Teacher Evaluation and Professional Growth Program (TEPG)

A Handbook for Teachers

June, 2017

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The RSU19 Vision:
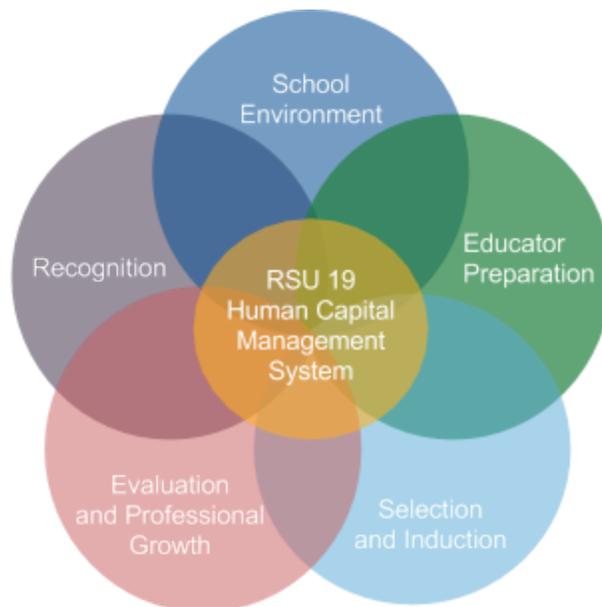
We envision that each student,
in partnership with the community,
will be an involved citizen,
a lifelong learner in a global society,
possess relevant life skills,
and be able to utilize emerging technologies.

District Mission
Inspire every student.
Instill a motivation for learning.
Insure contributing citizens.

The RSU# 19 TEPG Program: Purpose and Goals

The RSU19 TEPG program outlines a core teacher evaluation framework, which serves as the foundation for the district's local teacher evaluation and professional growth program. RSU# 19 has identified the following programmatic purposes:

- encourage shared language around the craft of teaching and supports collaboration within and across schools, ultimately fostering improvement in teaching practices and positively impacting students' learning;

- serve as a measurement of performance of individual teachers;

- clarify expectations and serve as a guide for teachers as they reflect upon and improve their effectiveness;

- serve as a basis for identifying areas where professional development can improve instructional effectiveness;

- focus the goals and objectives of our schools and our district as we support, monitor, and evaluate our teachers; and

- serve as a tool in developing coaching and mentoring programs for teachers.
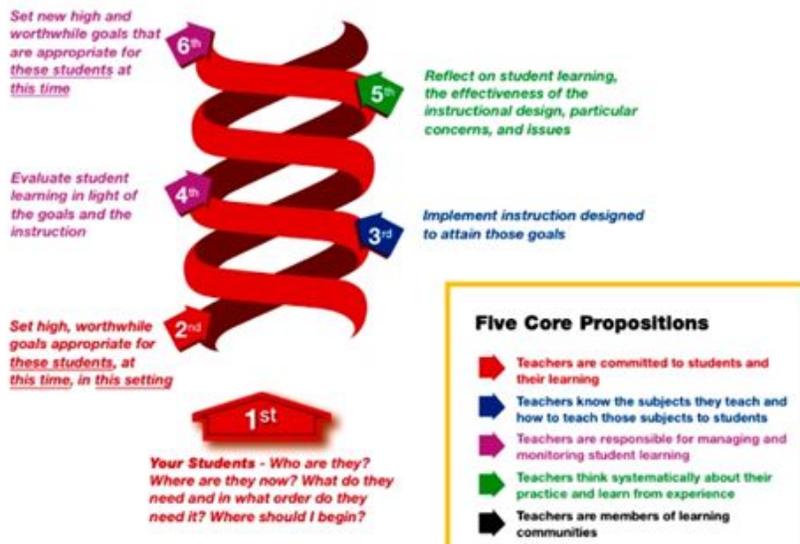
The program includes the following key features:

* provides ongoing, concrete administrative feedback to teachers about their performance aligned to a clear, detailed performance rubric through classroom observations, teacher led collection of evidence and review of student data and teacher performance;

* utilizes a performance rubric that includes multiple rating options and level-cutting language that allows administrators to clearly identify and describe differences in instructional performance;

* incorporates student growth as measured by objective assessments as a significant factor in evaluations;

* provides support for teachers for all teachers in order to meet effective performance standards;

* includes a peer review process that will be continually refined over time to ensure optimal benefit to teachers as a formative assessment tool;

* incorporates a process of ongoing self-reflection, goal setting and evaluation to drive continuous performance improvement and professional growth; and

* provides training to teachers and administrators in the TEPG process, including the proper use of the observation tool.

