

Cape Schools Open Minds
and Open Doors

Community • Academics • Passion • Ethics

Cape Elizabeth School Department

Educator

Performance Evaluation and Professional Growth Model

Handbook and Implementation Guide

(2015-2016)

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Article I -- Introduction

Effective educators continually reflect on and seek opportunities to improve their practice. Routine self-assessment, feedback from supervisors and peers, and focused professional development are essential in supporting an educator in becoming and remaining a skillful educator. With these principles in mind, the Maine legislature enacted the Educator Effectiveness law in 2012. It is the first law in the state's history to require every school administrative unit to implement a Performance Evaluation and Professional Growth (PEPG) system for educators and principals that includes not only performance evaluation but also intentional structures of support for professional growth.

Meeting the Requirements of Statute and Rule

The Cape Elizabeth E-PEPG model satisfies the requirements of Chapter 508 of the Maine Revised Statutes, Title 20-A and Rule Chapter 180 by including:

- Standards of professional practice;
- Multiple measures of educator effectiveness, including professional practice and student learning and growth measures;
- A rating scale consisting of 4 levels of effectiveness, with professional growth opportunities and employment consequences tied to each level;
- A system for using information from the evaluation process to inform professional development and other personnel decisions;
- A mechanism for training evaluators and for ongoing training
- A mechanism for training educators in components and procedures of the system;
- A process for determining teacher of record;
- A framework for observation and feedback on a regular basis;
- A framework for peer review and collaboration; and

- **Plans for professional growth and improvement.**

Borrowed from the Maine DOE T-PEPG Handbook

Article II -- Goals and Purpose

Cape Elizabeth School Department Mission

We empower students with the academic, personal, and social knowledge and skills needed to build fulfilling and engaged lives.

Philosophy of Performance Evaluation / Professional Growth System

The Cape Elizabeth School Department is committed to providing all students with quality educational experiences in an academically, physically, socially and emotionally safe setting. For each student to succeed, all staff members must work to continually improve their professional competence and collegiality 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.

Goals and Purpose

The overarching goal of the E-PEPG system is to ensure that teaching and learning will continually improve. The E-PEPG committee worked to make a system that:

- Is fair and equitable to all Educators and Evaluators
- Is based on mutual respect
- Is rooted in collaboration amongst principals and between Educators

and Evaluators

- Fosters self-reflection
- Is efficient
- Is differentiated based on the needs and interests of each individual Educator

Article III -- Plan Basics

The information below is provided to give a general overview of the CE E-PEPG plan. More details can be found by working through the links on the [Table of Contents](#). The [Glossary](#) offers important definitions that may aid understanding.

Multiple Measures of Teacher Effectiveness

The Cape Elizabeth E-PEPG model combines four distinct measures of effectiveness.



The E-PEPG Process

All the growth plans in the Cape Elizabeth E-PEPG evaluation system encompass the same steps:

Step 1: Reflection

Step 2: SMART Goal Setting

Step 3: Feedback and Growth

Step 4: Mid-Cycle Conference

Step 5: Continued Feedback and Growth

Step 6: Summative Conference

Since the reflection and goal setting happen in preparation for and during the Summative Conference, these steps roll together and make the process recursive.

A summary of the cycle steps is provided in the E-PEPG Process Steps chart below and details are available in Article VI -- The E-PEPG Process.

It is important to note that an Evaluator can move an Educator to a Monitored or Directed plan without a Summative Conference after concerns have been noted and actionable feedback provided with ample time for improvement. See [Article VIII: Growth Plans](#) (Parts B and C) for more information about Educators who are moved from a Professional plan to a Monitored or Directed plan

See the Growth Plans Summary Chart and [Article VIII -- Growth Plans](#) for more information about the cycles.

E-PEPG Process Steps		
Step	Description	Timeframe
Step 1: Reflection	Educators use evidence including self-ratings on the Marshall Teacher Evaluation Rubrics to reflect on their practice	At the start of each cycle, just prior to the Mid-Cycle Conference, and just prior to the Summative Conference.
Step 2: SMART Goal	The results of reflection	At the start of each cycle,

Setting	are used to set at least one (1) Professional Learning and Growth SMART goal and at least one (1) Student Learning and Growth SMART goal.	educators and/or evaluators set goals that will last for the duration of the cycle.
Step 3: Feedback and Growth	Educators enact action steps and Evaluators begin mini-observations.	Between the start of the cycle and the Mid-Cycle Review
Step 4: Mid-Cycle Conference	Educators and Evaluators fill out the Marshall Rubrics and come together to discuss reflection results, progress toward SMART goals, and next steps.	½ way through the cycle
Step 5: Continued Feedback and Growth	Educators continue with action steps and Evaluators continue mini-observations	Between the Mid-Cycle Conference and the Summative Conference
Step 6: Summative Conference	Educators and Evaluators fill out the Marshall Rubrics and come together to discuss reflection results, SMART goal results, strengths and growth, ratings, the Growth Plan assignment, and next goals.	At the end of each cycle.

Timelines

The Cape Elizabeth E-PEPG Model includes three timeframes.

1. The Pilot Timeline describes steps before implementation begins. This timeline is detailed in the pilot materials provided to volunteers.
2. The Implementation Timeline describes the first three years of implementation. It is described below.
3. The Annual E-PEPG Process defines the cyclical series of activities that occur during each year. This is summarized in the chart above and described throughout the plan.

The first year of implementation is the 2016-2017 school year. The 2015-2016 school year serves as a pilot year.

The Implementation Timeline

Implementation will begin in the 2016-2017 school year. Below are details about how the timing will work. These are also spelled out on the Timeline for Evaluation Cycles chart below.

- Training of evaluators and educators has already begun and will continue with emphasis on making sure evaluators are ready for their tasks and that the cohort beginning the process has a strong understanding of the components and requirements. For more information, see Article V -- Training of Evaluators and Educators.
- By March 15, 2016, evaluators will put together a proposed set of evaluation cohorts based on:
 - The date of last evaluation (those who have not been evaluated in at least three (3) years should be put in earlier cohorts)
 - Professional judgment
 - Experience level of educators (more experienced teachers could be placed in later cohorts).
- The Steering Committee will approve the lists and Evaluators will inform educators as to which cohort they are assigned.
- Orientation for Cohort 1 educators will be completed by September 15, 2016.

- Cohort 1 educators will submit proposed Professional and Student Learning and Growth SMART goals for approval by evaluators at their orientation. All goals for Cohort 1 will be approved by October 15, 2016.
- Beginning no later than September 15, 2016, evaluators will begin mini-observations of Cohort 1 educators while the Cohort 1 educators begin implementing action steps. These activities will last through the 2016-2017 calendar year and until February of 2019.
- The Mid-Cycle Conferences for Cohort 1 teachers will be completed no later than November 30, 2017.
- Summative conferences will be complete no later than February 15, 2019. Cohort 1 educators will be placed on differentiated Growth Plans (Professional, Monitored, Directed) beginning in March, 2019 based on the results of the Summative Conferences.
- By March, 2021, every teacher will have received a Summative Effectiveness Rating based on the four measures of effectiveness described at the start of this article using the Summative Effectiveness Rating Worksheet and will have been placed on an appropriate Growth Plan.

TIMELINE FOR EVALUATION CYCLES

Probationary Contract Educators—annual cohorts for three years

Orientation	September
Observations begin	September
SMART Goal setting	September
Mid-year Conference	By January 15

Summative Meetings

By April 30

Continuing Contract Educators—three year cohorts

Cohort One begin 2016

Orientation

September 2016

Observations begin

September 2016

SMART Goal setting

September 2016

Mid-cycle Conference

By November 30, 2017

Summative Meetings

By February 15, 2019

Cohort Two begin 2017

Orientation

March 2017

Observations begin

March 2017

SMART Goal setting

March 2017

Mid-cycle Conference

By November 30, 2018

Summative Meetings	By February 15, 2020
Cohort Three begin 2018	
Orientation	March 2018
Observations begin	March 2018
SMART Goal setting	March 2018
Mid-cycle Conference	By November 30, 2019
Summative Meetings	By February 15, 2021

Article IV -- The Steering Committee

The Steering Committee is tasked with overseeing the evaluation process, gaining regular feedback, and making changes to the system as needed.

