and evaluator collaborate on the professional growth goal(s).

Proficient Growth Path - The educator and evaluator collaboratively develop the educator's professional goal(s). The educator and evaluator have voice in developing the professional goal(s). If the educator was Progressing in Student Learning and Professional Growth goals performance, the professional goal(s) should include a focus on increasing the educator's overall aptitude in this measure.

Progressing Growth Path - The evaluator consults with the educator and uses the information gathered to inform the educator's professional goal(s). This path is evaluator directed and includes the development of a monitored Professional Growth Plan. If the educator was Ineffective/Needs Improvement or Progressing in Student Learning and Professional Growth goal performance, the Professional Growth Plan should also include a focus on increasing the educator's overall aptitude in this measure.

Ineffective/Needs Improvement Growth Path - The evaluator directs the educator's professional goal(s) through an Intensive Support Professional Growth Action Plan. This plan should involve a focus on the most important area(s) to improve educator performance. If the educator was Ineffective/Needs Improvement or Progressing in Student Learning and Professional Growth goal performance, the professional goal(s) should also include a focus on increasing the educator's overall aptitude in this measure.

Probationary Staff

Probationary staff in RSU #57 include all educators new to the district. Successful completion of the probationary period is the final step in the hiring process. The probationary period extends through the successful completion of all assigned goals and demonstrating proficiency of educator performance as defined by the InTASC Standards for two consecutive years. This results in recommendation for continuing contract. Note: A teaching year is defined by the RSU 57 Collective Bargaining Agreement.

Induction

All probationary educators are required to attend and successfully complete a New Educator Orientation. Educators hired mid-year will be included in the next offered orientation.

Evaluation Process

The annual process for probationary staff follows InTASC Standards. Educators not demonstrating proficiency in any category of the professional practice InTASC Standard may be assigned additional individual goals through a Professional Improvement Action Plan.

Probationary Timeline

YEAR 1	
New Educator Orientation	<ul style="list-style-type: none"> · Evaluators/District provides PEPG Handbook and reviews components of and resources for the evaluation process. · Training will be provided and include a schedule for completing all components
Prior to evaluation meeting	<ul style="list-style-type: none"> · Evaluator conducts a classroom visit. · Educator completes and submits self-assessment.
By October 31st	Educator drafts goals, one of which targets student growth and one which targets professional standards, and submits those to the evaluator.
By November 21st	<ul style="list-style-type: none"> · Educator and Evaluator meet to review and revise Professional Growth Plan which identifies goals, one of which targets student growth and one which targets professional Standards. Educator and Evaluator will review time frame for formal observations (a minimum of 3) to be conducted throughout the year. · Evaluator and educator will conference within one week of observation.
By January 31st	· Evaluator and educator check in on goals. Plan is reviewed and adjusted to ensure end-of-year student and professional growth and learning goals are met.
By April 15th	· Evaluator completes formal observations with documentation
By May 1st	<ul style="list-style-type: none"> · Evaluator submits all observation documentation to the personnel office. · Educator completes reflection on Educator Professional Growth Plan and submits goal evidence to Evaluator. · Evaluator and educator meet to review goals and evidence. · Evaluator submits completed and signed Educator Professional Growth Plan to personnel office with employment recommendation.
YEAR 2	
By October 31st	· Evaluator and educator meet to review Educator Professional Growth Plan.
By January 31st	· Evaluator and educator check in on goals. Plan is reviewed and adjusted to ensure end of year goals are met.
By April 15th	· Evaluator conducts formal observations with documentation (a minimum of 3).

	<ul style="list-style-type: none"> · Evaluator conferences with educator. · Evaluator submits all observation documentation to the personnel office to be included in personnel file.
By May 1st	<ul style="list-style-type: none"> · Educator completes reflection on Educator Professional Growth Plan and submits goal evidence to Evaluator. · Evaluator completes Educator Professional Growth Plan and meets with educator to review summative effective rating (at the end of evaluation cycle). · Evaluator submits completed and signed Educator Professional Growth Plan to personnel office with employment recommendation.

Continuing Contract Staff

Continuing Contract educators in RSU# 57 include an educator in their fourth year or more in the district. Evaluation at this level directs educators to successfully complete all assigned goals and demonstrate proficiency of educator performance as defined by the InTASC Standards.