> **Did you know?**
>
> A similar evaluation program for leaders—the Leadership Evaluation and Professional Growth (LEPG) program—has been created with school leaders as the focus.

The Architecture of Accomplished Teaching:
What is underneath the surface?

Set new high and worthwhile goals that are appropriate for these students at this time (6th)

Reflect on student learning, the effectiveness of the instructional design, particular concerns, and issues (5th)

Evaluate student learning in light of the goals and the instruction (4th)

Implement instruction designed to attain those goals (3rd)

Set high, worthwhile goals appropriate for these students, at this time, in this setting (2nd)

1st

Your Students - Who are they? Where are they now? What do they need and in what order do they need it? Where should I begin?

Five Core Propositions

- Teachers are committed to students and their learning
- Teachers know the subjects they teach and how to teach those subjects to students
- Teachers are responsible for managing and monitoring student learning
- Teachers think systematically about their practice and learn from experience
- Teachers are members of learning communities

RSU# 19 TEPG Process and Timeline

The RSU# 19 TEPG program calls for ongoing conversations and activities that emphasize formative feedback and professional growth throughout an annual cycle of evaluation. Individual teachers, in collaboration with grade-level and/or subject-area teams and administrators, take a lead role in each step of the process Teachers will have opportunities to take on leadership roles in supporting peers in this process. The process can be illustrated in four overlapping steps. This handbook will provide details about each step and what teachers can expect throughout the process.

Before participating in the evaluation process, all teachers and administrators will be trained on the TEPG program. TEPG training for teachers will include work on standards, the evaluation process, support for teachers on growth plans, student growth measures to be used, goal setting, deadlines and accountabilities. Administrators will be trained on skill development in the effective use of the evaluation instrument to ensure inter-rater reliability. The goal is to involve all teachers in all components while realizing that additional administrator support may be necessary for this to be accomplished.

Step 1: Expectations and Goal-Setting

Step 2: Evidence, Feedback, and Growth

Step 3: Reflection and Rating
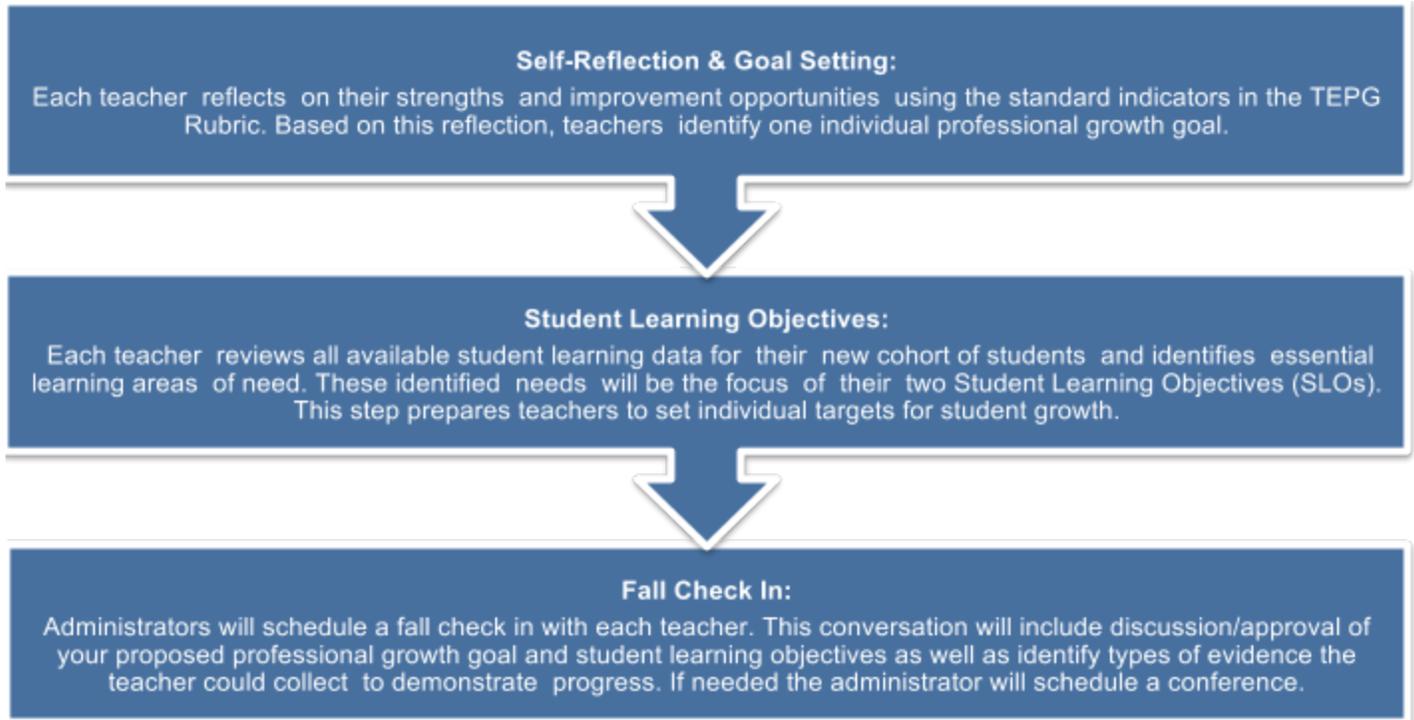
Step 4: Plans and Pathways