The group will consist of 9 members:

- 4 elected educators (one classroom teacher from each building and one non-classroom educator)—2 for 2-year terms, 2 for 3-year terms
- 2 educators appointed by the CEEA—1 for 2 year term, 1 for 3-year term
- 2 building administrators selected by the CEAA –1 for 2 year term, 1 for 3 year term
- 1 district administrator appointed by the Superintendent

Regarding elected educators:

- Educators will self-nominate prior to the election
- Elected educators must be chosen by a majority vote of the educators at their school (for building positions) or the majority of educators in the district (for at-large position).
- In an election year, votes will take place by June 15
- If an elected position should be vacated, the empty seat will be advertised and opened to self-nomination. The vote will take place within two (2) months of the departure.

The Steering Committee will continue to meet after implementation begins no less than two times per year to review implementation and make adjustments as needed. It is suggested that the committee plan to meet around Mid-Cycle and Summative Conference times.

The Steering Committee will make decisions by consensus – decisions that everyone actively supports or at the least everyone can live with. The voting method will be determined by the Steering Committee at one of its first meetings. Possibilities include the “fist to five” method in which a decision only becomes

permanent once all members are able to support it with at least level three (3) confidence or the "three thumbs" method where members give a thumbs-up; thubs-sideways (can live with it), or thumbs down.

Members of the Steering Committee will participate in both Evaluator and Educator training events.

For the first cycle, each member shall serve a 2 or 3 year term to provide continuity through the pilot and first implementation year. Subsequent terms shall be for 2 years.

Article V --

Training of Evaluators and Educators

In order to provide the opportunity for each Evaluator and Educator to understand his or her responsibilities and participate fully in the E-PEPG system, the school administrative unit must provide training according to the requirements of Rule Chapter 180 and the guidelines in the table below.

Training Specifics, Content, and Timeline		
What	For Whom	When
Orientation <ul style="list-style-type: none">• Understanding the model• Understanding and using the summative effectiveness worksheet• Understanding requirements, implications, and opportunities associated with each rating and growth plan	Pilot group	Week of Sept. 24, 2015
Marshall for Training for Evaluators <ul style="list-style-type: none">• Using Marshall rubrics to evaluate educator performance	Evaluators and Steering Committee	August 26, 2015

<ul style="list-style-type: none"> • Providing actionable feedback to educators • Evaluating evidence of action steps 		
<p>Follow up and planning</p> <ul style="list-style-type: none"> • Establish norms and roles • Debrief of Marshall Training day • Next steps for pilot 	Steering Committee	Week of September 14, 2015
<p>Marshall Training for Educators</p> <ul style="list-style-type: none"> • Understanding the Marshall Rubrics • Self-evaluating performance • Understanding evidence • Participating in post-observation conversations 	<p>Pond Cove/CEMS</p> <p>CEHS</p>	<p>September 1, 2015</p> <p>September 2, 2015</p>
<p>Assessment</p> <ul style="list-style-type: none"> • Definitions • Role of base-line and final assessment • Best practices and research 	All district Educators	<p>Faculty meetings/Dept meetings for readings</p> <p>October 9—half-day training and practice</p>

<p>SMART Goals</p> <ul style="list-style-type: none"> • Creating and evaluating Professional SMART Goals • Creating and evaluating Student Learning and Growth (SLG) SMART Goals • Actionable feedback • Understanding evidence 	<p>Evaluators</p> <p>All district Educators</p>	<p>Administrative meetings—ongoing</p> <p>Faculty meetings—Spring 2016</p>
<p>On-going practice</p> <ul style="list-style-type: none"> • Calibration • Actionable feedback • Observations 	<p>Evaluators</p>	<p>Ongoing (Administrative meetings, joint observations)</p>

Article VI -- The E-PEPG Process

Please click on the step below to find the section with further details.

E-PEPG Process Steps		
Step	Description	Timeframe
Step 1: Reflection	Educators use evidence including self-ratings on the Marshall Teacher Evaluation Rubrics to reflect on their practice	At the start of each cycle, just prior to the Mid-Cycle Conference, and just prior to the Summative Conference.
Step 2: SMART Goal Setting	The results of reflection are used to set at least one (1) Professional Learning and Growth SMART goal and at least one (1) Student Learning and Growth SMART goal.	At the start of each cycle, educators and/or evaluators set goals that will last for the duration of the cycle.
Step 3: Feedback and Growth	Educators enact action steps and evaluators begin mini-observations.	Between the start of the cycle and the Mid-Cycle Review
Step 4: Mid-Cycle Conference	Educators and Evaluators fill out the Marshall Rubrics and come together to discuss reflection results, progress toward SMART goals, and next steps.	½ way through the cycle
Step 5: Continued Feedback and Growth	Educators continue with action steps and	Between the Mid-Cycle Conference and the

	Evaluators continue mini-observations	Summative Conference
Step 6: Summative Conference	Educators and Evaluators fill out the Marshall Rubrics and come together to discuss reflection results, SMART goal results, strengths and growth, ratings, the Growth Plan assignment, and next goals.	At the end of each cycle.

Step 1: Reflection

The first step in the evaluation process is for the Educator to reflect on his/her overall performance.

- Each Educator will rate him/herself using the Marshall Teacher Evaluation Rubrics at the start of each cycle.
- The Marshall Rubrics are attached below.
- Marshall instructs, "When scoring each rubric line, it's best to read the Effective level first, and if that doesn't capture the teacher's work, look left or right and mark the level that contains the most accurate description" (Marshall, Kim. "Teacher Evaluation Rubrics." *The Marshall Memo*. The Marshall Memo.com, 2015. Web. 2 Jan. 2014).
- The self-rating from the Marshall Rubrics is shared with the Evaluator and is used as a point of conversation about growth and goals. During the initial cycle, this conversation takes place as the first step. After the initial evaluation cycle, this conversation is part of the Summative Conference in late January/February.
- Elements that might contribute to productive reflection include:
 - Student Data
 - Professional Practices
 - Past Evaluations
 - Documentation of mini-observations

Step 2: SMART Goal Setting and Approval

In order to promote reflection and allow Educators to target their own growth, each evaluation cycle an Educator will set at least two (2) SMART goals: one targeted at Professional Learning and Growth (PLG) and one targeted at Student Learning and Growth (SLG)

A Smart Goal is:



© Mary Beth Clark, Digital Strategist, www.bethclarkconsulting.com
"Be Specific" from www.ck12.org/Be-Specific/
"Remember: People Don't Forget" from www.ck12.org/Remember-People-Don't-Forget/

In order for a SMART Goal to be successful it should:

- Aggressively promote student growth
- Align to district Strategic Plan
- Have well developed action steps that may be monitored for progress

An Educator's Growth Plan influences the approach taken in the establishment of goals, action steps, and evidence expectations. Please see [Article VIII – Growth Plans](#) for more information about the various plans.

