

Cape Schools Open Minds
and Open Doors

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Cape Elizabeth School Department

Principal

Performance Evaluation and Professional Growth Model

Handbook and Implementation Guide

(2015-2016)

Article I -- Introduction

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

Meeting the Requirements of Statute and Rule

In order to comply with the rules of Chapter 508 of Title 20-A, are expected to develop and implement a performance evaluation and professional growth (PE/PG) system for principals for full implementation by the 2016-2017 school year. The Cape Elizabeth P-PEPG satisfies Chapter 180 by including:

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

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 P-PEPG system is to ensure that teaching and learning will continually improve. The P-PEPG committee worked to make a system that:

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

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

Article III -- Plan Basics

The information below is provided to give a general overview of the CE P-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 Effectiveness

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



The P-PEPG Process

All the growth plans in the Cape Elizabeth P-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 P-PEPG Process Steps chart below and details are available in [Article IV – The P-PEPG Process](#).

It is important to note that an Evaluator can move the Principal to a Professional Improvement Plan without a Summative Conference after concerns have been noted and actionable feedback provided with ample time for improvement. See [Article VI: Growth Plans \(Part B\)](#) for more information about Principals who are moved from a Professional Growth Plan to a Professional Improvement Plan

See [Article VI -- Growth Plans](#) for more information about the cycles.

P-PEPG Process Steps		
Step	Description	Timeframe
Step 1: Reflection	Principals use evidence including self-ratings on the Marshall Principal Evaluation Rubrics to reflect on their practice	At the start of the initial cycle and then just prior to the Summative Conference in February.
Step 2: SMART Goal Setting	The results of reflection are used to set at least	By July 31

	<p>one (1) Professional Learning and Growth SMART goal and at least two (2) Student Learning and Growth SMART goals. One SLG SMART Goal is tied to the SLG Ratings of the Educators whom the Principal is responsible for evaluating. The other SLG SMART Goal is related to building academic achievement and growth as measured by testing.</p>	
<p>Step 3: Feedback and Growth</p>	<p>Principals enact action steps and Evaluators begin mini-observations.</p>	<p>August - January 31</p>
<p>Step 4: Mid-Cycle Conference</p>	<p>Principals and Evaluators fill out the Marshall Rubrics and come together to discuss reflection results, progress toward SMART goals, and next steps.</p>	<p>By January 31</p>
<p>Step 5: Continued Feedback and Growth</p>	<p>Principals continue with action steps and Evaluators continue mini-observations</p>	<p>February 1 - June 30</p>
<p>Step 6: Summative Conference</p>	<p>Principals and Evaluators fill out the Marshall Rubrics and come</p>	<p>By July 15</p>

	<p>together to discuss reflection results, SMART goal results and Principal's written reflection about the work, strengths and growth, ratings, the Growth Plan assignment, and next goals.</p>	
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Timelines

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.

- Principals will submit proposed Professional and Student Learning and Growth SMART goals for approval by Evaluators no later than August 15, 2016 approved by August 30, 2016.
- Beginning no later than September 1, 2016, Evaluators will begin mini-observations while Principals begin implementing action steps.
- The Mid-Cycle Conferences will be complete no later than November 30, 2016.
- Summative Conferences will be complete no later than February 15, 2017. Principals will be placed on differentiated Growth Plans (Professional Growth or Professional Improvement) beginning in March 2017 based on the results of the Summative Conferences.
- After this initial year, the evaluation cycle will use a "normal" cycle as outlined in the timeline chart below with the exception of new hires, who will use this implementation timeline for the first year of employment.



TIMELINE FOR PRINCIPAL EVALUATION CYCLE

Principals on a Professional Growth Plan

Observations begin	March 2016
SMART Goal setting	March 2016
Mid-cycle Conference	By November 30
Summative Meetings	By February 15

Article IV -- The P-PEPG Process

P-PEPG Process Steps		
Step	Description	Timeframe
Step 1: Reflection	Principals use evidence including self-ratings on the Marshall Principal Evaluation Rubrics to reflect on their practice	At the start of the initial cycle and then just prior to the Summative Conference in February.
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 two (2) Student Learning and Growth SMART goals. One SLG SMART Goal is tied to the SLG Ratings of the Educators whom the Principal is responsible for evaluating. The other SLG SMART Goal is related to building academic achievement and growth as measured by testing.	By February 15
Step 3: Feedback and Growth	Principals enact action steps and Evaluators begin mini-observations.	February 15 - November 30
Step 4: Mid-Cycle	Principals and Evaluators	By November 30

<p>Conference</p>	<p>fill out the Marshall Rubrics and come together to discuss reflection results, progress toward SMART goals, and next steps.</p>	
<p>Step 5: Continued Feedback and Growth</p>	<p>Principals continue with action steps and Evaluators continue mini-observations</p>	<p>November 30 - February 15</p>
<p>Step 6: Summative Conference</p>	<p>Principals 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.</p>	<p>By February 15</p>