Step 1: Expectations and Goal Setting

The first step in the TEPG process occurs at the beginning of the school year and sets the stage for a positive, collaborative evaluation and professional growth process for the coming year. Initially, school administrators will share district and school goals and expectations for the coming year. Then, TEPG facilitators will hold an informational meeting for all staff to:
- share local criteria for which all teachers will gather evidence;
- identify evidence types and amount of evidence to be collected; and
- share the rubrics, forms, and templates to be used throughout the TEPG process.

Teachers will participate in a series of activities that synthesize Step 1:

Self-Reflection & Goal Setting:
Each teacher reflects on their strengths and improvement opportunities using the standard indicators in the TEPG Rubric. Based on this reflection, teachers identify one individual professional growth goal.

Student Learning Objectives:
Each teacher reviews all available student learning data for their new cohort of students and identifies essential learning areas of need. These identified needs will be the focus of their two Student Learning Objectives (SLOs). This step prepares teachers to set individual targets for student growth.

Fall Check In:
Administrators will schedule a fall check in with each teacher. This conversation will include discussion/approval of your proposed professional growth goal and student learning objectives as well as identify types of evidence the teacher could collect to demonstrate progress. If needed the administrator will schedule a conference.

Step 2: Evidence, Feedback, and Growth

Step 2 of the TEPG process occurs throughout the year and uses a multiple measures approach. Teachers and administrators collaborate throughout this step in the evaluation and professional growth cycle to ensure that there are no surprises at the end of the school year.

Professional Practice	• Classroom observations • Teacher-led evidence collection
Professional Growth	• Goal setting • Goal progress and attainment
Learner Growth	• Standardized test measures (as available) • Student Learning Objectives (SLOs)

Administrator Observations and Conference(s)

The TEPG program incorporates observations of classroom practice. All observations (announced and unannounced) are an opportunity for administrators to witness teachers in their element, showcasing their knowledge and skills. The primary focus of a classroom observation is a teacher's instructional practice, but an important secondary focus is student engagement and learning. Administrators have two roles during and after an observation: to gather evidence for an eventual performance rating and provide concrete and useful feedback and suggestions for the teacher. Each observation adds to the body of evidence an administrator has about a teacher's performance while also providing an opportunity to build a shared understanding of what good teaching and learning look like. Observations also serve as a means to identify areas of strength in a teacher's practice as well as an opportunity to discuss how a teacher can continue to improve his/her craft in the service of others.

Each teacher will be observed at least twice each year. At least one of these observations over the three year cycle is "announced"--scheduled in advance--in collaboration with the teacher. Observations may vary in length, but should be long enough to capture meaningful evidence of practice. The observation cycle includes the following:

- pre-observation preparation in the form of a short conversation or some written context about the classroom, the students, and the lesson content (announced observations only);

- observation of a significant portion of a lesson (sufficient to capture meaningful evidence of practice);

- post-observation feedback to the teacher based on evidence of performance and its relationship to the TEPG rubric standard indicators and performance levels. It may further address evidence to date, of progress toward professional growth goals and SLOs;

- informal observation; and

- walkthrough.

Administrators may choose to observe certain teachers more frequently, particularly if a teacher is struggling, has requested targeted feedback, or is teaching in a new grade level or subject area.

If possible, teachers should be observed by two different administrators during the course of the evaluation cycle because this improves the reliability performance ratings based on observations. Furthermore, each observer will see teaching through a different lens, which may provide the teacher with a range of valuable feedback.

Non-Evaluative Peer Observations

At least once during the school year, each teacher will observe a colleague. After the observation, the peer observer and the teacher will participate in a confidential growth-focused conversation. The peer observer will verify completion.

