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PHILOSOPHY OF EVALUATION AND SUPERVISION

Evaluation and supervision can encourage and facilitate professional growth while assessing performance. It is a cooperative process with the responsibility for accomplishment shared by teacher and evaluator. The teacher should be an active participant in all phases of the process.

THE PURPOSE OF TEACHER EVALUATION AND SUPERVISION

Evaluation is a summative procedure which assesses individual performance of a teacher over a period of time, identifies the quality of educational practices and teaching performance, and provides detailed information for personnel practices relating to renewal, promotion, assignment, and dismissal.

Supervision is an ongoing process which assists the teacher in delivering a high quality education for students by providing detailed information of a staff member's current performance level, noting areas needing improvement, and offering suggestions that are designed to enhance performance.

PROLOGUE

The Brunswick School Department is committed to quality staff development for its staff. The New Teacher Induction Program, District Certification Committee, and Teacher Evaluation Instrument are designed to assist teachers in growing as professionals. Teachers and administrators are encouraged to consolidate their goals to meet their needs in each of these three areas.

Principals will share the data gained on areas of need for professional development through a review of the completed aggregated rubrics and SLOs each spring before the following year's professional development calendar is created. Information shared will not be associated with any teacher's name, but simply be the total scores for each indicator from an evaluator's building. Information gathered at this time will be used to inform the creation of the professional development calendar for the following year.

All Summative evaluations will be available for School Board review two weeks before the Board takes action on the employment status of teachers. Board members must inform the Superintendent should they want any teacher's evaluation to be reviewed with the Board. The Superintendent will schedule a meeting for the purpose of teacher evaluation and inform the teachers scheduled.

COMPONENTS OF THE EVALUATION/PROFESSIONAL GROWTH SYSTEM

The Brunswick School Department Evaluation System combines three distinct measures of effectiveness for classroom teachers.

*Professional Practice – A measure of effective instruction, management of classroom environment and professional learning as defined in the Marshall Teacher Evaluation Rubric (See Appendix O), which is aligned with the INTASC Standards (See Appendix P). While all areas of the rubric are considered important, for the purpose of clarity and focus the teacher and evaluator will select a limited number to demonstrate growth on during the evaluation process. Domains A – Planning and Preparation for Learning, B – Classroom Management, C- Delivery of Instruction, and D – Monitoring, Assessment, and Follow-Up have a more direct relation to student growth and therefore would be weighted more heavily. Two indicators in each of these four domains (A, B, C, D) will be selected and each of these Domains will have a weight of 20% of the rubric making that section of the Rubric account for 80% of your professional practice score. In the remaining two Domains: E- Family and Community Outreach and F – Professional Responsibilities one indicator will be selected and each Domain will have a weight of 10% making that section of the Rubric account for the remaining 20% of your professional practice score.

*Professional Growth – A measure of professional growth and reflection that is based on the progress made toward and attainment of professional goals that develop the skills that lead to student achievement of learning targets. Much of this evidence will come from the Teacher Portfolio that is developed over the years of the evaluation cycle.

*Student Learning and Growth – A measure of the teacher’s influence on students’ academic growth based on student performance on assessments of measureable growth targets. A Student Learning Objective will define the learning outcomes expected and measurement tools used to show evidence of student growth. Student growth will be calculated using the Mean Gap Reduction method, the Individualized Goal Setting method, or the Half the Gap Method. (See Guidelines for Developing SLOs on Appendices A – F.)

These three components will be combined to determine the educator’s overall summative effectiveness rating.

This evaluation system will be implemented over a number of years beginning in the school year 2015-2016. During the first three months of the school year 2015-2016 teachers and administrators will participate in trainings that explain the requirements of the system, their roles within the system, and the development of Student Learning Objectives. Beginning by December 2015, evaluators will begin piloting the observation, conference and review procedures outlined in this Evaluation Handbook. This process will continue through the 2015-2016 and 2016-2017 school years for the pilot teachers. Summative Effectiveness Ratings will include SLO data from at least two SLOs, one developed in 2015-2016 and one developed in 2016-2017 for the pilot teacher’s Summative Effectiveness Rating in the 2016-2017 school year.

MEETING THE REQUIREMENTS OF STATUTE AND RULE

The Brunswick School Department Evaluation System satisfies the requirements of Chapter 508 of the Maine Revised Statutes, Title 20-A and Rule Chapter 180 by including:

*Standards of Professional Practice – See the Evaluation Rubric that has a crosswalk to the INTASC Standards

*Multiple measures of educator effectiveness, including professional practice and student learning and growth measures.

*A rating scale consisting of 4 levels of effectiveness, with professional growth plans and employment consequences tied to each level.

*A system for using information from the evaluation process to inform professional development and other personnel decisions.

*A mechanism for training evaluators and for ongoing training as part of our involvement in the Marshall Rubric Collaborative and their work with Research for Better teaching.

*A mechanism for training educators in components and procedures of the system in the initial implementation year and then for all new hires through the Teacher Induction Program.

*A process for determining Teacher of Record.

*A framework for observation and feedback on a regular basis.

*A framework for peer review and collaboration.

*Plans for professional growth and improvement.

PILOT PROGRAM

All teachers who are in the second year of a three-year continuing contract evaluation cycle will be invited to participate in the pilot. Teachers who participate in the pilot program may obtain contact hours for certification purposes if it is included in their PRP for approval. Teachers may elect to opt out of the pilot. Those who participate in the pilot will select indicators in the domains to focus on, participate in walk-through observations and full classroom observations, develop one SLO, develop a portfolio and participate in a summative evaluation conference. Participants will be expected to share their experiences at the school level. Teachers who participate in the pilot program may elect to continue to develop their portfolio for use in the next year as we move into full implementation of the evaluation policy.

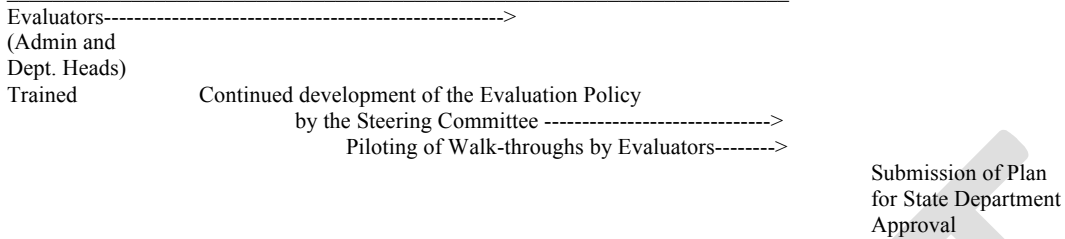
All teachers will use the forms developed for walk-throughs and full classroom observations during the pilot year.

The Steering Committee will develop questions to be answered by the pilot as a method of reviewing the work for revision before final submission to the State and School Board for approval.