Part A: Professional Learning and Growth (PLG)

SMART Goal Setting

In order to create a PLG SMART goal, follow two steps:

1. Use your reflection and the annotations on the Marshall Rubrics to determine an area of growth on which to focus.

- o Please reference the appropriate Marshall Teacher Evaluation Rubrics for information about each standard.
- o PLG SMART goals are based on the areas of professional practice that have been shown through research to hold the most promise for improving student learning. Based on a crosswalk between research about effect sizes of various elements that impact student learning and the Marshall rubrics, these are:

D. Monitoring, Assessment, and Follow-up (average effect size .78)

B. Classroom Management (effect size .68)

A. Planning and Preparation for Learning (average effect size .62)

C. Delivery of Instruction (average effect size .62)

Hattie, John. *Visible Learning for Teachers: Maximizing Impact on Learning*. New York: Routledge, 2012. Print.

2. Outline the steps you will take to achieve the goal and how you will measure growth in these areas

- o Examples of Evidence by Professional Standard Areas may help generate ideas for ways to measure growth
- o A successful goal should include 3 action steps that take place throughout the cycle.
- o Evidence of each action step is expected.
- o Evidence should be information gathered during the course of regular responsibilities; it should reflect authentic practice.

For tools to help develop goals, see the SMART Goal Template, SMART

Goal Rubric, and Sample Goals for more information (attached below)

PLG SMART Goals are due to the Evaluator by March 15 of the first year in an educator's cycle

Part B: Student Learning and Growth (SLG)

SMART Goals

SLG SMART goals assist educators to focus on helping students make measurable growth toward one or more specific student learning standards.

Steps for the Student Learning and Growth Smart Goal:

1. Describe the standard(s) on which you expect to see growth
2. Describe the baseline assessment for students
3. Describe the final assessment that will be used to measure growth
 - a. Assessments must measure growth.
 - b. Educators may choose to use more than one assessment
 - c. Assessments may include: Classroom-based Assessments, STAR, NWEA, DRA, Teachers' College Pre-Post Writing Assessments
4. Outline the steps you will take to help students make growth

Educators must gather growth data from at least three (3) different student cohorts

- Because of varying teaching assignments, this piece will look different for different Educators. For example:
 - An elementary classroom teacher might need three years to gain three cohorts worth of growth data.
 - A middle school art teacher might be able to collect data from three cohorts of students over the course of one trimester.
 - A high school social studies teacher might need two semesters to collect data about how three different student groups grew on an assessment in a half-year course.
- Data from multiple instructional cohorts will help ensure a substantial sample size. Use of more than three (3) cohorts worth of data is encouraged.

- The Student Learning and Growth rating is partially based on the aggregate growth of the students in each cohort measured

Teacher of record information:

- A student must be present in the classroom for 80% of the instructional time related to the SMART goal in order to count on the teacher's record.
 - For example, if a goal involves a 14 day unit, Suzie must have attended at least 11 days of class to count as part of the student cohort.
- In addition, teachers must have provided 80% of the instruction in order to be recorded as the teacher of record for the student in question.
 - For example, if a special educator pulls a small group of students into a learning center for directed instruction every second day during their regularly scheduled English class, their growth would not count on the regular English instructor's record. The special educator would need to create a goal that involves the directed instruction. The special educator cannot be credited for the growth toward the regular instructor's goal as he/she did not do 80% of the instruction for the class.
- If a class is team-taught by more than one instructor, each educator can count the students on their record.

For tools to help develop goals, see the SMART Goal Template, SMART Goal Rubric, and Sample Goals (attached below) for more information

SLG SMART Goals are due to the Evaluator by March 15 of the first year in an Educator's cycle

Part C: Approval and Revision of SMART Goals

Following reflection and initial goal setting, the educator will seek review and approval of goals.

- Goals must be approved by the Evaluator by March 31 of the first year in an educator's cycle for most plans.
- A copy of the CESD SMART Goal template (or a similar document) for each goal is to be signed by both the educator and evaluator and kept in an informal file.
- Once approved, SMART goals may be revised by mutual agreement of both educator and evaluator

Part D: SMART Goals and the Summative Rating

It is not necessary to meet each SMART goal in its entirety to achieve an Effective rating. In fact, revision of the goals is encouraged, since such a step shows ample self-reflection and professionalism. In this plan, the SMART goals are meant to help an Educator become reflective and action-oriented about his/her practice. For more about how the SMART goals tie to the Summative Rating, please see [Article VIII -- Summative Ratings](#). The information is also summarized below.

- Progress toward PLG SMART Goal(s) as demonstrated through conversation and evidence helps the Evaluator determine the Professional Growth Rating ([Step 2 of the Summative Rating](#)). This is then combined with the Professional Practice score, gathered from the Marshall Rubrics, to create an overall Professional Rating.
- Results of the SLG SMART goal(s) as demonstrated through evidence determine the SLG SMART Goal Achievement Rating ([Step 4 of the Summative Rating](#)). Progress toward the SLG SMART goal(s) as demonstrated through conversation and evidence helps the Evaluator determine the SLG SMART Goal Progress Rating ([Step 5 of the Summative Rating](#)). These two ratings are combined to create an overall Student Learning and Growth Rating.

Step 3: Feedback and Growth

Feedback and Growth occurs throughout an Educator's Growth Plan, no matter the type. The focus of this step is learning about the many facets of an Educator's practice, sharing insights and feedback based on evidence, and collaborating in planning next steps for professional growth. The Mini-Observation Cycle and the Action Steps framework support this step.

Part A: Mini-Observation Cycle

Marshall explains that, "To gather the information needed to fill out the Marshall Teacher Evaluation rubrics at the end of [an evaluation cycle], supervisors need to make frequent, short, unannounced classroom visits; have a face-to-face coaching conversation after each one (ideally without students present)" ("Teacher Evaluation Rubrics", 2014). These visits are called mini-observations. Details are below.

- Mini-observations will last an average of 15 minutes and can be up to a full class in length depending upon need or Educator request.
- The observation will be followed by a brief face-to-face coaching conversation within 48 hours of the observation. The two will discuss what the Evaluator noticed during the time in the classroom and actions that might be taken to enhance classroom practice.
- After the coaching conversation, the Evaluator will summarize the observation.
 - The summary will include any follow-up clarifications that were made during the coaching conversation.
 - The Evaluator will print and sign a copy of the summary and deliver it to the Educator within one (1) week of the observation. The Educator will sign the summary and return it to the Evaluator after making a copy for him/herself.
 - Evaluators will retain original, signed copies of the summaries in an informal file to aid Mid-cycle and Summative Conferences. These summaries do not get filed in the official Personnel File.
 - Please see below for a suggested "Mini-Observation Summary" form
- The type of growth plan to which an Educator is assigned determines the minimum number of mini-observations for each cycle. These are outlined in the Growth Plan Summary Chart (attached below), and summarized here.
 - Professional: Minimum of five (5) mini-observations per year with a total of twenty (20) over three (3) years.
 - Monitored: Minimum of ten (10) mini-observations per year with a

total of twenty (20) over two (2) years.

- Directed: Minimum of ten (10) mini-observations per year for one year.
- Probationary (as defined by district contract): Minimum of 10 mini-observations for one year. Repeated cycle for three (3) years.

Part B: Action Step Process

The Action Steps are how Educators work toward attainment of their goals. There are many ways to make progress, so Educators are encouraged to think both practically and creatively about the steps they plan. Ideally some action steps for each goal include working with peers. Steps such as participating in a peer observation or review of student and/or professional artifacts can raise an Educator's awareness to the particulars of his or her practice and in turn foster a habit of reflection and adjustments to practice.

All Action Steps must be Person-to-person and Evidential. That means:

- Person-to-person -- Every Action Step for formative or summative use must include a two-way conversation during which evidence is discussed and feedback on educator practices is provided.
 - Most conversations are intended to be informal and concise, but could be lengthier, if necessary.
 - Conversations must take place in a reasonable period of time (within 48 hours) following the Action Step with few exceptions (i.e., staff illness, etc.).
- Evidential—Every Action Step must generate and be rooted in documented evidence.
 - The documentation may be as detailed or as concise as required to reasonably reflect evidence collected and feedback on educator practice and student impact, and to summarize the face-to-face conversation.
 - Evidence should be directly tied to the SMART goal.
 - Evidence should be information gathered during the course of regular responsibilities; it should reflect authentic practice

A minimum number of Action Steps are set as determined by the type of plan assigned.