Multiple Measures of Student Learning

Each teacher will have an annual SLO. Teachers on a three year cycle can choose the best two scores over that cycle but one must be an individual SLO. A "team" SLO can not count more than 25% of the learner growth factor. The TEPG program requires teachers to use real-time data in their classrooms to establish learning targets as part of the Student Learning Objectives (SLO) process. Teachers will revisit these SLOs throughout the year.

To be compliant with *ESEA, Each teacher in grades 3-8 and in grade 11 who teaches math and/or ELA must use the State assessment as the pre/post assessment for one SLO.

*ESEA = Elementary and Secondary Education Act.

SLO Process Steps and Timing

1. SLO development (Aug/Sep)
2. SLO approval (Fall Conference)
3. Midcourse check-in (Jan/Feb)
4. Final review of SLO attainment and scoring (May)
5. Discussion of SLO summative score (June)

Teacher-Led Collection of Evidence
Teachers will collect and submit evidence for their Professional Goal and their Professional Practice. Goal-related evidence will be shared with the administrator.

Learner Perception Data
While classroom observations have traditionally been the primary method of gathering evidence about instructional effectiveness, no observer has more direct experience observing instruction than the students in the classroom. RSU 19 may administer Learner Perception Surveys for grades k-12.

> *"No one has a bigger stake in teaching effectiveness than students. Nor are there any better experts on how teaching is experienced by its intended beneficiaries. But only recently have many policymakers and practitioners come to recognize that—when asked the right questions, in the right ways—students can be an important source of information on the quality of teaching and the learning environment in individual classrooms."*
>
> -Asking Students about Teaching
> MET Project 2012

Step 3: Reflection and Rating

Many of the ongoing activities in Step 2 of the evaluation and professional growth cycle occur concurrently with Step 3. For example, teachers reflect throughout the cycle as they gather evidence of their practice and receive feedback from observations. Administrators use the evidence gathered during Step 2 to determine a summative rating at the end of the cycle.

Self-Evaluation and Submission of Evidence
Toward the end of the evaluation cycle, each teacher will self-score his/her performance on each of the standard indicators in the TEPG rubric and prepare a brief explanation for each rating.

Summary Evaluation Conference
Prior to the scheduled conference, the administrator will review evidence--which may include the teacher's self-evaluation and other submissions, administrator observations, learner perception data, and SLOs--to determine preliminary ratings for each standard. The administrator may develop draft recommendations for professional development.

During the summary evaluation conference, the teacher will report on progress toward professional growth goals and SLOs as well as highlight the key evidence that was submitted. The teacher and administrator will review the administrator's preliminary standard-level ratings, focusing on specific feedback and recommendations.

Performance Ratings

The administrator will assign a final rating for each standard in the rubric and review compiled evidence of goal attainment, standardized student learning measures (if available), and SLO attainment.   See the "Summative Effectiveness Ratings" section for more details about how these measures are combined into a single summative rating for the TEPG program.

Step 4: Plans and Pathways

In the final step of the TEPG process, administrators and teachers use evaluation information to create individualized professional growth plans for the next evaluation cycle. The professional development opportunities included in these plans should be targeted to a teacher's areas of desired instructional growth and aligned to TEPG Rubric standard indicators. Furthermore, teachers and administrators should use this time at the end of the evaluation cycle to brainstorm plans and goals for the next evaluation cycle and professional growth.

The professional growth plans will be tailored to each teacher based on his/her overall summative effectiveness rating. A summative effectiveness rating of Effective or Distinguished is a prerequisite for certain teacher leadership roles in the district .

Individualized Growth Plan

Continuing contract teachers performing at a **Distinguished** or an **Effective** level of performance will be placed on an Individualized Growth Plan and will take a goals-focused approach to the 4-step

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Did you know?

In preparation for combining all measures into a summative effectiveness rating, three categories of measures will be assigned a score of 1 (Ineffective) to 4 (Distinguished):

- ❖ Professional practice
- ❖ Professional growth
- ❖ Learner growth

TEPG process in the following cycle. A summative effectiveness rating will be issued each cycle.