Step 1: Reflection

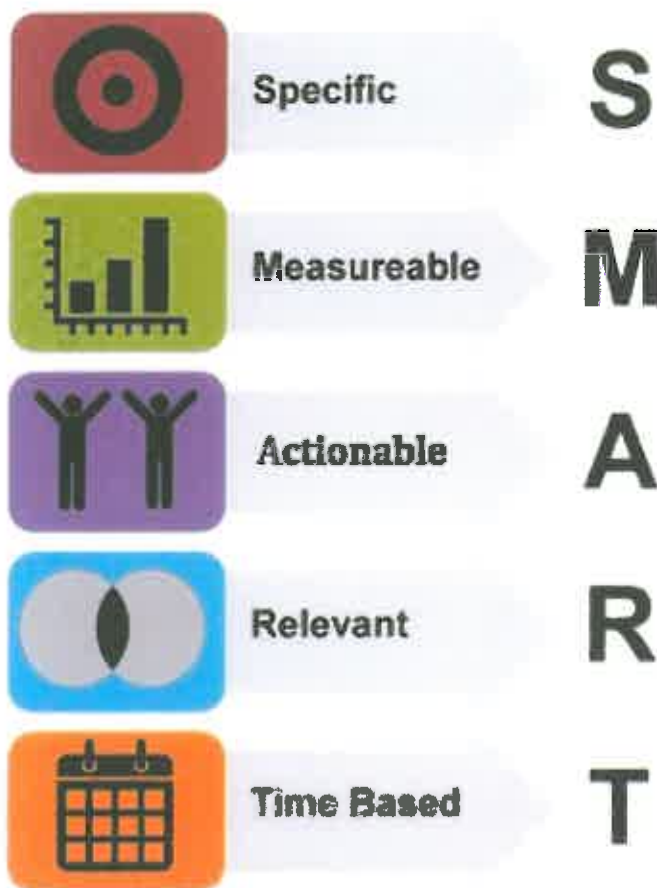
The first step in the evaluation process is for the Principal to reflect on his/her own overall performance.

- Each Principal will rate him/herself using the Marshall Principal 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 [educator'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 Principals to target their own growth, each evaluation cycle a Principal will set at least three (3) SMART goals: one targeted at Professional Learning and Growth (PLG), one targeted at helping Educators meet their Student Learning and Growth (SLG) Goals, and one targeted at building-level Student Achievement and Growth as measured by achievement data.

A Smart Goal is:



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"Set Smart" icon by Smorkalis, from the Smorkalis.com collection
"Calendar", "People", and "Target" icons from the Smorkalis.com collection

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

The SMART Goals can be developed

- Individually - Final completed document will be submitted to the Evaluator for approval;
- Through a collaborative process of peer review - Final completed document will be submitted to the Evaluator for approval;
- At a conference with the Evaluator

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 as well as survey metrics to determine an area of growth on which to focus.

2. Outline the steps you will take to achieve the goal and how you will measure growth in these areas
 - A successful goal should include 3 action steps that take place throughout the cycle.
 - Evidence of each action step is expected.
 - 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 and SMART Goal Rubric (attached below)

PLG SMART Goals are due to the Evaluator by March 15.

CESD SMART GOAL RUBRIC

Note: This is a guide to help with the creation of SMART goals. It will not be used for approval or as part of rating

	4	3	2	1
S	Educator uses extreme care to reflect on their own current practice, research-based best-practice, the past growth of the student cohort in question, and the desired learning outcomes for the student cohort to set targeted goals.	<i>Is targeted to the areas of professional practice that have been shown through research to hold the most promise for improving student learning (PLG). Is targeted to a specific learning need of the student cohort in question (SLG).</i>	Is not targeted to an area of professional practice that has been shown through research to hold the most promise for improving student learning (PLG). Targets a broad learning goal that may not be the most significant for the student cohort in question (SLG).	Does not articulate a target.
M	Is well aligned to measures that are both reliable and valid and thus will accurately show whether the goal has been met.	<i>Is aligned to measures that will provide insight into whether the goal has been met.</i>	Measures are related to the goal, but may not be able to provide information as to whether the specific goal has been met.	Measures are not noted and/or do not relate to the goal.
A	Sets an ambitious, but achievable target for the educator in question. Has strategic action steps that are well developed, clearly articulated, promote deeper learning in the classroom, set benchmarks to monitor progress, and encourage sharing of best practice.	<i>Sets an achievable target for the educator in question. Has action steps that connect to the intended outcome and include monitoring of progress toward the stated learning goal; time and energy focus on strengthening professional practice (PLG) or student achievement toward the intended learning outcome (SLG)</i>	Sets a target that may not be achievable for the educator in question and/or has action steps that need greater connection to the desired professional growth (PLG) or student outcomes (SLG)	.The target is not achievable and/or action steps have no clear link to professional growth (PLG) or student outcomes (SLG)
R	Is particularly relevant to professional growth needs of the educator (PLG). Relevant to the most critical needs of the student cohort (SLG). Relevant to the strategic needs of the class, school, and district	<i>Is relevant to professional growth needs of the educator (PLG). Is relevant to the strategic goals of the class, school, and district.</i>	Relevance to the educator, student cohort, and/or class, school, and district goals is not well articulated.	Is not relevant to the educator, student cohort, and/or class, school, or district goals.
T		<i>Action steps can be realistically completed in the time frame specified.</i>	Action steps may not be able to be completed in the time frame specified and/or the timeframe is vague.	No time frame is provided for completion of action steps.

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SMART Goal Template

Educator Name:		School:	
Grade/Subject:		Team/Collaborators:	
Type of Goal	<input type="checkbox"/> Student Learning and Growth <input type="checkbox"/> Professional Learning and Growth		

S—Specific

M—Measurable

A—Actionable

R—Relevant/Results-oriented

T—Time-bound

Use this template to compose SMART goals. Focus on defining a measurable desired outcome and then plan action steps that will help you make progress toward the goal. Action steps outline strategic decisions or accomplishments necessary to achieve the goal. Description of action steps should include a rough timeline or series of target dates, and identify team members who may be responsible for assisting the educator.

SMART Goal Statement

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Measurement Details:

- List the standards on which you expect to see growth
- Outline how you will measure growth. If this is a SLG SMART goal, please include a baseline assessment and final assessment as well as any formative assessments

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Action Plan

Action Step	Timeline	Anticipated Evidence	Evidence Collected?

NOTE:

Professional, Monitored and Directed plans require a minimum of three (3) action steps per goal.
Probationary plans require a minimum of two (2) action steps per goal

Educator Signature: _____

Evaluator Signature: _____

Adapted April 2015 from Falmouth, Maine Public Schools SMART Goal Template 2014/2015

Part B: Educator Student Learning and Growth

Rating (SLGR) SMART Goal Setting

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

1. Consider the SLG goals of the Educators whom you evaluate to determine which best practices will help those Educators reach their goals. Create a SMART goal focused on using these best practices to help the Educators and students under your supervision.