Evaluation Process

The three year cycle for Continuing Contract includes two evaluative components, i.e. (1) evidence of InTASC Standards for Professional Practice through educator goals and evaluator observations and (2) evidence from Student Learning and Professional Growth Goals. Educators not demonstrating proficiency in any InTASC Standard category may be assigned additional individual goals through the Professional Improvement Action Plan (refer to page 15).

Specialized Staff

Some RSU #57 staff may not work directly with students, may carry out unique roles and responsibilities, or may demonstrate the need for specialized goals and/or activities. Examples include librarians, guidance counselors, special education educators, speech clinicians, school psychologists, etc. These staff will work with their evaluator to create modified goals and/or activities that, as much as possible, address the same components as the building/district goals, but in different ways. For instance, a special educator may review IEPs from his/her caseload and notice that five students are working on reading comprehension. An appropriate student learning and growth goal would be based around reading comprehension growth for those five students.

Continuing Contract Timeline

YEAR 1	
Prior to start of Student School Year	<ul style="list-style-type: none"> · Evaluator reviews PEPG system and evaluation with staff.
By September 30th	<ul style="list-style-type: none"> · Evaluator meets with staff requiring additional goal(s) and/or requiring Professional Improvement Action Plan (<i>See Intensive Support Timeline</i>). · Educator reviews InTASC Standards.
By October 31st	<ul style="list-style-type: none"> · Educator drafts at least two goals for assessing student learning and professional growth-(InTASC Standards). · Educator submits the goals to Evaluator.
By November 21st	<ul style="list-style-type: none"> · Educator and Evaluator meet to review and revise as necessary the two or more goals targeting student learning and professional growth.
Throughout School Year	<ul style="list-style-type: none"> · In a summative cycle year, Evaluator conducts a formal observation, in addition to multiple informal observations (formative feedback, such as PPPs). See Definitions: <ul style="list-style-type: none"> ○ Formal - full class period, and includes a pre- and post-conference ○ Informal – an unscheduled observation with feedback in digital, face to face, or written form · Evaluator and educator conference as deemed appropriate during this time (Ex. Fall, Mid-Year, Spring). · Educator accesses additional formative feedback through a minimum of one self-selected peer review. · Educator reviews evidence of demonstrated proficiency and makes adjustments in the action steps of the goals. This can be done in one of three ways: <ul style="list-style-type: none"> ○ Individually: adjustments will be submitted to Evaluator for approval. ○ Collaborative process of peer review: adjustments will be submitted to Evaluator for approval. ○ Conference with Evaluator.
By June 1st	<ul style="list-style-type: none"> · Educator reviews student growth goal results.

	<ul style="list-style-type: none"> · Educator and Evaluator meet for an end-of-the-year conference on Educator Professional Growth Plan. · Educator completes reflection on Professional Growth Plan and submits goals evidence, including student growth goal results, to Evaluator.
<p>June 30th (at the end of Educator's Evaluation Cycle)</p>	<ul style="list-style-type: none"> · Administration will notify in writing, through the summative form, any staff with an ineffective or progressing rating by the last student day. Staff with a proficient or distinguished rating will receive their summative rating and form no later than June 30th. · At the end of Educator's evaluation cycle, Evaluator determines Educator Effectiveness Summative Score using the scoring matrix. · All summative evaluations will be printed and placed in Educator's personnel file prior to the start of the following school year.

Staff Receiving Intensive Support: Professional Improvement Action Plans

Educators who are identified at any point in the cycle by their evaluator as experiencing an area of needs improvement/ineffective will receive intensive support through the development of a Professional Improvement Action Plan. The Intensive Support process is in addition to the Continuing Contract Process.