Monitored Growth Plan

Continuing contract teachers performing at a **Developing** level will be placed on one-year Monitored Growth Plan, which will, at a minimum:
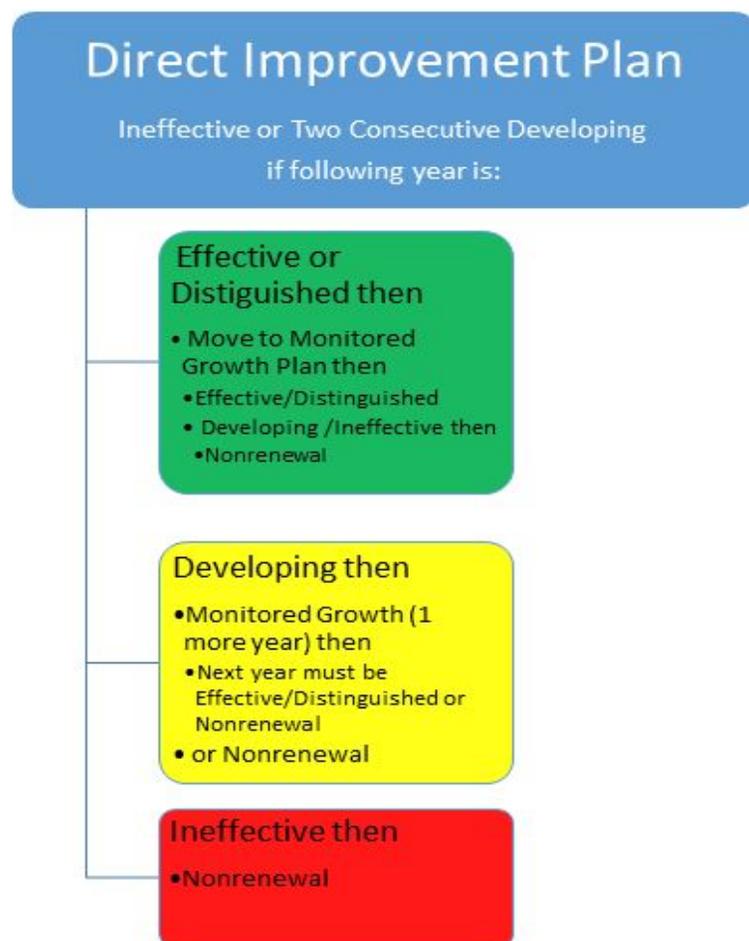
- include Steps 1-4 of the TEPG program;

- identify areas of improvement; and

- identify goals that target these areas with an accompanying action plan and timeline, as well as a timeline to achieve an overall **Effective** summative rating.

In addition, each teacher on a Monitored Growth Plan may be assigned an **Effective** or a **Distinguished** educator to support him/her during the process. Probationary teachers will also have a new teacher mentor.

Directed Improvement Plan

A continuing contract teacher with a summative effectiveness rating of **Ineffective or two consecutive ratings of Developing** will be placed on a Directed Improvement Plan, involving:

- full participation in Steps 1-4 of the TEPG program, with targeted supports and a shorter timeline for improvement;

- identification of the standard indicators in need of improvement; and

- identification of the goals that will target these areas with an accompanying action plan and timeline to achieve an overall Effective summative rating.

Direct Improvement Plan

Ineffective or Two Consecutive Developing
if following year is:

Effective or Distiguished then
- Move to Monitored Growth Plan then
  - Effective/Distinguished
- Developing /Ineffective then
  - Nonrenewal

Developing then
- Monitored Growth (1 more year) then
  - Next year must be Effective/Distinguished or Nonrenewal
- or Nonrenewal

Ineffective then
- Nonrenewal

Probationary Teachers (teachers with provisional State certification)

Evaluation and support requirements for all probationary teachers will comply with State legislation and MDOE requirements.

The Teacher Evaluation and Professional Growth Rubric

The TEPG rubric was originally developed in collaboration with the National Board for Professional Teaching Standards, TIF 3 MSFE schools, and American Institutes for Research. It is a Maine-specific description of effective teaching practices built on the National Board's Core Propositions. Each Core Proposition is broken down into a series of behavior-based measurable Standard Indicators and has been most recently reviewed and revised in the Spring of 2014.

The TEPG rubric guides self-assessment, the goal-setting process, the collection of evidence throughout the evaluation cycle, feedback from peer observers, and ratings of teacher performance.