- Professional Growth Plans have action steps set by the educator. These plans require a minimum of three (3) action steps per goal to be completed over the course of the three-year cycle.
- Monitored Growth Plans have action steps set by the evaluator based on the particular needs of the educator. These plans require a minimum of three (3) action steps.
- Directed Growth Plans have action steps set by the evaluator based on the particular needs of the educator. These plans require a minimum of three (3) action steps and require work with a mentor as one of the action steps.
- Probationary Plans have action steps set by the educator. These plans require a minimum of two (2) action steps per goal to be completed over the course of the one-year cycle.

Please see the "Potential Action Steps and Suggested Evidence" Chart for ideas. More ideas are available on the "Evidence by Marshall Teacher Evaluation Standard" document.

Step 4: Mid-Cycle Conference

Half way through an Educator's cycle, he/she will meet with the Evaluator to review overall professional practice and progress toward the SMART goals

In preparation for this meeting, Educator and Evaluator each complete the Marshall Rubrics to again assess the Educator's overall professional practice. Comparison of Evaluation Summary pages should serve as a starting point for the discussion.

- Marshall instructs, "When scoring each rubric line, it's best to read the Effective level first, and if that doesn't capture the teacher's work, look left or right and mark the level that contains the most accurate description" (Marshall, Kim. "Teacher Evaluation Rubrics." *The Marshall Memo*. The Marshall Memo.com, 2015. Web. 2 Jan. 2014).
- As per Marshall, Evaluators and Educators will discuss indicators where there are discrepancies between their ratings rather than going through the rubrics line by line
- If discrepancies are unable to be resolved at the conference, a follow-up conference will be scheduled to which both parties will bring evidence pertaining to the standards in question.

The Mid-Cycle Conference is also a time to review the educator's progress toward his/her SMART goals.

- The educator should bring evidence of action steps completed. For ideas about the types of evidence, please see the "Action Step Descriptions with Suggested Evidence" chart and/or the "Examples of Evidence by Professional Standards Areas" chart.
- SMART goals can be adjusted at this conference (or at any time in the process) by mutual agreement to better meet the growth needs

of the educator

Although the evaluator has the ability to change the type of growth plan an educator is on with reasonable cause at any point in the cycle, the Mid-Cycle Conference is an appropriate time to have a discussion about potential changes that are needed or that may be warranted in the future.

The conference should be documented using the Mid-Cycle Conference Agenda (below) or a form similar to it which each party signs. The original of this form is stored by the evaluator with the Mini-observation Summaries. Mid-Cycle Conference documentation does not get filed in the official personnel file.

Step 5: Continued Feedback and Growth

As has been stated, Feedback and Growth occur throughout an educator's Growth Plan. In this step, the educator and evaluator take the findings from the Mid-Cycle Conference and re-focus their efforts for the last part of the cycle. The elements are the same as in [Step 3: Feedback and Growth](#).

Step 6: Summative Conference

At the end of the cycle, the Evaluator and Educator meet in a longer meeting to review overall professional practice and progress toward the SMART goals. This time they also discuss the Summative Rating that the Evaluator is ready to assign, the resulting Growth Plan assignment, and initial ideas for new SMART goals to begin the next cycle.

In preparation for this meeting, Educator and Evaluator again complete the Marshall Rubrics to assess the Educator's overall professional practice. Again the comparison of those ratings should serve as a starting point for the discussion.

- Marshall instructs, "When scoring each rubric line, it's best to read the Effective level first, and if that doesn't capture the teacher's work, look left or right and mark the level that contains the most accurate description" (Marshall, Kim. "Teacher Evaluation Rubrics." The Marshall Memo. The Marshall Memo.com, 2015. Web. 2 Jan. 2014).
- As per Marshall, evaluators and educators will discuss standards where there are discrepancies between educator and evaluator rather than going through the rubrics line by line
- If discrepancies are unable to be resolved at the conference, a follow-up conference will be scheduled to which both parties will bring evidence pertaining to the standards in question.

The Evaluator and Educator discuss the results of the cycle's SMART goal work and the Evaluator explains his/her proposed Professional and Student Learning and Growth ratings.

- The Educator should bring evidence of action steps completed. For ideas about the types of evidence, please see the "Potential Action Step Descriptions with Suggested Evidence" chart and/or the "Examples of Evidence by Professional Standards Areas" chart
- This time evidence is used as a way to help determine ratings and set next steps.
- Evidence should be information gathered during the course of regular

responsibilities; it should reflect authentic practice.

The Evaluator reviews the Summative Rating Worksheet to explain his/her thinking about a final Summative Rating for the cycle and reviews the growth plan that will most likely be assigned.

Educator and Evaluator discuss what new SMART goals might be appropriate for the next cycle and any initial thoughts about action steps that might be appropriate.

The conference should be documented using the Summative Conference Documentation form (below), which is to be signed by both parties. This form, along with sign copies of all SMART goals, a signed "Evaluation Summary" page (last page of Marshall rubrics), a signed Summative Ratings Page, and, if applicable, a signed Monitored or Directed Plan page should be copied for both Educator and Evaluator and the original sent to Central Office for inclusion in the Educator's Personnel File.

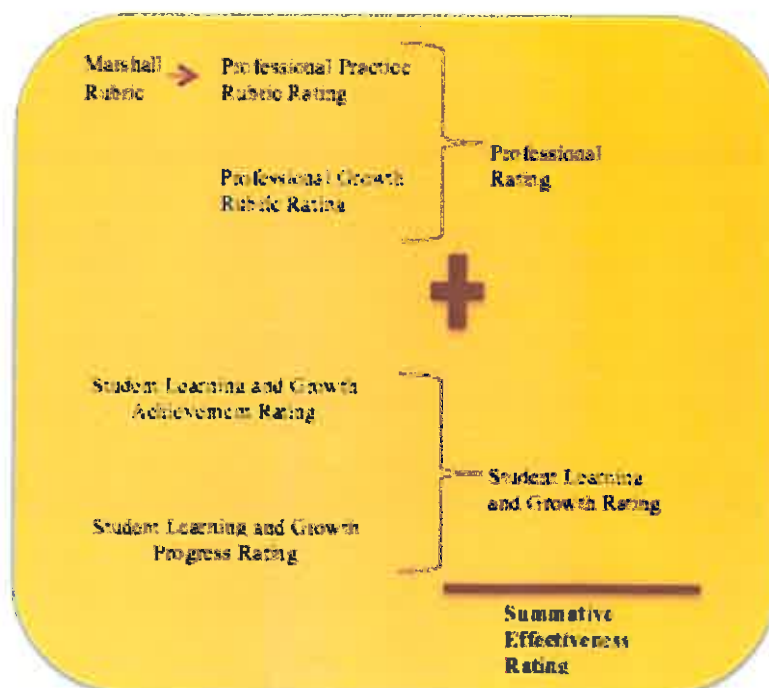
Summative Conferences must be completed no later than February 15 for Continuing Contract Educators and April 30 for Probationary Contract Educators in order to align with legal employment notification requirements.

Article VII -- Summative Ratings

In conjunction with the Summative Conference, the Evaluator reviews all of the evidence and assigns the Educator final ratings for Professional Practice, Professional Growth, Student Learning and Growth SMART Goal Achievement, and Student Learning and Growth SMART Goal Progress. In the last phase of the Summative Rating, the evaluator combines all four ratings and uses the Summative Effectiveness Rating Matrix to determine the educator's Summative Effectiveness Rating. The image below describes how the ratings are combined.