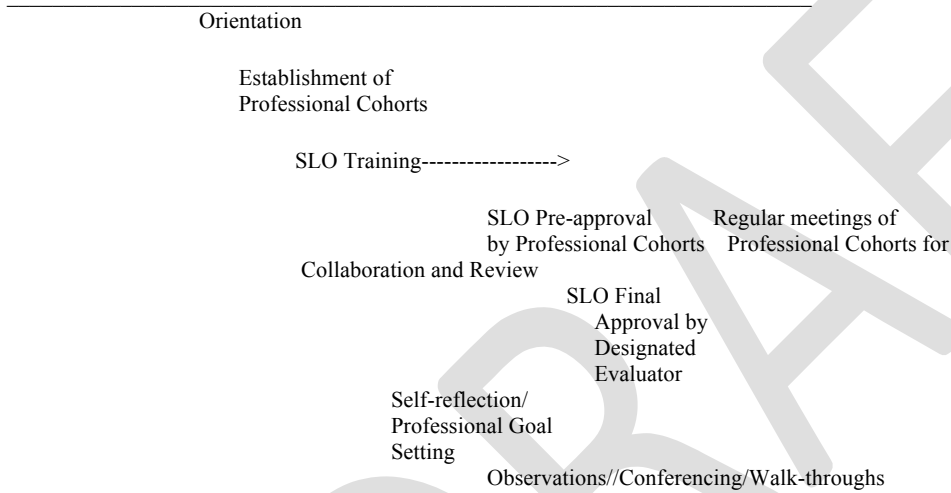
Implementation Timeline

Summer Fall Winter Spring

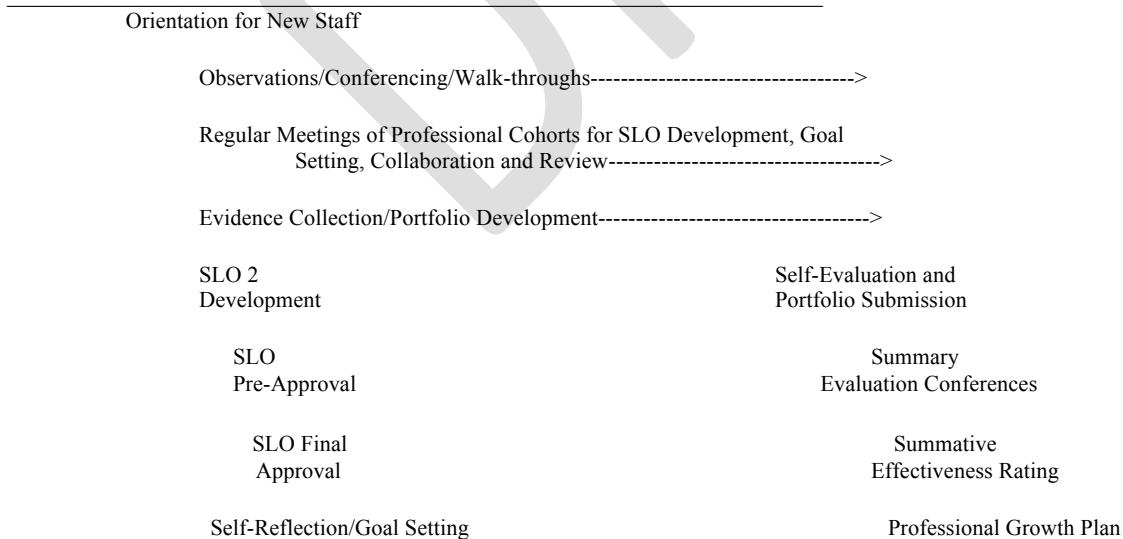
School Year 2014-2015



School Year 2015-2016 (Pilot Year)



School Year 2016-2017



Annual Evaluation Process

The annual evaluation process will consist of four steps:

- Expectations and Goal Setting
- Evidence, Feedback and Growth
- Reflection and Rating
- Professional Growth Plans

Each step is reviewed below.

Step 1 -Expectations and Goal Setting

There are two sections to the Goal Setting Step. One is to set Student Learning Objectives for the Instructional Cohort for the year and the second is to set Professional Growth Goals for the individual teacher.

Working with a Professional Cohort (See Appendix N for a description of a Professional Cohort.) teachers will use the Student Learning Objective (SLO) Framework to develop at least two measurable student growth targets for the year. One of the SLOs should be developed early in the year. The second may be developed simultaneously or later in the year. The SLOs will be scored as a part of your overall summative rating. The Brunswick School District has determined that the SLO score will count for 20% of your summative rating.

Teachers are expected to be reflective in their practice and design personal goals for professional growth that will assist them in having students meet the Student Learning Objectives that they design for their Learning Cohort or that will assist them in reaching a more proficient level on the Professional Practices Rubric. Teachers will select at least two goals, but no more than three to focus on during their evaluation cycle. Individual goals will be scored at the end of the evaluation period using a four-point scale as follows:

4	Goal activities are completed, fully implemented with the effectiveness analyzed and shared with peers in some manner.
3	Goal activities are completed and knowledge gained is implemented with students.
2	Goal activities are completed but have not been implemented in practice.
1	Goal activities have not been completed.

Goal scores will be averaged to obtain a final professional growth rating.

Probationary teachers should meet with their evaluator before September 30th of each year to discuss and design the goals for the year. Teachers on continuing contract status should meet with their evaluator before October 30th of each year to discuss and design the goals for the evaluation cycle. Goals that are developed in the first year of the cycle may be adjusted on an annual basis. Teachers who are on Continued Evaluation Status will have their meeting dates determined by the Continuing Evaluation Plan (See Appendix K) developed with the assigned evaluator.

Step 2 – Evidence, Feedback and Growth

The gathering of evidence, feedback and growth occurs throughout your professional growth plan. The number of observations completed by your evaluator and your peer are dependent on where you are in the evaluation cycle. (See the chart and narrative in Appendix G.) In addition to observations, evidence can be gathered in a number of ways and should be included in the portfolio you will be developing.

In addition to the walk-throughs and formal observations an evaluator or peer may use any of the following methods of observation to add data to the evaluation:

*Curriculum Review - A review of the teacher's curriculum, unit plans and/or lesson plans and conversations about curriculum writing or revision, student outcomes and assessments, instructional materials, etc.

*Review of Student Learning Data - A review of student assessment results, student learning target results, and conversations about the implications for practice.

*Extended Classroom Observation- A classroom observation that may be announced or unannounced, covers a full lesson or more, results in evidence collection and feedback in numerous areas of teacher practice, and includes a post-observation two-way conversation.

*Professional observation of and conversation about the teacher in professional contexts such as the facilitation of a meeting, professional development activities, teacher leadership, Peer Cohort meetings or work, or other professional responsibilities defined by building or district policy.

Teacher Impact – Annually each teacher develops at least two Student Learning Objectives (SLOs). The extent to which students meet the growth targets results in an Impact on Student Growth rating for each teacher. This is combined with the teacher's ratings on the Professional Practice Rubric and Professional Growth Goals to arrive at a final summative effectiveness rating. The Student Learning Objective process is described below. Definitions for terms in the SLO document directions and the SLO form can be found in Appendix A.

Steps in the SLO Process:

Step One – Preparing the SLO:

In preparing for the SLO, the teacher of record first gathers and/or establishes the following information:

- *The instructional cohort for which the teacher is the teacher of record (Box 1);
- *The other teacher(s) (if applicable) of record for the instructional cohort (Box 1);
- * The interval of time of the learning experience (Box 7);
- * Student demographics and baseline data (Box 8); and
- *The curricular standards associated with the learning experience (Box 9).

Step Two – Implementing the SLO

Once the contextual information is gathered and entered on the SLO the teacher is ready to develop the SLO, including:

*Selecting or creating the pre-assessment and the summative assessment that will be used to measure student growth (Box 10). Brunswick has adopted three methods of determining student growth: the Percent Performance Gap Reduction Method; Individualized Goal Setting, and Half the Gap.

*Identifying key instructional strategies that will help students achieve growth (Box 11); and

*Plans for using formative assessments to adjust instructional approaches (Box 12).

Step Three – Approving the SLO

The SLO is reviewed and pre-approved by your Professional Cohort and then submitted to your evaluator for final discussion and approval. This process includes the following steps:

- *Peer review by your Professional Cohort of the SLO.
- *Peer preapproval of the SLO by your Professional Cohort.
- *Submittal of the preapproved SLO to the designated evaluator.
- *Final approval of the SLO.