Table 3. TEPG Core Propositions and Standard Indicators

Core Proposition	Standard Indicator
1. Teachers are committed to students and their learning.	**1.1. Understanding of Students:** The teacher recognizes individual differences, knows the backgrounds, abilities, and interests of his/her students and uses this information to differentiate his/her approaches to students and instruction.
	1.2. Application of Learning Theory: Teacher demonstrates an understanding of how students develop and learn.
	1.3. Classroom climate: The teacher creates a respectful environment that provides opportunities for equitable participation and supports students in developing positive dispositions toward learning.
2. Teachers know the subjects they teach and how to teach those subjects.	**2.1. Subject knowledge** The teacher demonstrates an understanding of how knowledge and skills in his/her subject domain are created, organized, and linked to those of other disciplines as appropriate.
	2.2. Pedagogical content knowledge The teacher creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
	2.3. Goal-focused planning The teacher plans instruction rich in higher-order thinking to meet clearly identified goals and objectives for student learning.
3. Teachers are responsible for managing and monitoring student learning.	**3.1. Managing Classroom Routines and Expectations.** The teacher creates an organized and efficient learning environment that involves and engages all students, maximizes learning time, and enhances student learning in a variety of individual and group settings.
	3.2. Student engagement The teacher encourages and clearly communicates expectations for student involvement in the learning process that results in a high level of student engagement.
	3.3. Assessment of student progress The teacher employs multiple methods to regularly measure student growth and progress and uses this information to provide feedback and adjust instructional decision-making.
4. Teachers think systematically about their practice and learn from experience.	**4.1. Reflective Practice** The teacher analyzes sources of evidence as he or she continually reflects on professional practice, using information about the needs of students to make decisions about goals for professional growth.
	4.2. Continuous professional growth The teacher uses research-based resources, feedback from others, and professional learning opportunities to accomplish professional growth.
5. Teachers are members of learning communities.	**5.1. Professional collaboration** Teacher contributes to school effectiveness by collaborating with other professionals on activities contributing to school improvement and student learning.
	5.2. Engagement with caregivers and community Teacher engages in ongoing communication and collaboration with students' home and caregivers and takes advantage of community resources to enhance student learning and school effectiveness.

TEPG Rubric Performance Levels

The TEPG Rubric describes a continuum of practice for each standard indicator and includes four detailed levels of performance.

Overarching Performance Level Definitions

Ineffective	Developing	Effective	Distinguished
Teacher displays poor performance levels, consistently not meeting goals and expectations. Significant evidence of poor teacher performance is available. Teacher is recognized by others (teachers, administration, students, and/or parents) for needing significant development to achieve acceptable levels of performance.	Teacher displays below average performance levels, sometimes not meeting goals and expectations or only meeting goals after established timeframes. Evidence of below average teacher performance is available. Teacher is recognized by others (teachers, administration, students, and/or parents) for needing some development to achieve acceptable levels of performance.	Teacher displays average or above average performance levels, consistently meeting goals and expectations within established timeframes. Evidence of expected teacher performance is available. Teacher is recognized by others (teachers, administration, students, and/or parents) for fully proficient performance.	Teacher displays exemplary performance levels, consistently exceeding goals and expectations within established timeframes. A significant amount of evidence of high teacher performance is available. Teacher is recognized by others (teachers, administration, students, and/or parents) for exemplary performance.

The lowest level of performance—**Ineffective**—describes actions and behaviors of a teacher's practice that adversely impacts students and their learning. A teacher's practice at this level reflects a lack of understanding of students, content, and/or pedagogy.

The second level of performance—**Developing**—describes teaching that reflects an inconsistent knowledge and application of content, instructional strategies and behaviors. The practices of teachers who are new to the profession, a grade level or subject area may indicate this level of performance as they develop their craft.

The third level of performance—**Effective**—represents consistent expectations for teacher performance. Practice at this level demonstrates a solid understanding of content and pedagogy and how to make learning experiences relevant to students.

The top level of performance—**Distinguished**—describes a teacher's practice that consistently reaches above and beyond the expectations. Practice would regularly reflect continued improvement and foster an inquiry-based culture of learning.

> ### Did you know?
>
> The TEPG rubric performance levels define the level of teaching from the snapshots of teaching practice observed and documented throughout the process. The performance levels **do not** define the teacher.

Summative Effectiveness Rating

At the end of the evaluation year, each measure receives a rating. The ratings are then combined numerically, with the weighting for each measure as presented below.

Ratings and Weightings

	Professional Practice	Professional Growth	Learner Growth
Measures	Performance on each of the Standard Indicators of the TEPG Rubric	Professional growth goal progress and attainment	Student growth and improvement
Rating scale	Ineffective = 1 Developing = 2 Effective = 3 Distinguished = 4	Did not meet = 1 Partially met = 2 Met = 3 Exceeded = 4	Did not meet = 1 Partially met = 2 Met = 3 Exceeded = 4
Sources of evidence	Observations, conferences, and teacher-led collection of evidence	Conversations and documents related to professional goal progress	Student growth data from SLO progress
Calculation	Average all ratings to determine overall rubric rating	Determine overall goal rating	Rate performance for each measure and average
Weight	50%	30%	20%

After all of the weights are applied and all of the measures are averaged together, the administrator determines the summative effectiveness rating associated with the raw score:

- **Ineffective:** 0.1 - 1.7
- **Developing**: 1.8 - 2.7
- **Effective**:   2.8 - 3.7
- **Distinguished:** 3.8 - 4.0

> A summative effectiveness rating of Effective or Distinguished is a prerequisite for certain teacher leadership roles in the district.