2. Outline the steps you will take to achieve your goal and how you will measure progress
 - A successful goal should include three (3) action steps that take place throughout the cycle.
 - Evidence of each action step is expected.
 - Evidence might include measuring how many Educators who are in their Summative year of evaluation receive an "Effective" Student Learning and Growth Rating.
 - 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 and SMART Goal Rubric (attached below)

SLGR SMART Goals are due to the Evaluator by March 15

Part C: Building-level Student Achievement and Growth (BSAG) SMART Goal Setting

BSAG SMART goals assist Principals to focus on helping students make measurable growth toward student learning standards.

Steps for the Building-level Student Achievement and Growth Smart Goal:

1. Describe the group of students whom you will track
 - This could be a particular grade-level or another sub-set of students
 - Ensure that the group is well matched with the action steps you will take to help produce achievement and growth

2. Describe the assessment on which you expect to see specified achievement or growth.
 - Principals may choose to use an achievement-based assessment such as the state assessment or the PSAT or a growth assessment such as the NWEA or STAR
 - If using an achievement assessment, Principals may choose to use the previous years' achievement data in comparison with this year's achievement data to measure a group's growth over time

3. Describe the type and amount of achievement or growth that is expected for the group in question.

4. Outline the steps you will take to help students make growth. These steps should be based on research-based best practices and might include steps such as fostering a grade-level or content-level PLC, creating a special committee, or enacting a building-level initiative.

For tools to help develop goals, see the SMART Goal Template and SMART Goal Rubric (attached below)

BSAG SMART Goals are due to the Evaluator by March 15

Part D: Approval and Revision of SMART Goals

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

- Goals must be approved by the Evaluator by March 31
- A copy of the CESD SMART Goal template (or a similar document) for each goal is to be signed by both the Principal and Evaluator and kept in an evaluation file.
- Once approved, SMART goals may be revised by mutual agreement of both Principal and Evaluator

Part E: 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 a Principal 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 SLGR and BSAG SMART goals as well as progress toward those goals as demonstrated through conversation and evidence helps the Evaluator determine the SLGR Rating (Step 3 of the Summative Rating) and BSAG Rating (Step 4 of the Summative Rating), which are combined to determine the overall Student Learning and Growth Rating.

Step 3: Feedback and Growth

Feedback and Growth occurs throughout a Principal's Plan, no matter the type. The focus of this step is learning about the many facets of a Principal'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 knowledgeably evaluate a principal at the end of a school year, a supervisor needs to have been in the school frequently, had lots of formative feedback conversations, and looked at numerous artifacts. It is irresponsible to fill out the rubrics based on 1-2 visits and without ongoing dialogue" (Marshall, Kim. "Principal Evaluation Rubrics, 2013." *The Marshall Memo*. The Marshall Memo.com, 2015. Web. 2 Jan. 2014). These visits are called mini-observations. Details are below.

- The number of mini-observations depends on the type of plan which a principal is on:
 - Principals on a regular Professional Growth Plan will experience a minimum of five (5) observations per year.
 - Observations are primarily unannounced, but both the Evaluator and Principal are free to arrange visits in order to best support professional growth.
 - One observation is an arranged visit that takes place during a coaching conversation between the Principal and an Educator whom he/she evaluates. Appropriate permission will be gained from the Educator.
 - Those on a Professional Improvement Plan will experience at least 10 mini-observations per year and can include an extended observation at the request of either the Evaluator or Principal.
- Mini-observations will last an average of 15 minutes and can be longer depending upon need or Principal request.
- Observations should take place in the setting(s) where the Principal is carrying out his/her normal duties. If the Principal is called away or changes tasks during the observation, the Evaluator should use his/her judgement about whether to shadow the Principal. The goal is to gather information about the Principal's performance under typical circumstances as well as his/her responses to the unexpected.
- 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 observing, and actions that might be taken to enhance 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 Principal within one (1) week of the observation. The Principal will sign the summary and return it to the Evaluator after making a copy for him/herself.
- The Evaluator will retain original, signed copies of the summaries in an informal file to aid mid-cycle reviews and summative conferences. These summaries do not get filed in the official personnel file.
- Please see below for a suggested "Mini-Observation Summary" form.

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Mini-Observation Summary

Educator: _____

Evaluator: _____

Class: _____

Date: _____

Part B: Action Step Process

The Action Steps are how Principals work toward attainment of their goals. There are many ways to make progress, so Principals 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 a Principal'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 evidential. That means:

- 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

Action steps that are Person-to-Person are preferred. That means:

- The action step includes a two-way conversation during which evidence is discussed and feedback on Principal 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.).

Self-selected peer reviews are recommended as action steps.

Research-based, stakeholder surveys will be used to inform goal setting

and action steps.

A minimum of three (3) Action Steps are required for each SMART Goal.

Step 4: Mid-Cycle Conference

In November, the Principal will meet with the Evaluator to review overall professional practice and progress toward the SMART goals

The Mid-Cycle Conference is a time to review the Principal's overall professional practice and progress toward his/her SMART goals.

- The Evaluator should bring notes and evidence about any Professional Practice Standards about which he/she is concerned.
- The Principal should bring evidence of action steps completed.
- 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 Principal
- If discrepancies with regard to the Marshall rubrics 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.

Although the Evaluator has the ability to change the Principal to a Professional Improvement Plan 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 in the Evaluation File. Mid-Cycle Conference documentation does not get filed in the Personnel File.

Principal Mid-Cycle Conference Agenda

Principal: _____ **Date:** _____

Evaluator: _____

Note: A copy of this completed form (or something similar to it) should be kept in the Evaluation File with the approved SMART goals and Mini-Observation Summaries.