Step Four – Rating the SLO

Performance Gap Reduction Method: Upon completion of the learning experience and the assessment of that learning, using a mathematical calculation, you determine the Percentage Performance Gap Reduction for that instructional cohort. This is explained in Appendix A.

Percentage Performance Gap Reduction Impact Scale	Impact on Student Learning and Growth Rating
Mean growth index reduces mean performance gap by at least 75%	High (4)
Mean growth index reduces mean performance gap by at least 50%	Moderate (3)
Mean growth index reduces mean performance gap by at least 25%	Low (2)
Mean growth index reduces mean performance gap by less than 25%	Negligible (1)

Individualized Goal Setting or Half the Gap Methods: Upon completion of the learning experience and the assessment of that learning, determine the percentage of students who met their growth targets.

Percentage Ranges of Students Who Met Their Growth Targets	Teacher Impact
85–100%	High (4)
71–84%	Moderate (3)
41–70%	Low (2)

0–40%	Negligible (1)
Total of the % of all growth targets met ÷ number of SLOs = Average % of students who met the growth target	Impact on Student Learning and Growth Rating

Step 3: Reflection and Rating

During this step the teacher and the evaluator will be using the evidence gathered in Step 2 to reflect on growth as an educator and to determine a final summative effectiveness rating. The final summative effectiveness rating will be determined using the following formula:

Measure of Effectiveness	Results	(times)	Weight	(equals)	Weighted Results
Professional Practice	Rubric Score	X	0.60	=	Professional Practice Rating
					+
Professional Growth	Goals Score	X	0.20	=	Goals Rating
					+
Student Learning and Growth	Final SLO Rating	X	0.20	=	SLO Rating
			Final Summative Score	=	Total of Professional Practice Rating + Goals Rating + SLO Rating

Final Summative Score	Summative Effectiveness Rating
3.26 – 4.00	Highly Effective
2.60 – 3.25	Effective
1.75 – 2.59	Needs Improvement
Less than 1.75	Ineffective

In the reflection step teachers will complete a self-evaluation, which will include:

- A. Self-scored rubric.
- B. A statement describing the status of progress on the SLO and professional goals established with the evaluator for the evaluation cycle.
- C. A portfolio of evidence.

D. While “A”, “B” and “C” above are required components of the written self-evaluation; the teachers are not restricted to them when writing the self-evaluation. The teacher’s self-evaluation may include other appropriate commentary.

For teachers who are not being formally evaluated, the annual written self-evaluation need only address the teacher’s performance to date in relation to his/her written goals and the progress on this year’s SLO.

The evaluator will write a formal report for each teacher being formally evaluated by May 15th of the evaluation year. The teacher will receive a copy of the report at least one day in advance of a formal evaluation conference. The report shall contain the following:

- A. A statement summarizing the teacher’s previous evaluation. The intent is to give continuity to the evaluation process.
- B. The completed rubric.
- C. The teacher’s overall performance rating.
- D. A recommendation to the Superintendent regarding the teacher’s employment status.

While “A”, “B”, “C”, and “D” above are required components of the formal evaluation report, an evaluator is not restricted to the above when writing the report but may include other appropriate commentary.

The teacher and appropriate evaluator(s) shall meet to discuss the formal evaluation report. During this conference the teacher shares her or his self-assessment, any on-going learning or practices related to professional growth goals and SLOs and highlights the key evidence that was submitted in the portfolio. The teacher and evaluator will review the evaluator’s preliminary ratings on the Professional Practice Rubric. Discrepancies between the teacher’s rating on the rubric and the evaluator’s rating will be discussed. The teacher should be prepared to provide evidence from their portfolio at this conference. Within a week of the summative evaluative conference the evaluator assigns the teacher a final rating which combines the Professional Practice Rubric with the Professional Growth Goal and Student Learning Objective data that was discussed *and agreed upon* at the conference to attain a final Summative Effectiveness Rating. The teacher will be requested to acknowledge the contents of each written formal evaluation report by signing the report after the Summative Effectiveness Rating has been determined.

Step 4 –Professional Growth Plan

Using the information gathered during the evaluation cycle the teacher and evaluator will discuss the professional growth plan for the next cycle. Based on the summative effectiveness rating, a teacher may continue on the three-year cycle for professional growth and evaluation or may be recommended for continuing evaluation status. If the teacher continues on the three-year evaluation cycle topics for possible professional growth goals will be discussed. These will be finalized the next fall at the goal setting conference allowing time for the teacher to reflect on the discussion and develop the outline of the goals. If a teacher is recommended for continuing evaluation status a more intense plan for supervision and evaluation will be determined before the end of the school year that outlines the areas targeted for improvement.

Summative Effectiveness Rating Level Descriptions

Highly Effective –Teachers who have a Summative Effectiveness Rating of 3.26-4.00. Teachers who have a Summative Effectiveness Rating of Highly Effective will remain on the 3-year Evaluation Cycle.

Effective - Teachers who have a Summative Effectiveness Rating of 2.60-3.25. Teachers who have a Summative Effectiveness Rating of Effective will remain on the 3-year Evaluation Cycle.

Needs Improvement – Teachers who have a Summative Effectiveness Rating of 1.75-2.59. Teachers who have a Summative Effectiveness Rating of Needs Improvement may be placed on Continued Evaluation Status. Teachers who remain at the Needs Improvement rating for two evaluation cycles will be placed on Continuing Evaluation Status.

Ineffective - Teachers who have a Summative Effectiveness Rating of 1.75 or below. Teachers who have a Summative Effectiveness Rating of Ineffective will be placed on Continuing Evaluation Status. Continuing Contract Teachers unable to demonstrate movement from this Summative Effective Rating for two years may face dismissal.

ADDITIONAL FORMAL EVALUATIONS

An evaluator, including the Superintendent, may request at any time an additional **formal evaluation**. The Superintendent or his designee shall determine whether or not a **formal evaluation** shall be conducted. In this case an administrator from the Superintendent's Office and/or a second principal shall participate in the evaluation by making at least one classroom observation about which a report shall be written.

A teacher may request at any time an additional **formal evaluation**. The Superintendent or his designee shall determine whether or not a **formal evaluation** shall be conducted.

FORMAL PROCEDURE REGARDING DISAGREEMENT WITH FORMAL EVALUATION

After the **formal evaluation** conference, if a teacher concludes that the report does not adequately or accurately reflect performance, that teacher shall follow the procedure in the sequence listed until resolution is reached:

1. Submit a written statement to each of the evaluators, outlining specific points of disagreement. The evaluator(s) shall subsequently meet with the teacher to discuss these points.
2. The teacher may request a conference with the Superintendent's designee to review the **formal evaluation** report. After meeting with the Superintendent's designee, the teacher may request a conference with the Superintendent.
3. The teacher may submit to each evaluator a written statement addressing any remaining points of disagreement. A copy of that statement shall be attached to the **formal evaluation** report and shall become part of the teacher's file.

RECOMMENDATIONS REGARDING CONTINUED EMPLOYMENT

While the **formal evaluation procedure** results in recommendations from the evaluators involved to the Superintendent of Schools regarding continued employment, action by the Superintendent of Schools and the School Board is governed by statute: Title 20-A MRSA Sects. 13201 and 13202. Copies of this statute are available to a teacher upon request.

RECOMMENDATIONS FOR CONTINUED EVALUATIONS STATUS

(Note: **Maine Chapter -508** –states that the receipt of summative ratings indicating that a teacher is ineffective for 2 consecutive years constitutes “just cause” for nonrenewal of a teacher's contract unless the ratings are the result of bad faith.)