A discrepancy of two or more rating levels between the Professional Practice and Learner Growth categories of measures warrants further review before a summative effectiveness rating can be determined. In such cases, the administrator will review the evidence underlying the discrepancy and present a written explanation for the discrepancy and rating recommendation to the superintendent. The superintendent or a designated district-level committee will make the final rating determination. Regardless of the final rating, this teacher's plan for the subsequent evaluation cycle must address the identified area(s) of need.

Resources for Teachers

School-based TEPG Facilitators
Schools will have identified TEPG facilitators who will serve as "experts" in TEPG. These roles will be filled by current classroom teachers as a way to build school capacity and teacher leadership. TEPG facilitators will be able to answer questions, facilitate professional development, and be a resource for teachers and school leaders on TEPG related questions.

Professional Development
To provide ongoing support to all teachers, TEPG facilitators will provide professional development throughout the school year to support teachers in the use of the TEPG Rubric and the 4-Step TEPG process. Facilitators, in consultation with school leaders and teachers, will determine the timing of the sessions.
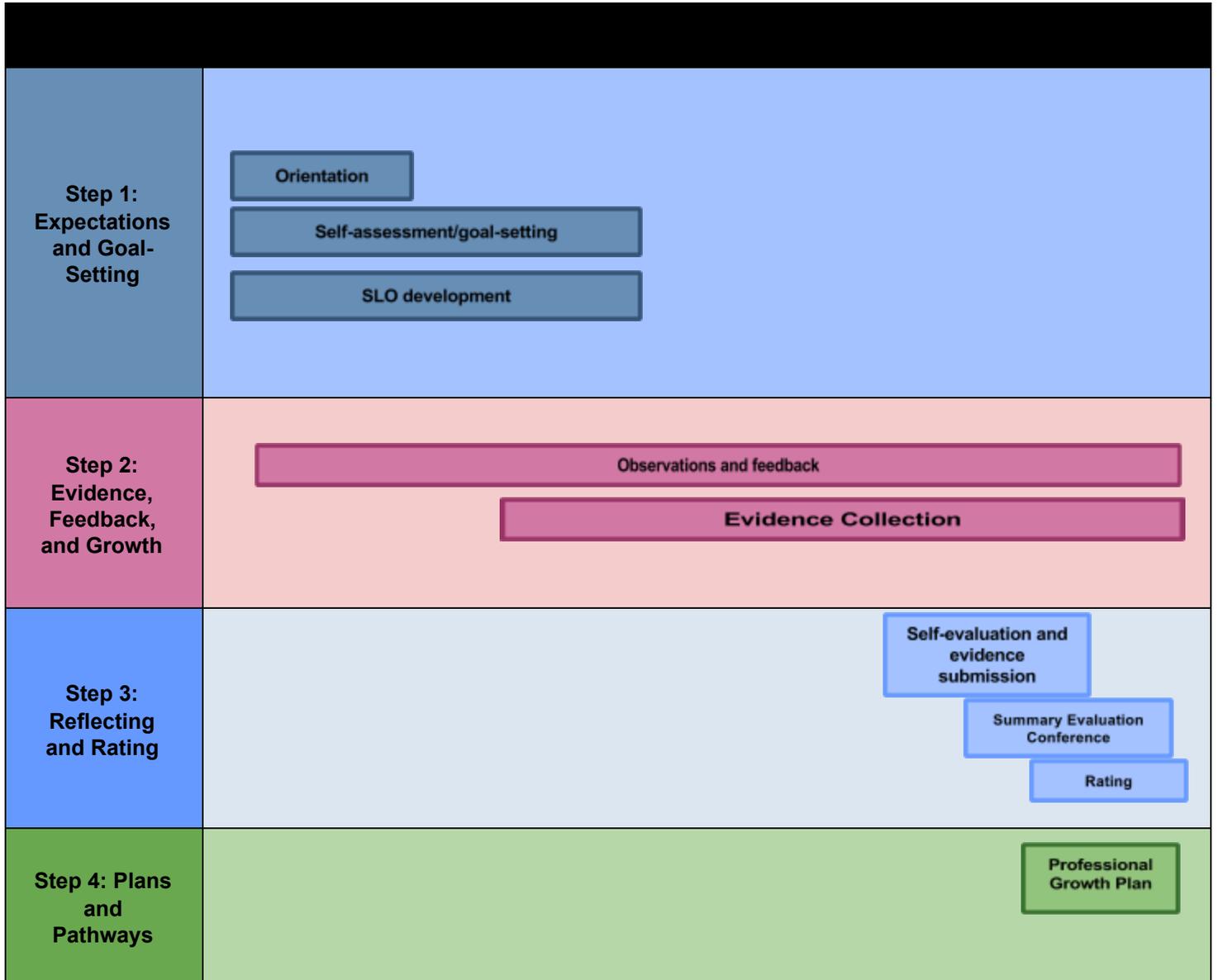
Website
RSU 19 website http://www.rsu19.org
- TEPG Handbook
- TEPG Rubric Companion Guide
- SLO Handbook
- SLO Framework
- SLO Samples
- SLO FAQs
- training modules
- recorded webinars (SLO approval, Peer observations)