The final ratings were determined through a process by which the preparers of the model considered the possible values for each measure and made decisions as to what the combination of those values should represent on a rating scale.

As required in Maine State Rule Chapter 180, the Student Learning and Growth measure is a significant factor in the Summative Rating insomuch that an educator's impact on student learning and growth must be at least moderate to earn a Summative Effectiveness Rating of Effective.



Part A: Professional Practice Rating

The six (6) Marshall Teacher Evaluation Rubrics are used to evaluate professional practice. At the end of the evaluation cycle, the Evaluator makes a final determination for each of the domains and assigns a rating for each. This is recorded on the Evaluation Summary Page (the last page of the Marshall Rubrics). The Marshall rubrics that will be used for this rating follow this section.

The Evaluator uses the preponderance of evidence to determine the overall Professional Practice rating. The Cape Elizabeth E-PEPG Model emphasizes the importance of instructional practices to student growth and achievement. Professional Practice is given a greater weight in the combined score Professional Practice/Professional Growth ratings rubric because research indicates that it has the most potential to affect student growth and achievement.

Part B: Professional Growth Rating

Professional Growth involves an Educator progressing toward his/her Professional SMART Goal by enacting the action steps laid out at the start and making modifications to the action steps and/or the goal in collaboration with the Evaluator as needed. Professional Growth is rated using the Professional Growth Rubric below. This rating is combined with the Professional Practice Rating to create an overall Professional Rating.

Cape Elizabeth E-PEPG Professional Growth Rating Rubric				
	Highly Effective	<i>Effective</i>	Improvement Needed	Does Not Meet the Standards
a. Focus on SMART Goal	Has maintained consistent focus on the goal or has made important shifts to goal based on feedback and/or self-evaluation.	<i>Has maintained focus on goal or made appropriate shifts to goal based on feedback and/or self-evaluation.</i>	Has limited focus on goal; minimal adaptation of goal based on feedback and/or self-evaluation.	Shows little focus on goal and no attempt made to adjust goals based on feedback and/or self-evaluation.
b. Self-evaluation/ Reflection	Completely expresses understanding and explanation of growth; strengths and challenges articulated and analyzed as relating to	<i>Shows realistic understanding and explanation of growth; clearly articulates current strengths and challenges as related to the SMART goal</i>	Has limited understanding and explanation of growth; articulation of strengths and challenges does not demonstrate impact on student learning.	Shows negligible understanding and explanation of growth; minimal articulation of current strengths and challenges as related to the SMART goal

	SMART goal impact on student learning	<i>and impact on student learning.</i>		and impact on student learning.
c. Action Steps	Action steps completely attained or revised to reflect changes in the SMART goal	<i>Successfully attains or revises each action step to reflect changes in the SMART goal</i>	Demonstrates minimal attainment of action steps; revisions to reflect changes in SMART goal attempted but not successful	Did not attain action steps and no attempt at revision made
d. Documentation	Documented evidence reflects complete and sophisticated attainment of action steps	<i>Documented evidence reflects attainment of action steps</i>	Documented evidence incomplete, and reflects only partial attainment of action steps	Documentation lacks focus on goal and attainment of action steps

Part C: Professional Rating

Once a professional has received a Professional Practice Rating and a Professional Growth Rating, those measures are combined using the Professional Rating Matrix below.

Cape Elizabeth E-PEPG Professional Rating Matrix					
		Professional Practice Rating			
		Highly Effective	Effective	Improvement Needed	Does Not Meet the Standards
Professional Growth Rating	Highly Effective	Highly Effective	Effective	Improvement Needed	Improvement Needed
	Effective	Highly Effective	Effective	Improvement Needed	Improvement Needed
	Improvement Needed	Effective	Effective	Improvement Needed	Does Not Meet the Standard
	Does Not Meet the Standard	Improvement Needed	Improvement Needed	Does Not Meet the Standard	Does Not Meet the Standard

Part D: Student Learning and Growth Achievement Rating

The law requires student learning and growth to comprise a “significant” part of the overall summative rating. In Cape Elizabeth’s E-PEPG system, this component is calculated using the aggregate results of the assessments used to measure progress toward the Student Learning and Growth SMART goal as well as behaviors that educators exhibit that are proven by research to bolster student growth as measured by the Student Learning and Growth Progress Rating Rubric.

Please note: Receiving a Partially Met SLG Achievement Rating does not correspond to an Ineffective Student Learning and Growth Rating so long as the rating on the SLG Progress Rubric is at least Effective

The first step in establishing a Student Learning and Growth Rating is to determine whether the aggregate growth of the students in all three student cohorts allowed the Educator to achieve his/her SMART goal. After reviewing performance results and calculating aggregate growth, use the rubric below to create a Student Learning and Growth Achievement Rating.

Cape Elizabeth E-PEPG Student Learning and Growth Achievement Rating		
Impact Level	Criteria	Description (not exhaustive)
Exceeded	Aggregate student growth (over the course of the plan) has exceeded the SMART goal(s).	Evidence indicates the targeted population’s growth exceeded the expectations described in the goal.

Met	<i>Aggregate student growth (over the course of the plan) has met the SMART goal(s).</i>	<i>Evidence indicates the targeted population met the expectations described in the goal(s).</i>
Partially Met	Aggregate student growth (over the course of the plan) has partially met the SMART goal(s).	Evidence indicates the targeted population partially met expectations described in the goal.
Did Not Meet	Aggregate student growth (over the course of the plan) has not met the SMART goal(s).	Evidence indicates the targeted population has not met the expectations described in the goal.

Adapted from: *SLO Process and Scoring Guide: Guidance on Student/School Learning Objectives*. Wisconsin Department of Public Instruction, 2014. PDF file.

Part E: Student Learning and Growth Progress

Rating

The second step in establishing a Student Learning and Growth Rating is to determine how well the Educator progressed toward meeting the SLG SMART Goal. After reviewing the evidence and discussing it with the Educator, the Evaluator uses the rubric below to create a Student Learning and Growth Progress Rating.

Please note: Receiving a Partially Met SLG Achievement Rating does not correspond to an Ineffective Student Learning and Growth Rating so long as the rating on the SLG Progress Rubric is at least Effective

Cape Elizabeth E-PEPG	
Student Learning and Growth Progress Rating	
	Description (not exhaustive)
Highly Effective	Educator set rigorous goal(s); skillfully used appropriate assessments; continuously monitored progress; strategically revised instruction based on progress monitoring data.
Effective	<i>Educator set attainable goal(s); used appropriate assessments; monitored progress; adjusted instruction based on progress monitoring data.</i>
Improvement Needed	Educator set a goal; used assessments; inconsistently monitored progress; inconsistently or inappropriately adjusted instruction.
Does not Meet Standards	Educator set inappropriate goal(s); inconsistently or inappropriately used assessments; failed to monitor progress; failed to adjust instruction based on progress monitoring data.

Adapted from: *SLO Process and Scoring Guide: Guidance on Student/School Learning Objectives*. Wisconsin Department of Public Instruction, 2014. PDF file.

Part F: Student Learning and Growth Rating

Once a professional has received a SLG Achievement Rating and a SLG Progress Rating, those measures are combined using the Student Learning and Growth Rating Matrix below.

Cape Elizabeth E-PEPG Student Learning and Growth Rating Matrix					
		SLG Achievement Rating			
		Exceeded	Met	Partially Met	Did Not Meet
SLG Progress Rating	Highly Effective	Highly Effective	Effective	Effective	Improvement Needed
	Effective	Highly Effective	Effective	Effective	Improvement Needed
	Improvement Needed	Review Required	Effective	Improvement Needed	Does Not Meet the Standard
	Does Not Meet the Standard	Review Required	Improvement Needed	Does Not Meet the Standard	Does Not Meet the Standard

Part G: Overall Summative Rating

After the Professional Rating and Student Learning and Growth Rating have been calculated, the evaluator uses the Summative Effectiveness Rating Matrix to determine the overall Summative Effectiveness Rating for the Educator.