The primary purpose of **continued evaluation status** (See Appendix K) is to provide intensive support to a staff member whose performance appears to be unsatisfactory or marginal, so that the staff member may bring his/her performance to a satisfactory level. In this regard, teachers with continuing contract status should be placed on **continued evaluation status** prior to not being recommended for continued employment.

A second purpose is to enable the Brunswick School Department to remove a marginal employee who, despite intensive supervisory support, is unable to meet his/her job responsibilities.

A staff member may be placed on **continued evaluation status** as a result of a summative rating of Needs Improvement or Ineffective. The staff member remains on **continued evaluation status** until the evaluator has determined that the teacher has demonstrated consistent satisfactory performance or he or she has been terminated. When the teacher is on **continued evaluation status**, the Superintendent may appoint a second evaluator, who will become involved in the process to provide additional support.

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Appendix

The following pages contain the forms referred to in the handbook for writing a Student Learning Objective, developing your professional growth goals, classroom pre-and post observations, walk-

through observations, and a description of the portfolio to be developed. The cross-walk for the Marshall Rubric with the INTASC Standards can also be found here.

Appendix A - SLO Definitions

Definitions:

Teacher of Record – The teacher who is responsible for teaching the course or learning experience. There may be more than one teacher of record provided the teachers can be said to have comparable influence on the students in terms of time and instruction, and that the students criteria is met for each teacher.

Instructional Cohort – The instructional cohort includes all students assigned to a teacher or teachers in a particular class or learning experience. The instructional cohort can be the entire student population for a course, which often includes multiple classes or in can be focused on the student population in a given class. The students included in the final calculations for the growth of the instructional cohort must have been present for 80% of the instructional time and must have taken the pre-test and post-test assessments.

Student Demographics – Beyond the names from an assigned class or groups of students, the characteristics the students possess that might influence their ability to learn the content. (i.e., special education needs, 504 accommodations, etc.)

Baseline Data – Information about students' level of performance at the start of the interval of instruction. The baseline is established to measure student growth between two points of time. This is generally the most recent data available and sources can include the prior year's assessment scores or grades, results from a beginning of the year benchmark assessment, a pre-assessment or other evidence of students' learning, such as portfolio work samples that measure the pre-requisite knowledge and skills necessary for the course.

Interval of time – The interval of time is the duration of the learning experience during which students are expected to demonstrate a measurable amount of growth. The interval may span a regular course length or school year, or it may span a shorter period such as a six-week seminar or independent study.

Learning Standards – These are the essential areas of learning within learning experiences and content areas that align with national and/or state standards. These may be drawn from state learning results, or national standards where state standards have not been developed.

Summative or Post-Assessment – This is the assessment or set of criteria used to assess student growth at the end of the instructional periods. High quality assessments accurately measure growth toward an identified

learning goal and are carefully vetted. Possible assessments could include school-based assessments, course-based assessments, district designed assessments, state assessments, commercial tests, teacher-developed tests, common assessments used for all classes that take the course regardless of the teacher assigned developed by the district curriculum review process and performance data based on school-wide or district-wide rubrics. As the Brunswick School Department’s curriculum revisions progress we will move to School Board approved curriculum based assessments that are developed as part of the curriculum approval process.

Performance Gap Reduction Method – A mathematical calculation to determine the mean growth of students in an instructional cohort. An example follows:

Student	Max Score Possible	Pre-Assessment Score	Performance Gap	Post-Assessment Score	Mean Growth Gain
A	250	95	155	194	99
B	250	86	164	167	81
C	250	222	28	236	114
D	250	37	213	135	98
E	250	103	147	171	68
F	250	214	36	231	17
G	250	230	20	240	10
H	250	78	172	162	84
I	250	87	163	193	106
J	250	200	50	229	29
			Mean Performance Gap $1,148 \div 10 \approx$ 114.8		$606 \div 10 \approx$ Mean Growth 60.6
% Performance Gap Reduction—$60.6/114.8 \approx 53\%$					

Half the Gap - Students grow half of the performance gap to the maximum (e.g., each student achieves half of the points between their initial score and the maximum score). An example follows:

Student	Baseline	Target
A	10 of 100	55 of 100
B	75 of 100	88 of 100

C	50 of 100	75 of 100
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Individualized - Students grow differing amounts based on teachers’ analysis and rationale (e.g., two students whose baseline was “3” have a different target based, in part, on non-quantified factors). An example follows:

Student	Baseline	Target
A	2 of 8	4 of 8
B	3 of 8	5 of 8
C	3 of 8	6 of 8

Effective Instructional Strategies – These are instructional approaches that teachers incorporate specifically because they are associated with increase in learning. The key strategies should be strategies that have proven successful in the past with students of similar demographics; have proven successful among colleagues with students of similar demographics; and/or that research shows are successful for all students.

Formative Assessment – Formative assessment is a deliberate process used by teachers and students during instruction that provides actionable feedback that is used to adjust ongoing teaching and learning strategies to improve students’ self-assessment, reflection and attainment of curricular learning targets/goals. This is not necessarily a single item such as a test given midway. Many opportunities for checking student progress occur every day in the classroom. Some of these opportunities are questioning, observing, exit slips, journals, one-on-one conversations, etc.

Pre-Approval – A Professional Cohort indicates that the SLO meets the criteria in this document by completing the SLO pre-approval checklist.

Professional Cohort – Grade level, team level, or department level colleagues who follow a tuning protocol to give feedback on the SLOs.

Appendix B – SLO Form A

Student Learning Objective Template for Performance Gap Reduction Method

1. Teacher of Record	2. School
3. Grade/Subject Area	4. Date
5. Instructional Assignment	6. Size of Instructional Cohort
7. Interval of Instructional Time	
8. Student Demographics and Baseline Data	
Administrator Comments	
9. Content Standards	
Administrator Comments	

10. Assessments (Pre/Post)
Administrator Comments
11. Instructional Plan
Administrator Comments
12. Formative Assessment Process
Administrator Comments

Teacher Signature _____ Date _____
 Administrator Signature _____ Date _____

Appendix C – SLO Form A-1

		Peer Reviewer Initials	Final Reviewer Initials
SLO Sections	Description of information		
Boxes 1-7 Teacher of Record Demographics	States the number of students included in the SLO		
	Provides relevant and complete information about student characteristics		
	Includes start and end dates of interval of instructional time		
Box 8 Baseline data and Student Needs	Identifies area(s) of need		
	Identifies available data used to determine areas of strength and need		
	Includes analysis of available data for areas of strength and need		
Box 9 Content Standards	Includes standards that align to the area of need and to the assessments		
	Includes both application/process and content standards		
	Includes standards that are rigorous but focused enough to be measured using an appropriate assessment		
Box 10 Assessments	Identifies assessments that align with the identified content and process standards.		
	Identifies assessments that meet all criteria in Table 5		
	Describes the format and structure of the assessments		

		Peer Reviewer Initials	Final Reviewer Initials	
	Lists modifications or accommodations that will be necessary for students with IEPs or 504 plans and/or ELL students, and explains how the modifications or accommodations will be provided.			
Box 11 Instructional Strategies	Lists two or three key strategies that the teacher will use to support students.			
	Identifies multiple ways the teacher will monitor student progress throughout the interval of instruction.			
	Explains how progress monitoring data will drive instructional plans.			
Box 12 Formative Assessment	Describes strategies that will be used to assess learning at anticipated check points and the adjustments to instruction or interventions that might be taken based on results of formative assessment (not all formative assessments and adjustments can be anticipated, but the teacher should have preplanned some formative processes).			
	Comments	Recommend for Revision	Pre-approved (Recommend for Approval)	Approved
Pre-Approval by Peer(s)				
Final Approval Signature				