In preparation for this meeting, Principal and Evaluator complete Marshall rubric ratings. The starting point for the discussion is a comparison of those ratings. 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.

Professional Practice

Standards from Marshall rubrics about which there are concerns:

- Discussed
- Discussed
- Discussed

Professional Growth

Discuss action steps taken toward PLG SMART goal Discussed

Student Learning and Growth

Discuss action steps taken toward SLGR goal Discussed

Discuss action steps taken toward BSAG goal Discussed

Mid-Cycle Takeaways

List "take-aways" from the discussion, one (1) of which must be actionable Discussed

-
-
-

Principal Signature: _____

Evaluator Signature: _____

Step 5: Continued Feedback and Growth

As has been stated, Feedback and Growth occur throughout a Principal's plan. In this step, the Principal 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

In early February, the Evaluator and Principal 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 Plan assignment, and initial ideas for new SMART goals to begin the next cycle.

In preparation for this meeting, Principal and Evaluator again complete the Marshall Rubrics to assess the Principal's overall professional practice. 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 [educator'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 Principal and Evaluator rather than going through the rubrics line by line
- If discrepancies with regard to the Marshall rubrics 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 Principal 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 Principal should bring evidence of action steps completed along with a written reflection about the work.
- 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 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 Professional Improvement Documentation Plan page should be copied for both Principal and Evaluator and the original sent to Central Office for inclusion in the Principal's Personnel File.

Summative Conferences must be completed no later than February 15.

Principal Summative Conference Documentation Form

Principal: _____

Evaluator: _____

Date: _____

Note: This form along with the Evaluation Summary Page, the Summative Rating Worksheet, and (if applicable) a Professional Improvement Plan Documentation Form are to be copied for both the Principal and Evaluator and then submitted to Central Office for inclusion in the Principal's Personnel File.

- In preparation for this meeting, Principal and Evaluator complete Marshall Principal Evaluation Rubric ratings. The starting point for the discussion is a comparison of those ratings. 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.*

Professional Practice

Standards from Marshall rubrics on which there are discrepancies between Principal & Evaluator ratings:

- Discussed
- Discussed
- Discussed
- Discussed
- Discussed

Attach completed, signed "Evaluation Summary" page (last page of Marshall Rubrics) to this agenda.

Professional Learning and Growth

Discuss action steps taken toward PLG SMART goal Discussed

Student Learning and Growth

Discuss action steps taken toward SLGR SMART goal Discussed

Discuss action steps taken toward BSAG SMART goal Discussed

Strengths and Growth Achieved

List 3 strengths and/or achievements

Discussed

-
-
-

Summative Rating

Discussed

Review Summative Rating Worksheet and attach completed, signed worksheet to this agenda

Plan Assignment

Discussed

Discuss anticipated plan assignment and circle appropriate assignment below. If Principal is moving to a Professional Improvement Plan, attach completed, signed documentation form to this agenda.

Professional Growth

Professional Improvement

Next Cycle's SMART Goals

Discussed

If educator is continuing to a Professional plan, list focus areas for next SMART goals. If an Improvement Plan is required, please complete the appropriate documentation form.

- Professional goal:
- Student Learning and Growth goal:

Principal Signature: _____

Evaluator Signature: _____

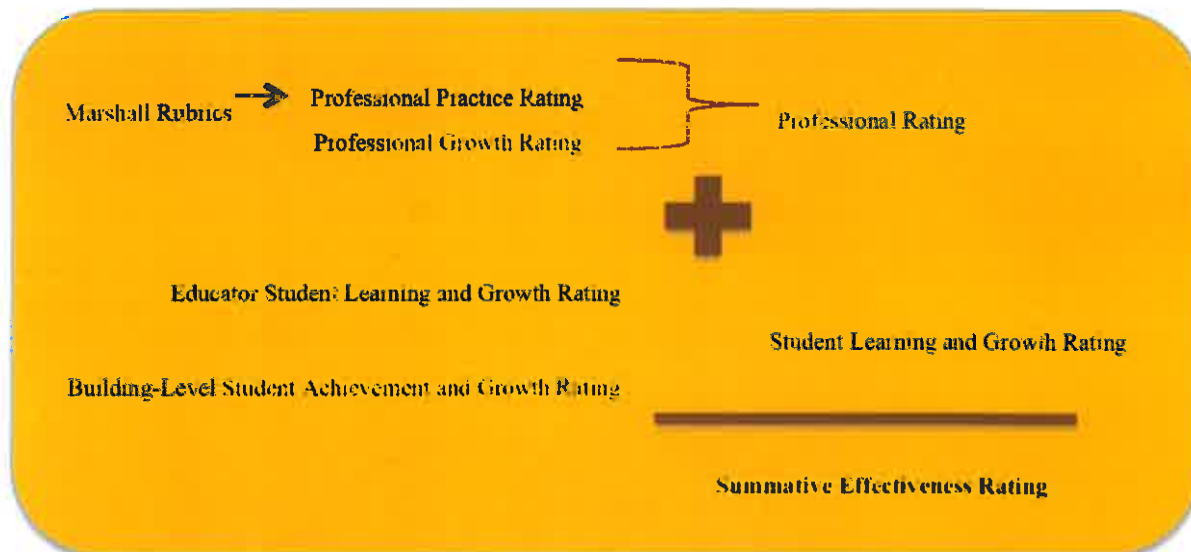
Principal Summative Rating Worksheet

Principal: _____

Evaluator: _____

Date: _____

Directions for Evaluators: Use evidence including discussion with the Principal to complete each rubric and matrix. On the final page there is space for the overall Summative Rating. Please sign and have the Principal do the same once the document has been reviewed at the Summative Conference.



1

Use Marshall Rubric "Evaluation Summary" page and preponderance of evidence to assign a Professional Practice Rating. Circle the rating below.