Cape Elizabeth E-PEPG					
Summative Effectiveness Rating Matrix					
		Professional Rating			
		Highly Effective	Effective	Improvement Needed	Does Not Meet the Standard
Student Learning and Growth Rating	Highly Effective	Highly Effective	Highly Effective	Effective	Review Required
	Effective	Effective	Effective	Improvement Needed	Improvement Needed
	Improvement Needed	Review Required	Improvement Needed	Improvement Needed	Does Not Meet the Standard
	Does Not Meet the Standard	Review Required	Improvement Needed	Does Not Meet the Standard	Does Not Meet the Standard

Summative Effectiveness Rating Level Descriptions

Highly Effective describes actions and behaviors that consistently reach beyond the expectations for effective practice.

- This rating highlights master teacher performance that meets very demanding criteria. Many effective educators reach the highly effective level occasionally or in some elements of their practice, and a few are able to autonomously sustain a highly effective status, providing a model for excellence and advancement for educators whose performance is

already effective.

Effective describes the expected actions and behaviors associated with accomplished teaching

- Characterized by a diverse set of strategies expertly implemented to reach all students; a clear ability to collaborate and communicate successfully; and consistently satisfactory impact on student learning and growth.
- This rating characterizes a solid, expected professional performance; teachers should feel good about scoring at this level. Educators whose practice is effective are able to self-direct their continued growth and often serve as leaders in the school community and may be able to provide support and guidance to peers.

Improvement Needed describes actions, behaviors, and outcomes that reflect a limited or inconsistent repertoire of effective instructional and professional strategies

- Characterized by a limited understanding of students, content or pedagogy; a limited ability to collaborate with peers and communicate appropriately; and/or an inconsistent or low positive impact on student learning and growth.
- This rating indicates that performance is mediocre; no teacher should be content to remain at this level. Educators who are working to expand their skills and knowledge of the teaching craft benefit from the close monitoring and support of administrators and accomplished peers who can facilitate growth.

Does Not Meet the Standard describes actions, behaviors and outcomes that are seldom effective

- Characterized by a lack of understating of students, content, or pedagogy; an inability to collaborate with peers and communicate appropriately; and a consistently low or negligible positive impact on student learning and growth.
- This rating underscores unacceptable performance that will lead to an

improvement plan and intensive support; improvement must be made within a reasonable and specified amount of time. Individuals who struggle overall with the basic competencies of the profession require close supervision and direction on an accelerated improvement plan.

Article VIII -- Growth Plans

As part of the Cape Elizabeth E-PEPG, each Educator is assigned to a specific type of growth plan. These plans serve a number of important purposes. The type of growth plan an Educator is on determines:

- the length of the evaluation cycle
- the extent to which goals and action steps are chosen by the Educator or determined by the Evaluator
- the minimum number of action steps required for each SMART goal
- the number of mini-observations an Evaluator will conduct

The idea behind having different plans is to provide Educators and Evaluators with specific direction and expectations. More importantly, the plans are intended to help provide the appropriate level of support for teachers at various stages in their growth no matter what that stage may be. These plans are not intended to replace adherence to school district policy and law. School board policy says that supervision and evaluation is about the ongoing improvement of the instructional program.

All Probationary Contract Educators (educators in their first three years of employment at Cape Elizabeth Schools) will be on a Probationary Growth Plan.

The chart below provides an overview of Summative Effectiveness Ratings and the resulting Growth Plans for continuing contract educators – Professional, Monitored, or Directed.

It is important to note that an Evaluator can move an Educator to a Monitored or Directed plan without a Summative Rating after concerns have been noted and actionable feedback provided with ample time for improvement. See [Parts B and C](#) below for more information about Educators who are moved from a Professional plan to a Monitored or Directed plan.

Summative Rating	Growth Plan Assignment
------------------	------------------------

Highly Effective	Professional Growth Plan
Effective	Professional Growth Plan
Improvement Necessary	Monitored Growth Plan
Does Not Meet Standards	Directed Growth Plan

Part A: Professional Growth Plans

Educators on a Professional Growth Plan are continuing contract teachers who have earned an Effective or Highly Effective rating. The Professional Growth Plan elements are summarized below and outlined in the “Growth Plans Summary” chart.

Professional Growth Plans last three (3) years.

- Goal setting is complete by March 15 of the first year
- Observations begin in March of the first year
- A Mid-Cycle Conference takes place by November 30 of the second year
- A Summative-Conference takes place by February 15 of the third year

Professional Growth Plans require at least two (2) SMART goals be set:

- At least one (1) Professional Learning and Growth goal (PLG) and at least one (1) Student Learning and Growth goal (SLG) must be set
- PLG SMART goals are based on the areas of professional practice that have been shown through research to hold the most promise for improving student learning. Based on a crosswalk between research about effect sizes of various elements that impact student learning and the Marshall rubrics, these are:

D. Monitoring, Assessment, and Follow-up (average effect size .78)

B. Classroom Management (effect size .68)

A. Planning and Preparation for Learning (average effect size .62)

C. Delivery of Instruction (average effect size .62)

Hattie, John. *Visible Learning for Teachers: Maximizing Impact on Learning*. New York: Routledge, 2012. Print.

- Beyond this requirement, goals are based on Educator’s professional interests as well as school and district goals.
- Educators on a Professional Growth Plan select at least three (3) action steps for each goal that are carried out throughout the plan
- The Educator works with the Evaluator to gain approval of the goals by March 31 of the first year.

Professional Growth Plans involve a minimum of 20 mini-observations over the course of three (3) years

- A minimum of five (5) mini-observations per year are expected
- The observations will last an average of 15 minutes each
- Mini-observations will be followed by actionable feedback from the Evaluator.
See [Article VI Part A: Mini-Observation Cycle](#) for more details.

At the Mid-Cycle conference, Professional Plan Educators and their Evaluators:

- Discuss the Educator's Professional Practice using the Marshall Rubrics
- Check in about the Educator's progress on both PLG and SLG SMART goals
 - The Educator should bring evidence of action steps completed. For ideas about the types of evidence, please see the "Potential Action Steps and Suggested Evidence" Chart. The "Evidence by Marshall Teacher Evaluation Standard" document may also be of use.

At the Summative Conference Educators and Evaluators:

- Discuss the Educator's Professional Practice using the Marshall Rubrics
- Discuss the Educator's progress on both PLG and SLG SMART goals
 - The Educator should bring evidence of action steps completed. For ideas about the types of evidence, please see the "Potential Action Steps and Suggested Evidence" Chart. The "Evidence by Marshall Teacher Evaluation Standard" document may also be of use.
- Discuss strengths and growth achieved
- Discuss the Summative Rating
- Discuss the Growth Plan assignment for the next cycle
- Discuss the focus of the SMART goals for the next cycle

It is important to note that an Evaluator can move an Educator to a Monitored or Directed plan without a Summative Rating after concerns have been noted and actionable feedback provided with ample time for improvement. See [Parts B and C](#) for more information about Educators who are moved from a Professional plan to a Monitored or Directed plan.

Part B: Monitored Growth Plans

Educators on a Monitored Growth Plan have shown a need for support around specific areas of Professional Practice and Growth. The Monitored Growth Plan elements are summarized below and outlined in the “Growth Plans Summary” chart. It is important to note that an Evaluator can move an Educator to a Monitored or Directed plan without a Summative Rating after concerns have been noted, actionable feedback provided, and ample time granted for improvement. Upon successfully addressing the identified areas of concern, the Monitored plan will be deemed successfully completed.