Appendix D – SLO Form B
Student Learning Objective Template for Half the Gap and Individualized Methods

1. Teacher of Record	2. School
3. Grade/Subject Area	4. Date
5. Instructional Assignment	6. Size of Instructional Cohort
7. Interval of Instructional Time	
8. Student Demographics and Baseline Data	
Administrator Comments	

9. Content Standards
Administrator Comments
10. Assessments (Pre/Post)
Administrator Comments
11. Growth Target
Administrator Comments
12. Instructional Plan
Administrator Comments
13. Formative Assessment Process
Administrator Comments

Teacher Signature _____ Date _____

Administrator Signature _____ Date _____

Appendix E – SLO Form B-1

		Peer Reviewer Initials	Final Reviewer Initials
SLO Sections	Description of information		
Boxes 1-7 Teacher of Record Demographics	States the number of students included in the SLO		
	Provides relevant and complete information about student characteristics		
	Includes start and end dates of interval of instructional time		
Box 8 Baseline data and	Identifies area(s) of need		
	Identifies available data used to determine areas of strength and need		

		Peer Reviewer Initials	Final Reviewer Initials		
Student Needs	Includes analysis of available data for areas of strength and need				
Box 9 Content Standards	Includes standards that align to the area of need and to the assessments				
	Includes both application/process and content standards				
	Includes standards that are rigorous but focused enough to be measured using an appropriate assessment				
Box 10 Assessments	Identifies assessments that align with the identified content and process standards.				
	Identifies assessments that meet all criteria in Table 5				
	Describes the format and structure of the assessments				
	Lists modifications or accommodations that will be necessary for students with IEPs or 504 plans and/or ELL students, and explains how the modifications or accommodations will be provided.				
Box 11 Growth Targets	Includes numerical growth targets for all students on the roster				
	Includes targets that are rigorous, attainable, and developmentally appropriate				
	Includes a rationale for the targets that explains how the growth targets were determined				
Box 12 Instructional Strategies	Lists two or three key strategies that the teacher will use to support students.				
	Identifies multiple ways the teacher will monitor student progress throughout the interval of instruction.				
	Explains how progress monitoring data will drive instructional plans.				
Box 13 Formative Assessment	Describes strategies that will be used to assess learning at anticipated check points and the adjustments to instruction or interventions that might be taken based on results of formative assessment (not all formative assessments and adjustments can be anticipated, but the teacher should have preplanned some formative processes).				
		Comments	Recommend for Revision	Pre-approved (Recommend for Approval)	Approved
Pre-Approval by Peer(s)					
Final Approval Signature					

Appendix F

Questions to Inform SLO Conversations

These questions are intended to guide conversations. They are not intended to be protocols.

1. Did student performance of the SLO on the post-assessment meet your expectations?
2. What do you think contributed to these results?

3. How might you use the results to inform your goals for next year?
4. Which colleagues could you learn from, either through discussions or observations, about helping students meet these standards?
5. Which colleagues could you support with the lessons you learned from this year?
6. Did any students greatly exceed your expectations? Do those students have common characteristics (e.g., baseline performance, gifted and talented or special education status, or students who received interventions)?
7. Which students did not do as well as expected? Do those students have common characteristics?
8. How could you use these results to inform goals, instruction, and professional learning plans for next year?

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Appendix G

EVALUATION PROCEDURE TIMELINE

Probationary Teachers – Year One - Year Two – Year Three

September 30

Goal Setting/Portfolio Development Conference (Appendix H – Form 1)

Ongoing	Development and Implementation of SLO's (Appendix B or D – SLO Form A or B)
December 15	<p><u>First Formal Evaluation</u></p> <p>At least one (1) classroom observation</p> <p>*The classroom observation will include a preconference and post conference (Appendix I – Forms 2A and 2B)</p> <p>Walk-throughs to equal the duration of one full classroom observation. (Appendix M)</p> <p>Conference with the evaluator to discuss progress to this point</p>
April 15	Self-Evaluation (Scored Rubric)/Portfolio submitted (Appendix O and L)
May 15	<p><u>Second Formal Evaluation</u></p> <p>At least one (1) classroom observation (evaluator)</p> <p>*The classroom observation will include a pre-conference and post conference (Appendix I – Forms 2A and 2B)</p> <p>Conference with evaluator</p> <p>Discussion of self-completed rubric/portfolio</p> <p>Discussion of goal attainment</p> <p>Goal setting for next cycle (Year Three Only)</p>

Continuing Contract Teachers – Year One and Year Two

September 30	Goal conference (Appendix H – Form 1)
October 30	Finalize goals (year one only)
Ongoing	<p>Development and implementation of SLO's (Appendix B or D – SLO Form A or B)</p> <p>At least one walk-through per quarter (Appendix M)</p>
May 15	Goal Progress Conference

Continuing Contract – Third Year/Formal Evaluation

April 15	Self-completed rubric/portfolio submitted (Appendix O and L)
May 15	<p>At least (1) classroom observation</p> <p>*The classroom observation will include a pre-conference and post conference (Appendix I – Forms 2A and 2B)</p> <p>Walk-throughs to equal the duration of one full classroom observation (Appendix M)</p> <p>Formal Evaluation Conference</p> <p>Discussion of rubrics/portfolio</p> <p>Discussion of goal attainment</p> <p>Goal setting for next three-year cycle</p>

*Conferences will be held as soon as reasonably possible.

**Should a teacher be recommended for non-renewal of continuing contract, the evaluation and conference must be held by January 3.

EVALUATION PROCEDURE

For Probationary Teachers

Two formal evaluations will be completed each year for first, second, and third year teachers by their principals or assistant principals and, where applicable, by one of their department chairpersons. The formal evaluation procedure will include the following steps: (1) an initial planning conference to establish expectations; (2) a minimum of one full classroom observation with written report with a pre-conference and post-conference; and walk-through observations the equivalent of

one full class period; (3) a completed self- scored rubric in the Spring; and (4) a formal evaluation report and conference.

1. **Initial Planning Conference -First and Second year teachers**

An **initial planning conference** will be held before **September 30** with the evaluator to discuss and set goals for the year. A discussion of possible SLOs will be included in this conference.

Third year teachers

At the conclusion of the third year upon being granted Continuing Contract Status, an **initial planning conference** will be held before **May 15** with the evaluator to discuss and set goals for the upcoming evaluation cycle. The goals will be the focus for professional growth and a basis for formal evaluation throughout the three-year period. Goals must be finalized by **September 30** of the following year.

2. **Classroom Observations** - Evaluator(s) will observe at least one full class before each formal evaluation. The teacher should receive a prompt written reaction from the evaluator following an observation. The observation will include a pre-conference and a post-observation conference. The pre-conference should provide background information for the evaluator and the post-conference is intended to provide the teacher with feedback on observed teacher behavior.

There will be on-going walk through observations equivalent to at least one full class period.

3. **Self-Evaluation** - Teachers will submit a written self-evaluation to the evaluator by **April 15** each year. This statement will include: the teacher's perception of growth in this year's goals, this years SLOs, a completed rubric, and may include any additional appropriate commentary.

4. **Formal Evaluation Conferences and Reports** - Two formal conferences will be held with the probationary teachers; one by **December 15** and one by **May 15**. After the conference, the teacher will receive a typed copy of the rubric. At the May conference the teacher and the administrator will discuss the teacher's performance on the Standards rubric, the teacher's growth toward the completion of his/her goals, and the recommendation that will be made to the Superintendent regarding the teacher's employment status for the following year.