Evaluation Process

1. The Educator will be notified in writing that s/he has not met the Educator Professional Growth Plan required by the RSU #57 School District and is in need of intensive support. The written notification will specify areas of unsatisfactory performance.
2. An Intensive Support Professional Improvement Action Plan, developed by the Evaluator, will be implemented. It will include:
 - Identification of the indicators in the InTASC Standards in need of improvement;
 - Identification of processes designed to guide the educator in meeting the identified categories and indicators in need of improvement;
 - A timetable to meet the requirements; and
 - Evidence necessary to demonstrate that the standards have or have not been met.
3. The evaluator will evaluate the educator's progress, performance and successful completion of the action plan.
4. The evaluator will provide written notification of the final decision:
 - Discontinuation of the Intensive Support Professional Improvement Action Plan;
 - Continuation of intensive support; or
 - Notification of Non-Renewal

Stakeholder and Steering Committees

In order to comply with the rules of Chapter 508 of Title 20-A, a stakeholder group was formed and met regularly during 2014-15. Educator representatives were nominated and approved by the district teaching staff. Evaluators, a parent and school board member, and other staff members participated. The composition of the group met the requirements of the law and was approved by the local school board. The Steering Committee included four elementary educators, two middle school teachers, a high

school teacher, five building level administrators and three district level administrators. Of these members four members are parents in the district and seven were also members of the MEA.

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The RSU #57 Educator Effectiveness Committee utilized a consensus decision-making process to review and revise the existing Educator appraisal process and align process components to Chapter 180 requirements.

The RSU #57 Educator Effectiveness Steering Committee was developed after the Stakeholders Committee designed the original Professional Evaluation/Professional Growth System. The Steering Committee consists of some members from the original stakeholders with additional members from the teaching staff, whom were appointed by the local Educator association, as well as district administration.

Pilot and Refinement Process

The entire district of RSU #57 participated in the pilot of the Educator Evaluation plan for school year 2015-2016. This included evaluators and educators alike. The process was established in the evaluation framework. District educators reported back to the steering committee to provide feedback regarding the tools. Based on their feedback, that of members of the Steering Committee, and evaluators, the Educator Evaluation Plan was considerably overhauled during the summer of 2016, including an adoption of a new set of professional practice standards, i.e., the InTASC Model Core Teaching Standards in lieu of the Marzano framework.

The Steering Committee will continue to monitor the pilot implementation, monitor and evaluate results of the district-wide 2016-17 pilot to review and refine; the Steering Committee will work to ensure that all pieces of this process are aligned with district standards and goals.

Training

Initial training for RSU #57 administration occurred prior to August 2015; however, in accordance with a continuous improvement cycle, training will continue throughout the 2016-17 school year. Evaluator training includes a deepening understanding of the InTASC Standards, effective feedback strategies, student learning and growth goals, and inter-rater reliability.

Initial training for all RSU #57 teaching staff occurred during the professional development days prior to the start of the 2015-16 school year and will occur during early Fall 2016. Review of the Educator

Evaluation Plan was ongoing and site-based throughout the 2015-16 school year and will continue to be so throughout the 2016-17 pilot year. The ongoing review informs training needs.

Addendum

Resources and documents that pertain to this plan can be found on the [district addendum](#).

II. Standards Document

A. Summary of InTASC Core Teaching Standards

The standards have been grouped into four general categories to help users organize their thinking about the standards: **The Learner and Learning; Content; Instructional Practice; and Professional Responsibility.**

In the summary below, you will find a description of the category and the InTASC Standards associated with each. The hyperlink for each category describes indicators of what the Standard *might* look like in action, including indicators of performance, essential knowledge and critical dispositions. The associated Learning Progressions are meant to be for self assessment, goal setting, and professional learning/growth purposes NOT as a rating tool for evaluation purposes. The Learning Progressions are intentionally designed as helpful tools to show shifts in practices and to illustrate a developmental continuum of growth as an educator develops their proficiency within each Standard. Uniquely, each Learning Progression contains specific ideas for how to develop that component of the Standard through professional learning.

[The Learner and Learning](#)

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, educators must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective educators have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Educators do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Educators collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Educators promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

Standard #1: Learner Development. The Educator understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The Educator uses an understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The Educator works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Content

Educators must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's educators make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, educators make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

Standard #4: Content Knowledge. The Educator understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The Educator understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Effective instructional practice requires that educators understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, educators first identify student learning objectives and content standards and align assessments to those objectives. Educators understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that educators have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to

maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

Standard #6: Assessment. The Educator understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the Educator's and learner's decision making.

Standard #7: Planning for Instruction. The Educator plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The Educator understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is an educator's primary responsibility. To do this well, educators must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Educators also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Educators benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Educators demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

Standard #9: Professional Learning and Ethical Practice. The Educator engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The Educator seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