Monitored Growth plans can last from a minimum of 90 days to a maximum of two (2) years.

- At a meeting with the Educator, the Evaluator will provide documentation of the need for a Monitored plan. This will include specific areas of concern tied to Marshall Rubrics where applicable, and at least one SMART Goal created by the Evaluator in collaboration with the Educator that must be completed in order to achieve an effective rating within the two years. This will be documented on the “Monitored or Directed Plan Documentation” Form.
 - A Mid-Cycle Conference can take place any time between 45 days to a year into the plan. The timeline is differentiated to meet the growth needs and the progress of the Educator.
 - A Summative Conference can take place from the end of 90 days until the end of the second year by March 31. Again, the timeline is differentiated depending on the growth needs and progress of the Educator.

Monitored Growth Plans require at least two (2) SMART goals:

- One Professional Learning and Growth goal (PLG) and one Student Learning and Growth goal (SLG).
- The PLG will be created by the Evaluator in collaboration with the Educator based on areas in need of the most growth as identified at the Summative Conference of the previous cycle or at another time determined by the Evaluator.
- The Educator can continue his/her previous SLG.

Educators on a Monitored growth plan are assigned at least three (3) action steps for each goal, but the number will vary depending on the Educator’s needs.

If an Educator is moved to a Monitored Plan at a time other than at a Summative Conference:

- Monitored Plan SMART goal setting will be finalized no later than the end of the second

week from the start of the placement

- The Educator will continue to work on his/her previously set goals in anticipation of a return to a Professional Growth Plan.

Monitored Growth Plans can involve a total of 20 mini-observations over the course of two (2) years

- A minimum of 10 per year are expected. These will be "prorated" if the plan is shorter. For example, a 90 day plan would require 4 observations within those 90 days.
- The observations will last an average of 15 minutes each
- Mini-observations will be followed by actionable feedback from the Evaluator. See [Article VI Part A: Mini-Observation Cycle](#) for more details.

At the Mid-Cycle conference, which will take place a minimum of 45 days into the plan and maximum one year in, Monitored Plan Educators and their Evaluators:

- Discuss the Educator's Professional Practice using the Marshall Rubrics
- Discuss and evaluate the evidence of the Educator's progress on both PLG and SLG SMART goals
 - The Educator should bring evidence of action steps completed. For ideas about the types of evidence, please see the "Potential Action Steps and Suggested Evidence" Chart. The "Evidence by Marshall Teacher Evaluation Standard" document may also be of use.
- In the case of vast improvement the Evaluator may move up the Summative Evaluation date in order to move the Educator back to a Professional Growth plan as soon as possible.
- If the Educator moves back to a Professional Growth Plan, they continue to work on the goal(s) from the Monitored Plan along with Professional Growth Plan goals.

At the Summative Conference Educators and Evaluators:

- Discuss the Educator's Professional Practice using the Marshall Rubrics
- Check in about the Educator's progress on both PLG and SLG SMART goals
 - The Educator should bring evidence of action steps completed. For ideas about the types of evidence, please see the "Potential Action Steps and Suggested Evidence" Chart. The "Evidence by Marshall Teacher Evaluation Standard" document may also be of use.
- Discuss growth and strengths
- Discuss the Summative Rating
- Discuss the plan assignment for the next cycle

Part C: Directed Growth Plans

Teachers on a Directed Growth Plan have shown a need for significant, targeted, in-time support in areas of Professional Practice and Growth. The Directed Growth Plan elements are summarized below and outlined in the “Growth Plans Summary” chart. Educators on this plan may want CEEA representation present at the Initial, Mid-cycle, and Summative Conferences. Educators on this plan will be provided with mentor support. It is important to note that an Evaluator can move an Educator to a Monitored or Directed plan without a Summative Rating after concerns have been noted, actionable feedback provided, and ample time granted for improvement.

Directed Growth plans last one (1) year.

- At a meeting with the Educator, the Evaluator will provide documentation of the need for a Directed plan.
 - This will include specific areas of concern tied to Marshall Rubrics where applicable, and at least one SMART Goal created by the Evaluator in collaboration with the Educator that must be completed in order to achieve an Effective rating within the year.
 - This will be documented on the “Monitored or Directed Plan Documentation” Form.
- Goals will be established within two weeks after the Educator is changed to a Directed Plan.
- A Mid-Cycle Conference takes place by November 30
- A Summative-Conference takes place at the end of the cycle by February 15. The evaluator has an option to suspend summative judgement until the time frame between April 14 and May 1 in order to provide extra time for improvement.
- Educators on this plan may want CEEA representation present at the Initial, Mid-cycle, and Summative Conferences.
- Educators on this plan will be provided with mentor support.

Directed Growth Plans require at least two (2) SMART goals:

- At least one (1) Professional Learning and Growth goal (PLG) and at least one (1) Student Learning and Growth goal (SLG) are required.
- The PLG will be created by the Evaluator based on areas in need of the most growth as identified at the Summative Conference or at any time as determined by the Evaluator.
- The Educator can continue his/her previous SLG SMART Goal.

Educators on a Directed Growth Plan are assigned three (3) action steps for each goal

Directed Growth Plans involve a total of 10 mini-observations over the course of one (1) year

- The observations will last an average of 15 minutes each
- Mini-observations will be followed by actionable feedback from the Evaluator. See [Article VI Part A: Mini-Observation Cycle](#) for more details.

In addition to Mini-observations, Directed Growth Plans will most probably involve a formal observation. This can be requested by either the Evaluator or the Educator.

At the Mid-Cycle conference, Professional Plan Educators and their Evaluators:

- Discuss the Educator's Professional Practice using the Marshall Rubrics
- Check in about the Educator's progress on both PLG and SLG SMART goals
 - The Educator should bring evidence of action steps completed. For ideas about the types of evidence, please see the "Potential Action Steps and Suggested Evidence" Chart. The "Evidence by Marshall Teacher Evaluation Standard" document may also be of use.
- Educators on this plan may want CEEA representation present at the Initial, Mid-cycle, and Summative Conferences.

At the Summative Conference Educators and Evaluators:

- Discuss the Educator's Professional Practice using the Marshall Rubrics
- Check in about the Educator's progress on both PLG and SLG SMART goals
 - The Educator should bring evidence of action steps completed. For ideas about the types of evidence, please see the "Potential Action Steps and Suggested Evidence" Chart. The "Evidence by Marshall Teacher Evaluation Standard" document may also be of use.
- Discuss growth and strengths
- Discuss the Summative Rating
- Discuss the plan assignment for the next cycle
- Discuss the focus of the SMART goals for the next cycle
- Educators on this plan may want CEEA representation present at the Initial, Mid-cycle, and Summative Conferences.

Part D: Probationary Growth Plans

Educators are on a Probationary Growth Plan for the three years during which they have a Probationary contract. The Probationary Growth Plan elements are summarized below and outlined in the “Growth Plans Summary” chart

Probationary Growth plans last one (1) year.

- Goal setting is complete by September 30 of the year and mini-observations begin
- A Mid-Cycle Conference takes place by January 15
- A Summative-Conference takes place by April 30

Probationary Growth Plans require at least two (2) SMART goals be set:

- At least one (1) Professional Learning and Growth goal (PLG) and at least one (1) Student Learning and Growth goal (SLG) will be set.
- PLG SMART goals are based on the areas of professional practice that have been shown through research to hold the most promise for improving student learning. Based on a crosswalk between research about effect sizes of various elements that impact student learning and the Marshall rubrics, these are:

D. Monitoring, Assessment, and Follow-up (average effect size .78)

B. Classroom Management (effect size .68)

A. Planning and Preparation for Learning (average effect size .62)

C. Delivery of Instruction (average effect size .62)

Hattie, John. *Visible Learning for Teachers: Maximizing Impact on Learning*. New York: Routledge, 2012. Print.