EVALUATION PROCEDURE For Continuing Contract Teachers

While it is a requirement that all teachers be annually observed and evaluated as an ongoing process, continuing contract teachers will be **formally evaluated** once every three years by their principals or assistant principals and, where applicable, by one of their department chairpersons. Staff members designated as special area supervisors will participate as department chairpersons. The **formal evaluation** should be completed by **May 15**.

In cases where a person teaches in more than one subject area, grade level, or school, the Superintendent shall determine the extent to which each department chairperson and/or principal shall participate in the evaluation procedure.

The **formal evaluation** schedule will be maintained by the Superintendent's office.

The **formal evaluation procedure** will involve the following steps: 1) goal setting; 2) walk-throughs; 3) one or more classroom observations about which written reports are made; 4) portfolio/self-evaluation submission; 5) a completed formal summative evaluation report; and 6) a formal evaluation conference. These six steps are described in detail below:

1. Goal Setting

All continuing contract staff will be involved in a goal-setting process for each year of the three-year evaluation cycle. Three-year goals will be set at the beginning of the cycle and reviewed annually. Final evaluation of goals will be done at the end of the third year. The initial conference for establishing goals will take place on or before **September 30** and the goals will be finalized on or before **October 30** on year one of the cycle. Revisions to these goals will be discussed and finalized at the May 15th goal progress conference on year one and two of this cycle. This conference will also discuss the possible SLOs the teacher will include in his/her evaluation cycle.

Both the evaluator and the staff member have a responsibility to make the goal-setting conference productive. The final goals should be the outgrowth of this cooperative effort. However, when a person's performance is deficient, the evaluator is entitled to set goals for that teacher which are specific and tied to **one of the domain areas in the Evaluation Rubric**. Although both parties are still working in a cooperative manner in this situation, when agreement cannot be reached, the evaluator maintains responsibility for the statement and selection of the goals. The responsibility for carrying out these goals rests with the teacher.

Goals are intended to provide a method for teachers to grow professionally and to improve their performance. Teachers are expected to be reflective in their practice and design personal goals for professional growth that will assist them in having students meet the Student Learning Objectives that they design for their Learning Cohort or that will assist them in reaching a more proficient level on the Professional Practices Rubric. Teachers will select at least two goals, but no more than three to focus on during their evaluation cycle. Each goal will contain:

- A goal statement specifying the area targeted for improvement or change
- Activities that will lead to successful completion of the goal
- A method of measuring and verifying successful completion of the goal

1. Walk-Through Observations

Evaluators will complete at least as many walk-through observations as would equal the amount of time for a full class period observation. After each walk-through observation the teacher will receive a completed Walk-through Observation Form.

2. Classroom Observation

The evaluator will write one or more classroom observation reports. At least one observation will be preceded by and both will be followed by a conference. The pre-conference should provide background information for the evaluator and the post conference is intended to provide the teacher with feedback on observed teacher behavior.

3. Written Self-Evaluation

As part of the **formal evaluation procedure**, all continuing contract teachers must annually submit goals to the evaluator. The self-evaluation will be discussed at the spring goal-setting conference.

4. Portfolio/Self-Evaluation

Each teacher will keep an evaluation portfolio that contains documentation addressing each of the six domains of the performance rubric. The completed portfolio will be provided to the evaluator with any written commentary from the teacher by April 15th of their formal evaluation year.

For teachers who are being **formally evaluated**, the third year written self-evaluation shall contain:

A. Self – scored rubric.

B. A statement describing the status of progress on goals established with the evaluator, for the three-year cycle including a statement of progress on student learning objectives.

C. While “A” and “B” above are required components of the written self-evaluation, the teachers are not restricted to them when writing the self-evaluation. The teacher’s self-evaluation may include other appropriate commentary.

For teachers who are **not being formally evaluated**, the annual written self-evaluation need only address the teacher’s performance to date in relation to his/her written goals. Other appropriate commentary, however, may be included.

5. Written Summative Evaluation Report

Evaluators shall write a formal report for each continuing contract teacher who is being formally evaluated before **May 15**. The teacher will receive a copy of each

report at least one day in advance of a formal evaluation conference. The report shall contain the following:

A. A statement summarizing the teacher's previous evaluation. The intent is to give continuity to the evaluation process.

B. The completed rubric.

C. A statement describing the teacher's overall performance effectiveness.

D. A recommendation to the Superintendent regarding the teacher's employment status.

While "A," "B," and "C, D" above are required components of the **formal evaluation report**, an evaluator is not restricted to the above when writing the report but may include other appropriate commentary.

6. Formal Evaluation Conference

The teacher and appropriate evaluator(s) shall meet to discuss the **formal evaluation report**. At this conference the teacher will be requested to acknowledge the contents of the written **formal evaluation report** by signing the report.

The evaluator(s) will submit one copy of the **formal evaluation report** to the Superintendent's Office.

Professional Growth Goal Setting (Form #1)
Directions

1. Use the Teacher Evaluation Rubric to determine which Domain you believe would most benefit your professional development and student learning. Use the information to write a goal.
2. Write no more than three goals for the school year. Fewer goals with more attention to data gathering and reflection produce greater results. Each year you will be given the opportunity to revisit your goal choice and revise as needed or to write a different goal based on new data you may have collected.
3. Goals will state the way in which student learning will be improved as a result of professional effort. Your action plan will be stated in observable terms and include:
 - *Goal Statement – What is your objective? How will students improve as a result of your work?
 - *Action Plan – What is your plan to make this happen? What activities will you do to make this happen? How will you accomplish this? What do you need to make it happen? How will you involve your peers?
 - *Timeline – Design a timeline to ensure the completion of your work.
 - *Means of Measurement – What concrete data will you collect to prove that you are meeting this goal? How will you collect it?
4. All Probationary Teachers will meet with their administrator by September 30 of each school year to set their goals. All Continuing Contract Teachers will meet with their administrator by October 30 of each school year to share and refine their goals.
5. As you interpret and reflect on this data, you may discover the need to alter your action plan. Please discuss this with your administrator as you are making adjustments.
6. Please attach the Teacher Evaluation Rubric Domain that your goal is based on and highlight the section you will be focusing on.

46 Federal Street
Brunswick, Maine 04011

GOAL SETTING (FORM #1)

(Due September 30 for Probationary Teachers and October 30 for Continuing Contract Teachers)

Educator _____ Position _____

Evaluator's Name _____ Position _____

Performance Evaluation Level:

Probationary: First Year _____ Second Year _____ Third Year _____

Continuing Contract: Year One _____ Year Two _____ Formal Eval. Year _____

- **GOAL:** (Area of improvement, growth, or focus in methodology relating to the implementation of one of your SLOs or directly tied to a domain on the Evaluation Rubric that needs improvement. Use a separate form for each goal.)
- **STRATEGIES:** (What specific steps, activities, actions, or learning will you use to accomplish this goal?)
- **TIMELINE:** (Design a timeline to ensure the completion of your work.)
- **MEANS OF MEASUREMENT:** (What concrete data will you collect to prove that you are meeting this goal? How will you collect it? How will you measure impact on student growth?)
- **GOAL PROGRESS – Year #1**
- **GOAL PROGRESS – Year #2**

Educator's Signature _____ Date _____

Evaluator's Signature _____ Date _____

Appendix I – Pre/Post Observation Worksheets

BRUNSWICK SCHOOL DEPARTMENT
46 Federal Street
Brunswick, Maine 04011

PRE-OBSERVATION WORKSHEET (FORM #2A)

Educator _____ Position _____

Evaluator _____ Position _____

Observation Date/Time _____ Post Conference Date _____

Performance Evaluation Level:

Probationary: First Year _____ Second Year _____ Third Year _____

Continuing Contract: Year One _____ Year Two _____ Formal Eval. Year _____

1. What are the essential learnings of this lesson and how does this lesson relate to the essential learnings of the unit?
2. How will you know if students have the essential learnings?
3. What will students do and what will you do?
4. How will you evaluate the effectiveness of your lesson?
5. Are there any special characteristics of this class that I should be aware of?
6. Is there anything specific you would like me to focus on?