Contacts

➢ **Michael Hammer, Superintendent mhammer@rsu19.net**

TEPG Year-at-a-Glance

Step 1: Expectations and Goal-Setting	Orientation Self-assessment/goal-setting SLO development
Step 2: Evidence, Feedback, and Growth	Observations and feedback **Evidence Collection**
Step 3: Reflecting and Rating	Self-evaluation and evidence submission Summary Evaluation Conference Rating
Step 4: Plans and Pathways	Professional Growth Plan

Appendix A. Tools and Forms

Professional Goal Setting:

TEPG Rubric

Self-assessment Forms

Goal-setting Forms

Evidence Collection & Submission

Pre-observation Preparation Form

Observations notes

Post-observation Conference Form

Peer Observation Forms

Summative Effectiveness Rating Report

SLO template and forms

Appendix B. Glossary of Selected Terms

Term	Description
Chapter 180	Chapter 180 (Title 20-A MRSA Ch. 508 § 180) is the rule that establishes standards and procedures for implementation of performance evaluation and professional growth systems for Maine educators. It is part of Title 20-A, Chapter 508 of the Maine Revised Statutes.
Human Capital Management System (HCMS)	HCMS is a district-wide approach to recruiting, retaining, and developing effective teachers and principals that strategically addresses the full spectrum of educator effectiveness policies and practices—preparation, recruitment, hiring, placement, induction, dismissal, compensation, professional development, tenure, working conditions, and more—and ensures alignment and coherence across them.
Leader Evaluation and Professional Growth (LEPG)	The LEPG program is a comprehensive performance assessment system for school leaders. The program is designed to reinforce a culture of learning that advances student learning and engagement, attracts and retains the best teachers, and improves teacher and school performance. The LEPG program in built on National Board for Professional Teaching Standards' core propositions and standards of accomplished leadership. Performance on the evaluation is part of a scorecard that is tied to the Performance Based Compensation (PBC) program. The LEPG is a critical element of the human capital management system and is a core requirement of the TIF grants. (See also TEPG, the equivalent system for teachers).
Multiple Measures	The term "multiple measures" is frequently used in discussions about educator evaluation and is shorthand for two different concepts: 1. **Multiple measures of student learning**—the use of a variety of sources of student learning data, such as learning growth/value-added measures, standardized assessment scores, curriculum-based assessments, teacher-created assessments, rubric scores, or authentic assessments, performances, recitals, and others 2. **Multiple measures of teaching effectiveness**—the use of a variety of sources of data regarding a teacher's performance, including classroom observations, artifacts such as lesson plans, student value-added data, or student or parent survey data
Standardized	A standardized assessment is any assessment that is designed to be consistent

Assessment	(i.e., standard) in terms of questions, scoring, and conditions for administering.
Student Growth Measures	Student growth measures provide data regarding changes in students' academic performance between two or more points in time. Student growth measures may be based upon standardized assessments or school- or teacher-created assessments.
Student Learning Objective (SLO)	An SLO is a student growth measure that involves teachers and evaluators setting long-term academic goals for groups of students and later assessing whether those goals were achieved. The SLO must be specific and measurable; based on available prior student learning data; aligned with state standards; and based on growth and achievement.
Teacher Evaluation and Professional Growth (TEPG)	The TEPG program is a comprehensive performance assessment system that incorporates multiple measures of teacher effectiveness in order to improve teaching practice over time. TEPG is intended to offer formative feedback to educators to drive continuous improvement and professional growth. The program is a key component of the human capital management system and a core requirement of the TIF grants. (See also LEPG, the equivalent system for school leader evaluation).