Highly Effective Effective Improvement Necessary Does Not Meet the Standards

2

Use PLG SMART goal evidence to assign Professional Growth Rating. Circle the rating below.

Highly Effective Effective Improvement Necessary Does Not Meet the Standards

3

Find the intersection of the assigned Professional Practice Rating (Step 1) and Professional Growth Rating (Step 2) on the Professional Rating Matrix to assign a Professional rating. Circle the rating below.

Highly Effective Effective Improvement Necessary Does Not Meet the Standards

4

Step 4: Use the results of the Educator Student Learning and Growth Rating SMART goal measurements to assign the SLGR Rating. Circle the rating below.

Highly Effective Effective Improvement Necessary Does Not Meet the Standards

5

Step 5: Use Building-Level Student Achievement and Growth SMART goal evidence to assign a BSAG SMART Goal Rating. Circle the rating below.

Highly Effective Effective Improvement Necessary Does Not Meet the Standards

6

Step 6: Find the intersection of the assigned SLGR SMART Goal Rating (Step 4) and the BSAG SMART Goal Rating (Step 5) on the Student Learning and Growth Rating Matrix to assign a combined Student Learning and Growth rating. Circle the rating below.

Highly Effective Effective Improvement Necessary Does Not Meet the Standards

7

Step 7: Find the intersection of the assigned Professional Rating (Step 3) and Student Learning and Growth rating (Step 6) on the Summative Effectiveness Rating Matrix below to assign a Summative Rating. Circle the rating below.

Final Summative Rating:

Highly Effective

Effective

Improvement Needed

Does Not Meet the Standard

Principal Signature: _____

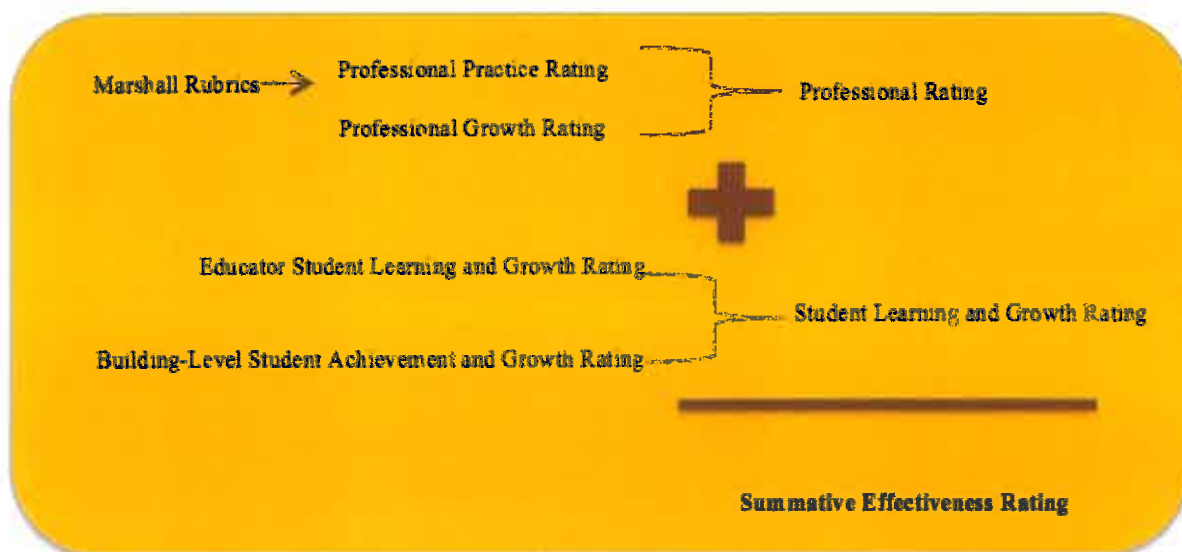
Evaluator Signature: _____

Article V -- Summative Ratings

In conjunction with the Summative Conference, the Evaluator reviews all of the evidence and assigns the Principal final ratings for Professional Practice, Professional Growth, Educator Student Learning and Growth Rating, and Building-level Student Achievement and Growth Rating. In the last phase of the Summative Rating, the Evaluator combines all four ratings and uses the Summative Effectiveness Rating Matrix to determine the Principal'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 inasmuch as a Principal'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 Principal 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.

Part B: Professional Growth Rating

Professional Growth involves a Principal 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 as needed in collaboration with the Evaluator. 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 P-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 SMART goal impact on student learning	<i>Shows realistic understanding and explanation of growth; clearly articulates current strengths and challenges as related to the SMART goal and impact on student learning.</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 and impact on student learning.

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

Part C: Professional Rating

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

Cape Elizabeth P-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: Educator Student Learning and Growth

Rating

The law requires Student Learning and Growth to comprise a "significant" part of the Overall Summative Rating. In Cape Elizabeth's P-PEPG system, this component is calculated using aggregate Educator Student Learning and Growth Ratings as well as building-level results on achievement or growth assessments.

The first step in establishing a Student Learning and Growth Rating is to determine whether the aggregate Student Learning and Growth results for Educators under the Principal's supervision allowed the Principal to achieve his/her SMART goal. After reviewing Educator Student Learning and Growth results, use the rubric below to create an Educator Student Learning and Growth Rating.

Cape Elizabeth P-PEPG Educator Student Learning and Growth Ratings SMART Goal Rubric	
Impact Level	Criteria
Exceeded	Aggregate Student Learning and Growth Ratings have exceeded the SMART goal and Principal set rigorous goal(s); continuously monitored progress; and strategically coached instruction based on progress monitoring data.
<i>Met</i>	<i>Aggregate Student Learning and Growth Ratings have met the SMART goal</i> <i>and</i> <i>Principal set attainable goal(s); monitored progress; and adjusted instructional coaching based on progress monitoring data.</i>

Partially Met	Aggregate Student Learning and Growth Ratings have partially met the SMART goal and the Principal set a goal; inconsistently monitored progress; and inconsistently or inappropriately adjusted instructional coaching.
Did Not Meet	Aggregate Student Learning and Growth Ratings have not met the SMART goal and the Principal set inappropriate goal(s); failed to monitor progress; and failed to adjust instructional coaching based on progress monitoring data.