BRUNSWICK SCHOOL DEPARTMENT
46 Federal Street
Brunswick, Maine 04011

POST-OBSERVATION WORKSHEET (FORM #2B)

(To be complete by the teacher and brought to the conference following a formal scheduled observation.)

Educator _____ Position _____

Evaluator _____ Position _____

Date and Time of Lesson Observed _____

Performance Evaluation Level:

Probationary: First Year _____ Second Year _____ Third Year _____

Continuing Contract: Year One _____ Year Two _____ Formal Eval. Year _____

1. How do you feel about the lesson? What went well? What would you change if you were to do this lesson again or what do you want to look at?
2. Did the assessment activities address the essential learning as well as you had planned? (Please bring a range of samples of student work to the post-conference.)
3. What can I do to support or assist you?

BRUNSWICK SCHOOL DEPARTMENT
46 Federal Street
Brunswick, Maine 04011

FULL PERIOD CLASSROOM OBSERVATION REPORT

Educator _____ Position _____

Evaluator _____ Position _____

Observation Date/Time/Class _____

Number of Students _____

Performance Evaluation Level:

Probationary: First Year _____ Second Year _____ Third Year _____

Continuing Contract: Year One _____ Year Two _____ Formal Eval. Year _____

Classroom visitation is one of the major facets in the teacher evaluation process. This classroom observation constitutes a record of the visitation by the administrator to the classroom. It is written in Claim, Evidence, Impact form. If you should have any questions regarding this visitation or the comments below, please address them to the evaluator at the post-conference.

Appendix K – Continuing Evaluation Status Form

BRUNSWICK SCHOOL DEPARTMENT
46 Federal Street
Brunswick, Maine 04011

RECOMMENDATION FOR CONTINUED EVALUATION STATUS

Teacher's Name: _____ Position: _____

Evaluator's Name: _____ Position: _____

Performance Evaluation Level: First Year__ Second Year__ Third Year__ Continuing Contract __

Date of Notification of Continued Evaluation: _____

This is formal notice of continuing evaluation status. Performance in carrying out your job responsibilities is not satisfactory. The specific concern(s) in regard to performance criteria is noted below. Satisfactory resolution of the concern(s) listed below is necessary for continued employment with the Brunswick School Department.

1. The specific concerns are listed below:

2. The specific improvement goals with steps to be discussed in a spring evaluation conference scheduled for _____ are as follows:

Evaluatee's Signature _____ Date _____

Evaluator's Signature _____ Date _____

PORTFOLIO GUIDANCE

Your portfolio is your opportunity to gather and submit evidence of your mastery or growth in the Domains of the Evaluation Rubric. Some of the Domains of the Evaluation Rubric do not lend themselves to direct observation. These are the areas that should have the most focus in your portfolio. The portfolio is a required element of the evaluation.

Your portfolio can take whatever form you feel represents your professional growth best. Some may feel comfortable submitting an electronic portfolio while others are more comfortable with a standard hard-copy portfolio. In either case gather samples that demonstrate the indicators selected in the various domains. Some suggestions to help you get started are listed below. This is in no way an exhaustive list.

- *Organize your portfolio in the same way as the Evaluation Rubric so that items can be easily identified with the areas with which they correlate.
- *A Table of Contents is recommended.
- *Fill your portfolio with evidence in the form of artifacts that demonstrate specific areas in each Domain. (Note – References to evidence or lists of activities do not constitute artifacts and should not be considered evidence demonstrating the standard.)
- *If one artifact is intended to be used to provide evidence of more than one professional practice it should be duplicated and included separately in each of the applicable Domains.
- *Consultation with colleagues on ideas for evidence to be included is encouraged.
- *Exemplars of student assessments, assignments, teacher lesson plans, student work with teacher feedback, exemplar emails, and phone and/or email logs are all encouraged as means of providing evidence of different professional practices.
- *Inclusion of evidence from the peer observation process is voluntary, although observational notes from such peer observations along with any supporting artifacts could be considered as evidence.
- *Inclusion of digital evidence in the form of files including both digital documents as well as audio, video or still photo recordings are acceptable and encouraged forms of evidence.

Appendix M

Brunswick School Department Evaluation Walk-through Form

Teacher: _____ Observer: _____
 Date: _____ Number of Students _____
 Class: _____ Time In: _____ Time Out: _____

School Goal:

Strategy	Observed	Not Observed	Comments – Note the strategy that was observed

District Expectations:

	Observed	Comments
The classroom was safe. (Ba, Bc, Bd, Bg)		
Students were actively engaged in the lesson or were redirected in some way. (Ag, Ca, Cd, Ce, Cg)		
The task was at the appropriate instructional levels. (Instructional methods and subject specific language matched student level.) (Ai, Ch, Dc)		
Modeling and scaffolding of concepts occurred. (Cc, Ce, Ch, Ci, Da, Dc)		
Formative assessment – checking for understanding/providing targeted feedback occurred. (Ad, Cf, Db, Dc, De, Dg)		
Teacher provided appropriate support and instructional strategies to all students. (Dg, Ch)		
Students were able to apply the concept/answer the question: “What are you learning?” and the response matches the stated objective. (Cg, Cj)		

Objective as Stated on the Board/Lesson Plan:

General Comments:

Appendix N – Professional Cohort

Each teacher will select at least two peers to be members of their Professional Cohort/Peer Review Team for evaluation. The purpose of this cohort will be to review the teacher's SLO and conduct any peer observations that may be requested by the teacher. Teachers are encouraged to select peers that would have a vested interest in the development of the SLO such as members from the same grade level team, current PLC, teaching team or department. A list of teachers trained in peer observation/feedback will be maintained by the Steering Committee.

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Teacher Evaluation Rubrics

by Kim Marshall – Revised January 2, 2014

Organization, Rationale, and Suggestions for Implementation

1. The rubrics have six domains covering all aspects of a teacher's job performance:
 - A. Planning and Preparation for Learning
 - B. Classroom Management
 - C. Delivery of Instruction
 - D. Monitoring, Assessment, and Follow-Up
 - E. Family and Community Outreach
 - F. Professional Responsibilities
2. The rubrics use a four-level rating scale:
 - 4 – *Highly Effective* - Master teacher performance that meets very demanding criteria
 - 3 – *Effective* - Solid, expected professional performance; teachers should feel good about scoring at this level
 - 2 – *Improvement Necessary* - Performance is mediocre; no teacher should be content to remain at this level
 - 1 – *Does Not Meet Standards* - Unacceptable performance leading to an improvement plan, intensive support, and, if improvement isn't made within a reasonable amount of time, dismissal
3. These rubrics aim to provide a shared definition of the work teachers do with students and colleagues. To gather the information needed to fill out the rubrics at the end of a school year, supervisors need to make frequent, short, unannounced classroom visits (at least ten per teacher per year); have a face-to-face coaching conversation after each one (ideally in the teacher's classroom when students aren't there); regularly observe teachers in team meetings and other settings; and possibly look at student survey data. The rubrics should *not* be used as checklists during classroom visits or in post-observation conferences – their comprehensive scope and evaluative tone are likely to hamper thoughtful observation and effective coaching. Rather, the rubrics should inform teachers' work and supervisors' observations throughout the year and serve as a memory prompt and structuring protocol when it's time to evaluate the year's work.
4. When scoring each rubric line, it's best to read the *Effective* level first, and if that doesn't capture the teacher's work, look left or right and mark the level that contains the most accurate description. When all ten lines are done, the page provides a graphic display of areas that deserve praise and those that need improvement. The supervisor gives an overall rating at the bottom and writes a brief comment (if needed), and when all six pages have been scored, records the ratings on the summary page, gives the teacher an overall rating, and they both write summative comments and sign off.
5. The rubrics synthesize an extensive research base on classroom and professional practices that affect children's learning. Although student achievement is not evaluated by the rubrics, it's reasonable to assume that in a well-run school (positive climate, professional working conditions, aligned curriculum, etc.) the more *Effective* and *Highly Effective* ratings a teacher has, the better students will do. For ideas on how to include student learning in the teacher-evaluation process, see Marshall's book, *Rethinking Teacher Supervision and Evaluation* (Jossey-Bass, 2nd edition, 2013, p. 121).