- Beyond this requirement, goals are based on Educator’s professional interests as well as school and district goals.
- The SLG SMART goal continues for the entire Probationary Contract timeframe (3 years) to ensure that three (3) sets of data can be collected. Progress toward the goal is checked at the Mid-cycle and Summative

conferences, but no Student Learning and Growth Rating is assigned until year three (3).

- Educators on a Probationary Growth Plan select at least two (2) action steps for each goal
- The Educator works with the Evaluator to gain approval of the goals by September 30.

Professional Growth Plans involve a total of 10 mini-observations over the course of the year

- The observations will last an average of 15 minutes each
- Mini-observations will be followed by actionable feedback from the Evaluator. See [Article VI Part A: Mini-Observation Cycle](#) for more details.

At the Mid-Cycle conference, Professional Plan Educators and their Evaluators:

- Discuss the Educator's Professional Practice using the Marshall Rubrics
- Check in about the Educator's progress on both PLG and SLG SMART goals
 - The Educator should bring evidence of action steps completed. For ideas about the types of evidence, please see the "Potential Action Steps and Suggested Evidence" Chart. The "Evidence by Marshall Teacher Evaluation Standard" document may also be of use.
 - Progress toward the SLG SMART goal is checked at the Mid-cycle and Summative conferences, but no Student Learning and Growth Rating is assigned until year three (3).

At the Summative Conference Educators and Evaluators:

- Discuss the Educator's Professional Practice using the Marshall Rubrics
- Check in about the Educator's progress on both PLG and SLG SMART goals
 - The Educator should bring evidence of action steps completed. For ideas about the types of evidence, please see the "Potential Action Steps and Suggested Evidence" Chart. The "Evidence by Marshall Teacher Evaluation Standard" document may also be of use.

- Discuss strengths and growth achieved
- Discuss the Summative Rating
 - During years 1 and 2 of a probationary contract, the Summative Rating will consist of the Professional Rating only.
 - During the 3rd Probationary cycle: A Summative Rating that includes Student Learning and Growth is assigned
- *During the 3rd Probationary cycle:* Discuss the plan assignment for the next cycle
- *During the 3rd Probationary cycle:* Discuss the focus of the SMART goals for the next cycle

Article IX -- Review and Appeals Processes

Review Process

In most cases the component ratings generate a clear Summative Effectiveness Rating. When a significant disparity exists between the Professional Rating and the Student Learning and Growth Rating, an Evaluator will not assign a Summative Effectiveness Rating until a review is conducted by the Steering Committee and the disparity resolved.

The review must include but is not limited to an investigation and consideration of all evidence related to:

- The accuracy of the scoring process;
- The accuracy of the evaluator's judgments;
- The appropriateness of the assessments used to measure student growth;
- The students included in the calculation of the student growth measure; and
- The appropriateness of the student growth target.

If the reason for the disparity is not readily apparent and easily resolved, the educator will continue on the current growth plan and a second evaluator will be brought in to confer and calibrate with the original Evaluator.

Appeals Process

In the event of a discrepancy of more than one (1) level in a rating on the Marshall Rubrics or in the event of movement to a Monitored or Directed plan, either the evaluator or educator may request the involvement of another evaluator to review the data and confer with the evaluator. Requests should be made in writing to the Superintendent.

Article X -- Documentation Requirements

As part of the E-PEPG plan, two files will be kept for each Educator in the system. The first is an Evaluation file kept by the Evaluator and Educator at the school. The other is the formal Personnel File kept at Central Office. Details about which documents go to which file are listed below and links to each document are included below.

The Evaluation file is kept by the Evaluator and Educator at the school. The Evaluator retains the originals, while the Educator receives signed copies. It includes:

- Initial Marshall “Evaluation Summary” forms completed by the Evaluator and Educator
- SMART goals for the cycle signed by the Evaluator and the Educator
- Mini-Observation Summaries signed by both the Evaluator and the Educator
- Mid-Cycle Marshall Evaluation Summary forms completed by the Evaluator and the Educator
- The Mid-Cycle Conference Agenda document with notes signed by the Evaluator and the Educator.
- Once the cycle is complete, materials in the informal file can be recycled for a “fresh start” while copies of the following forms should be retained:
 - The Summative Conference Documentation form signed by Evaluator and Educator with the following documents attached:
 - SMART goals for the cycle signed by the Evaluator and the Educator
 - Summative Marshall “Evaluation Summary” forms completed by the Evaluator and the Educator
 - Summative Effectiveness Rating Worksheet completed and signed by the Evaluator and the Educator
 - Monitored or Directed Plan Documentation form including required SMART goals signed by both the Evaluator and the

Educator (if applicable).

The Personnel File is kept at Central Office and will receive the original copies of the following Evaluation Documents at the end of each cycle:

- The Summative Conference Documentation form signed by Evaluator and Educator with the following documents attached:
 - SMART goals for the cycle signed by the Evaluator and the Educator
 - Summative Marshall "Evaluation Summary" forms completed by the Evaluator and the Educator
 - Summative Effectiveness Rating Worksheet completed and signed by the Evaluator and the Educator
 - Monitored or Directed Plan Documentation form including required SMART goals signed by both the Evaluator and the Educator (if applicable).

Glossary

<p>Actionable (SMART Goal)</p>	<p>Has action steps that connect to the intended outcome.</p>
<p>Actionable Feedback</p>	<p>Feedback that can be promptly acted upon. According to Grant Wiggins, “Effective feedback is concrete, specific, and useful; it provides <i>actionable</i> information” (“Seven Keys to Effective Feedback.” <i>Educational Leadership</i>. ASCD, September 2012. Web. 1 July 2015.)</p>
<p>Baseline Assessment</p>	<p>an assessment meant to measure initial knowledge and skills related to a specific target before instruction has been delivered.</p>
<p>CBA</p>	<p>Classroom Based Assessment. These are assessments that are designed by a teacher or a group of teachers intended to measure student growth toward specific learning targets as a result of instruction delivered during a specific time frame.</p>
<p>Consensus Decision Making</p>	<p>A decision making process in which all the members of a group can actively support or at least live with all decisions made.</p>
<p>Directed Growth Plan</p>	<p>A Growth Plan for Educators who have shown a need for significant, targeted, in-time support in areas of Professional Practice and Growth. These plans last one year, are Evaluator directed, and always involve the support of a mentor. Educators on this plan may want CEEA representation present at the Initial, Mid-Cycle, and Summative Conferences. It is</p>

	<p>important to note that an Evaluator can move an Educator to a Monitored or Directed plan without a Summative Rating after concerns have been noted, actionable feedback provided, and ample time granted for improvement.</p>
Domain	<p>The topic of Professional Practice covered in a given rubric. For example, Rubric A's domain is "Planning and Preparation for Learning"</p>
E-PEPG	<p>Educator Professional Evaluation and Professional Growth. This is the official name for the entire evaluation plan.</p>
Educator	<p>Classroom educators on the Teacher Contract who are not educational specialists (LITS, Guidance Counselors, Nurses, etc.) or those licensed by the State Board of Health (OTs, PTs, etc.).</p>
Effect Size	<p>The impact that a given practice has on student learning. Hattie et al. estimate that an effect size of .4 or greater is significant and thus indicates a research-based best practice.</p>
Evaluation Cohort	<p>a group of Educators who are on the same Evaluation cycle.</p>
Evaluator	<p>The administrator tasked with overseeing the evaluation of a particular Educator.</p>
Final Assessment	<p>also called Summative Assessment. An assessment to measure growth on a specific learning target after instruction has been delivered.</p>
Formative Assessment	<p>An assessment provided between the</p>