Part E: Building-Level Student Achievement and Growth Rating

The next step in establishing a Student Learning and Growth Rating is to determine whether the students targeted in the Building-Level Student Achievement and Growth SMART goal achieved the desired result and how well the Principal promoted the desired outcome. After reviewing assessment results and evidence of Principal action steps, use the rubric below to create a Building-Level Student Achievement and Growth Rating.

Cape Elizabeth P-PEPG	
Student Achievement and Growth SMART Goal Rating	
Impact Level	Criteria
<i>Exceeded</i>	Student achievement and/or growth <i>exceeded</i> the SMART goal and Principal set rigorous goal(s); continuously monitored progress; and strategically coached instruction based on progress monitoring data.
<i>Met</i>	<i>Student achievement and/or growth met the SMART goal and Principal set attainable goal(s); monitored progress; and adjusted instructional coaching based on progress monitoring data.</i>
<i>Partially Met</i>	Student achievement and/or growth <i>partially met</i> the SMART goal and the Principal set a goal; inconsistently monitored progress; and inconsistently or inappropriately adjusted instructional coaching.
<i>Did Not Meet</i>	Student achievement and/or growth <i>did not met</i> the SMART goal and the Principal set inappropriate goal(s); failed to monitor progress; and failed to adjust instructional coaching based on progress monitoring data.



Part F: Student Learning and Growth Rating

Once a professional has received a SLGR SMART Goal Rating and a BSAG Rating, those measures are combined using the Student Learning and Growth Rating Matrix below.

Cape Elizabeth P-PEPG Student Learning and Growth Rating Matrix					
		SLGR SMART Goal Rating			
		Exceeded	Met	Partially Met	Did Not Meet
BSAG SMART Goal Rating	Exceeded	Highly Effective	Effective	Effective	Improvement Needed
	Met	Highly Effective	Effective	Effective	Improvement Needed
	Partially Met	Review Required	Effective	Improvement Needed	Does Not Meet the Standard
	Did 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 Principal.

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	Effective	Improvement Needed	Review Required
	Effective	Highly Effective	Effective	Improvement Needed	Improvement Necessary
	Improvement Needed	Effective	Effective	Improvement Needed	Does Not Meet the Standard
	Does Not Meet the Standard	Review Required	Review Required	Improvement Needed	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 Principal performance that meets very demanding criteria. Many effective Principals reach the highly effective level occasionally or only 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 Principals whose performance is already effective.
- A Principal performing at the Highly Effective level of performance will continue to be evaluated annually using this tool and will self-select areas for

their professional development focus for the upcoming school year so long as they are in line with that year's district goals. The professional development activities will either hone an area of strength (e.g. becoming an expert in Proficiency Based assessment) or explore an area outside one of the domains (e.g. technology).

Effective describes the expected actions and behaviors associated with accomplished practice.

- This rating characterizes a solid, expected professional performance; Principals should feel good about scoring at this level. Principals 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.
- A Principal performing at the Effective level of performance will continue to be evaluated annually using this tool and will self-select areas for their professional development focus for the upcoming school year so long as they are in line with that year's district goals. The professional development activities will either hone an area of strength (e.g. becoming an expert in Proficiency Based Assessment) or explore an area outside one of the domains (e.g. technology).

Improvement Needed describes actions, behaviors, and outcomes that reflect *a limited or inconsistent repertoire of effective practices (*replace with limited or inconsistent efficacy)

- This rating indicates that performance is mediocre; improvement in performance is needed.
- At the end of the probationary period, a Principal is expected to be Effective in all six Professional domains and show positive Student Learning and Growth results.
- A Principal who receives an Improvement Needed rating will be placed on a Professional Improvement Plan with focused goal(s) to address standards that are in need of improvement. Regular meeting times will be identified in the Professional Improvement Plan to discuss and monitor progress in growth areas. Principals will receive mentor support to help them make

growth.

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

- Characterized by a lack of understanding of educators, 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.
- At the end of the probationary period, a Principal is expected to be Effective in all six Professional domains and show positive Student Learning and Growth results, otherwise he/she will be rated Improvement Needed or Does Not Meet the Standards
- A Principal who receives a Does Not Meet the Standard rating will be placed on a Professional Improvement Plan with an accelerated timeline, focused goal(s) to address standards that are in need of improvement, close supervision and direction, and support from a mentor.
- (A principal on a Professional Improvement Plan who does not score Effective in all six domains shall be considered for immediate release from district employment, unless otherwise specified by district policy or agreements. A Principal may also be considered for dismissal if he or she receives an “*Ineffective*” rating on one domain in any given year provided there is sufficient evidence to warrant dismissal. District policies and procedures apply in these matters.)

Article VII -- Growth Plans

As part of the Cape Elizabeth P-PEPG, each Principal is expected to use a Professional Growth Plan to attain an Effective or Highly Effective Rating. Those who do not achieve an Effective rating will be placed on a Professional Improvement Plan (PIP). Differences between the two plans include:

- the length of the evaluation cycle
- the extent to which goals and action steps are chosen by the Principal or determined by the Evaluator
- the number of mini-observations an Evaluator will conduct

The plan specifics are meant to provide direction and expectations. More importantly, the plans are intended to help provide the appropriate level of support for Principals 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 states that supervision and evaluation is about the ongoing improvement of the instructional program.

It is important to note that an Evaluator can move a Principal to a Professional Improvement Plan without a Summative Rating after concerns have been noted and actionable feedback provided with ample time for improvement. See [Part B](#) for more information about Principals who are moved from a Professional Growth Plan to a Professional Improvement Plan.

Summative Rating	Growth Plan Assignment
Highly Effective	Professional Growth Plan
Effective	Professional Growth Plan
Improvement Necessary	Professional Improvement Plan
Does Not Meet	Professional Improvement Plan

Standards	
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Part A: Professional Growth Plans

Principals on a Professional Growth Plan are continuing contract Principals who have earned an Effective or Highly Effective rating. The Professional Growth Plan elements are summarized below.

Professional Growth Plans last one (1) year.

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

Professional Growth Plans require at least three (3) SMART goals be set:

- At least one (1) Professional Learning and Growth goal (PLG), at least one (1) Educator Student Learning and Growth Rating goal (SLGR), and at least one Building-Level Student Achievement and Growth (BSAG) must be set
- Goals are based on district goals, building needs, and Principal's professional interests.

Professional Growth Plans involve a minimum of 5 mini-observations over the course of the year

- The observations will last an average of 15 minutes each
- Evaluators will follow the Principal through his/her normal duties during the observation
- 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, Principals on a Professional Growth Plan and their Evaluators:

- Discuss the Principal's Professional Practice using the Marshall Rubrics
- Check in about the progress on all SMART goals
 - The Principal should bring evidence of action steps completed.

At the Summative Conference Principals and Evaluators:

- Discuss the Principal's Professional Practice using the Marshall Rubrics
- Discuss the Principal's progress on SMART goals

- The Principal should bring evidence of action steps completed along with a written reflection about the work.
- 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 a Principal to a Professional Improvement Plan without a Summative Rating after concerns have been noted and actionable feedback provided with ample time for improvement. See [Part B](#) for more information about Principals who are moved from a Professional Growth Plan to a Professional Improvement plan.

Part B: Professional Improvement Plans

Principals on a Professional Improvement Plans have shown a need for support around specific areas of Professional Practice and Growth. The Professional Improvement Plan elements are summarized below.

- It is important to note that an Evaluator can move a Principal to a Professional Improvement 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 Professional Improvement Plan will be deemed successfully completed.

Professional Improvement Plans can last from a minimum of 90 days or until February 15th.

- At a meeting with the Principal, the Evaluator will provide documentation of the need for a Professional Improvement 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 Principal that must be completed in order to achieve an effective rating within the year. This will be documented on the "Professional Improvement Plan" Form.
- A Mid-Cycle Conference can take place any time between 45 days to six months into the plan. The timeline is differentiated to meet the growth needs and the progress of the Principal.
- A Summative-Conference can take place from the end of 90 days until the end of the year by February 15. Again, the timeline is differentiated depending on the growth needs and progress of the Principal.
- Principals on this plan will be provided with mentor support.

Monitored Growth Plans require at least three (3) SMART goals:

- One Professional Learning and Growth goal (PLG) and two Student Learning and Growth goal (SLG).
- The PLG will be created by the Evaluator in collaboration with the Principal 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 Principal can continue his/her previous SLGR and BSAG SMART

Goals.

Educators on a Professional Improvement Plan are assigned at least three (3) action steps for each goal, but the number will vary depending on the Principal's needs.

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

- Professional Improvement Plan SMART goal setting will be finalized no later than the end of the second week from the start of the placement
- The Principal will continue to work on his/her previously set goals in anticipation of a return to a Professional Growth Plan.

Professional Improvement 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.

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

- Discuss the Principal's Professional Practice using the Marshall Rubrics
- Discuss and evaluate the evidence of the Principal's progress on both PLG and SLG SMART goals
 - The Principal should bring evidence of action steps completed.
- In the case of vast improvement the Evaluator may move up the Summative Evaluation date in order to move the Principal 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 Professional Improvement Plan along with Professional Growth Plan goals.

At the Summative Conference Educators and Evaluators:

- Discuss the Principal's Professional Practice using the Marshall Rubrics
- Check in about the Principal's progress on both PLG and SLG SMART goals
 - The Principal should bring evidence of action steps completed along with a written reflection about the work.

- Discuss growth and strengths
- Discuss the Summative Rating
- Discuss the plan assignment for the next cycle

Professional Improvement Plan Documentation Form

Principal: _____

Evaluator: _____

Date: _____

Note: This form is required for any instance in which an educator is placed on a Professional Improvement Plan, whether at a Summative Conference or in the midst of an evaluation cycle.

Specific Areas of Concern (tie to Marshall Domains and Standards as possible)

-
-
-

SMART Goal(s) (created by Evaluator in collaboration with Principal)

Create 1-3 SMART Goals with 1-3 Action Steps each that need to be progressed toward before the educator's Growth Plan can be changed. These should be documented on the pages that follow.

Note: At least one action step must include participation of a mentor

Timeline

Plan start date: _____

45 days date: _____ (soonest Mid-Cycle Conference)

90 days date: _____ (soonest Summative Conference)

5 months date: _____ (latest Mid-Cycle Conference date)

1 year date: _____ (latest Summative conference date)

Principal Signature: _____

Evaluator Signature: _____

Article VII -- 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 and educators included in the calculation of the student growth measure; and
- The appropriateness of the student growth targets.

If the reason for the disparity is not readily apparent and easily resolved, the Principal 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 Professional Improvement 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 School Board.

Article VIII – Documentation Requirements

As part of the P-PEPG plan, two files will be kept for each Principal in the system. The first is an Evaluation file kept by the Evaluator and Principal. 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 Principal and Evaluator. The Evaluator retains the originals, while the Principal receives signed copies. It includes:

- Initial Marshall “Evaluation Summary” forms completed by the Principal and Educator
- SMART goals for the cycle signed by the Evaluator and the Principal
- Mini-Observation Write-ups signed by both the Evaluator and the Principals
- The Mid-Cycle Conference Agenda document with notes signed by the Evaluator and the Principal once the cycle is complete, materials in the Evaluation 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 Principal with the following documents attached:
 - Summative Marshall “Evaluation Summary” forms completed by the Evaluator and the Principal
 - Summative Effectiveness Rating Worksheet completed and signed by the Evaluator and the Principal
 - Professional Improvement Plan Documentation form including required SMART goals signed by both the Evaluator and the Principal (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 Principal with the following documents attached:
 - Summative Marshal "Evaluation Summary" forms completed by the Evaluator and the Principal
 - Summative Effectiveness Rating Worksheet completed and signed by the Evaluator and the Principal
 - Professional Improvement Plan Documentation form including required SMART goals signed by both the Evaluator and the Principal (if applicable).

Glossary

Actionable (SMART Goal)	Has action steps that connect to the intended outcome.
Actionable Feedback	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.)
Baseline Assessment	an assessment meant to measure initial knowledge and skills related to a specific target before instruction has been delivered.
CBA	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.
Consensus Decision Making	A decision making process in which all the members of a group can actively support or at least live with all decisions made.
Directed Growth Plan	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 important to note that an Evaluator can

	<p>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 baseline and final meant to inform</p>

	<p>students and allow Educators to adjust instruction to help students achieve maximum growth toward the learning target.</p>
<p>Growth Plan</p>	<p>A plan assigned at the end of a cycle to determine the length of the next cycle, the source of the next cycle's goals, and the number of mini-observations in the next cycle.</p>
<p>Marshall Teacher Evaluation Rubrics</p>	<p>also called Marshall Rubrics. These are rubrics created by educational researcher Kim Marshall to measure teacher professional practice. Educators and Evaluators will fill out these rubrics initially, during the Mid-Cycle Conference, and at the Summative Conference. Evaluators and Educators are advised to pay close attention to the "Evaluation Summary" page and discuss any discrepancies in the ratings.</p>
<p>Measurable (SMART Goal)</p>	<p>Aligned to measures that can show whether the goal has been met.</p>
<p>Monitored Growth Plan</p>	<p>A Growth Plan for Educators who have shown a need for support around specific areas of Professional Practice and Growth. These plans last between 90 days and one year depending on the Educator's rate of progress toward addressing the need. These plans are largely Evaluator 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, actionable feedback provided, and ample time granted for improvement.</p>

PLG	Professional Learning and Growth
Pre-test	a specific type of Baseline Assessment. It is important to note that providing a pre-test that is identical to the final assessment is not ideal for showing growth toward a target. Instead, a baseline assessment should measure the initial knowledge and skills required to meet a specific target rather than the knowledge and skills that the student is expected to gain.
Probationary Growth Plan	The Growth Plan assigned to an Educator during his/her time on a Probationary Contract (the first three years of employment with Cape Elizabeth Schools). These plans are one year plans.
Professional Growth Plan	A Growth Plan for those Educators deemed Effective or Highly Effective. These plans last three years and are largely Educator directed.
Professional Growth Rating	The rating based on progress toward the Professional Learning and Growth SMART Goal. This rating depends on evidence of action steps , mini-observations, and discussion between the Evaluator and Educator.
Professional Practice Rating	The rating based on performance related to the Marshall Teacher Evaluation rubric standards.
Professional Rating	The rating produced by combining the Professional Practice Rating and the Professional Growth Rating on the Professional Rating Matrix.
Realistic (SMART Goal)	Relevant to professional growth needs of

	the educator and the strategic goals of the class, school, and district.
SLG	Student Learning and Growth
SMART Goal	A goal that is Specific, Measurable, Actionable, Realistic, and Time-based
Specific (SMART Goal)	Targeted to current practice, research-based best practice (as defined on the Marshall Teacher Evaluation Rubrics), and student cohort in question
Standard (Marshall Rubrics)	With regard to the Marshall Rubrics, a standard is the topic covered in each row of a rubric. For example, for Rubric A, the domain is "Planning and Preparation for Learning" and the first standard is "Knowledge"
Steering Committee	The committee tasked with overseeing the evaluation process, gaining regular feedback, and making changes to the system as needed.
Student Cohort	a group of students who have the same Teacher of Record.
Student Learning and Growth Achievement Rating	The rating based on how closely aggregate student growth met the Student Learning and Growth SMART Goal target.
Student Learning and Growth Progress Rating	The rating based on progress toward the Student Learning and Growth SMART Goal. This rating depends on evidence of action steps, mini-observations, and discussion between the Evaluator and Educator.

<p>Student Learning and Growth Rating</p>	<p>The rating produced by combining the Student Learning and Growth Achievement Rating and the Student Learning and Growth Progress Rating using the Student Learning and Growth Matrix.</p>
<p>Summative Assessment</p>	<p>also called Final Assessment. An assessment to measure growth on a specific learning target after instruction has been delivered.</p>
<p>Summative Rating</p>	<p>also called the Summative Effectiveness Rating or the Overall Summative Effectiveness Rating. The final effectiveness rating produced at the end of a cycle. It consists of a combination of Professional Practice, Professional Growth, Student Learning and Growth Achievement, and Student Learning and Growth Progress. The rating is calculated by using the Overall Summative Rating Matrix. This rating is one element considered during a RIF process. In addition, a rating of Does Not Meet the Standard for two years in a row can lead to non-renewal.</p>
<p>Teacher of Record</p>	<p>The teacher who will be credited with the growth of a particular student. In the CESD plan, a student must be present in the classroom for at least 80% of the instructional time related to the SMART goal in order to count on the teacher's record. In addition, teachers must have provided 80% of the instruction in order to be recorded as the teacher of the record for the student in question.</p>
<p>Time Based (SMART Goal)</p>	<p>Action steps can be realistically completed in the time frame specified.</p>