6. The rubrics are open source and may be used and adapted by schools and districts as they see fit.

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A. Planning and Preparation for Learning

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Knowledge	Is expert in the subject area and up to date on authoritative research on child development and how students learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Has little familiarity with the subject matter and few ideas on how to teach it and how students learn.
b. Standards	Has a detailed plan for the year that is tightly aligned with high standards and ensures success on standardized assessments.	Plans the year so students will meet high standards and be ready for standardized assessments.	Has done some thinking about how to cover high standards and test requirements this year.	Plans lesson by lesson and has little familiarity with state standards and tests.
c. Units	Plans almost all units with big ideas, essential questions, knowledge, skill, transfer, and non-cognitive goals covering most Bloom levels.	Plans most units with big ideas, essential questions, knowledge, skill, and non-cognitive goals.	Plans lessons with some thought to larger goals and objectives and higher-order thinking skills.	Teaches on an <i>ad hoc</i> basis with little or no consideration for long-range curriculum goals.
d. Assessments	Prepares diagnostic, on-the-spot, interim, and summative assessments to monitor student learning.	Plans on-the-spot and unit assessments to measure student learning.	Drafts unit tests as instruction proceeds.	Writes final tests shortly before they are given.
e. Anticipation	Anticipates students' misconceptions and confusions and develops multiple strategies to overcome them.	Anticipates misconceptions that students might have and plans to address them.	Has a hunch about one or two ways that students might become confused with the content.	Proceeds without considering misconceptions that students might have about the material.
f. Lessons	Designs each lesson with clear, measurable, achievable goals closely aligned with standards and unit outcomes.	Designs lessons focused on measurable, achievable outcomes aligned with unit goals.	Plans lessons with some consideration of long-term goals.	Plans lessons aimed primarily at entertaining students or covering textbook chapters.
g. Engagement	Designs highly relevant lessons that will motivate virtually all students and engage them in active learning.	Designs lessons that are relevant, motivating, and likely to engage most students.	Plans lessons that will catch some students' interest and perhaps get a discussion going.	Plans lessons with very little likelihood of motivating or involving students.
h. Materials	Designs lessons that use an effective mix of high-quality, multicultural learning materials and technology.	Designs lessons that use an appropriate, multicultural mix of materials and technology.	Plans lessons that involve a mixture of good and mediocre learning materials.	Plans lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets.
i. Differentiation	Designs lessons that break down complex tasks and address students' learning needs, styles, and interests.	Designs lessons that target several learning needs, styles, and interests.	Plans lessons with some thought as to how to accommodate special needs students.	Plans lessons with no differentiation.

j. Environment	Uses room arrangement, materials, and displays to create an inviting climate and maximize student learning.	Organizes classroom furniture, materials, and displays to support unit and lesson goals.	Organizes furniture and materials to support the lesson, with only a few decorative displays.	Has a conventional furniture arrangement, hard-to-access materials, and few wall displays.
k. Special Needs Preparation	Designs lessons that continually support language development, with special attention to ELL students.	Designs lessons that usually support language development with special attention to ELL students.	Designs lessons that try to support language development but do not consider the full needs of ELL students.	Lessons do not support language development especially for ELL students.

Overall rating: _____ **Comments:** _____

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B. Classroom Management

The teacher:		4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Expectations	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.	Clearly communicates and consistently enforces high standards for student behavior.	Announces and posts classroom rules and consequences.	Comes up with <i>ad hoc</i> rules and consequences as events unfold during the year.	
b. Relationships	Shows warmth, caring, respect, and fairness for all students and builds strong relationships.	Is fair and respectful toward students and builds positive relationships.	Is fair and respectful toward most students and builds positive relationships with some.	Is sometimes harsh, unfair, and disrespectful with students and/or plays favorites.	
c. Respect	Creates a climate of respect and buy-in such that disruption of learning is virtually unthinkable.	Wins almost all students' respect and discipline problems are few and far between.	Wins the respect of some students but there are regular disruptions in the classroom.	Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.	
d. Social-emotional	Implements a program that successfully develops positive interactions and social-emotional skills.	Fosters positive interactions among students and teaches useful social skills.	Often lectures students on the need for good behavior, and makes an example of "bad" students.	Publicly berates "bad" students, blaming them for their poor behavior.	
e. Routines	Successfully inculcates class routines up front so that students maintain them throughout the year.	Teaches routines and has students maintain them all year.	Tries to train students in class routines but many of the routines are not maintained.	Does not teach routines and is constantly nagging, threatening, and punishing students.	
f. Responsibility	Gets virtually all students to be self-disciplined, take responsibility for their actions, and have a strong sense of efficacy.	Develops students' self-discipline and teaches them to take responsibility for their own actions.	Tries to get students to be responsible for their actions, but many lack self-discipline.	Is unsuccessful in fostering self-discipline in students; they are dependent on the teacher to behave.	
g. Repertoire	Has a highly effective discipline repertoire and can capture and hold students' attention any time.	Has a repertoire of discipline "moves" and can capture and maintain students' attention.	Has a limited disciplinary repertoire and some students are not paying attention.	Has few discipline skills and constantly struggles to get students' attention.	
h. Efficiency	Skillfully uses coherence, momentum, and transitions so that almost every minute of classroom time produces learning.	Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, inefficient transitions, and off-task teacher behavior.	Loses a great deal of instructional time because of confusion, interruptions, ragged transitions, and off-task teacher behavior.	
i. Prevention	Is alert, poised, dynamic, and self-assured and nips virtually all discipline problems in the bud.	Has a confident, dynamic presence and nips most discipline problems in the bud.	Tries to prevent discipline problems but sometimes little things escalate into big problems.	Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate.	

<p>j. Incentives</p>	<p>Gets students to buy into a highly effective system of incentives linked to intrinsic rewards.</p>	<p>Uses incentives wisely to encourage and reinforce student cooperation.</p>	<p>Uses extrinsic rewards in an attempt to get students to cooperate and comply.</p>	<p>Gives out extrinsic rewards (e.g., free time) without using them as a lever to improve behavior.</p>
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Overall rating: _____ **Comments:**

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C. Delivery of Instruction

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Expectations	Exudes high expectations, urgency, and determination that all students will master the material.	Conveys to students: This is important, you can do it, and I'm not going to give up on you.	Tells students that the subject matter is important and they need to work hard.	Gives up on some students as hopeless.
b. Mindset	Actively inculcates a "growth" mindset: take risks, learn from mistakes, through effective effort you can and will achieve at high levels.	Tells students that effective effort, not innate ability, is the key.	Doesn't counteract students' misconceptions about innate ability.	Communicates a "fixed" mindset about ability: some students have it, some don't.
c. Goals	Shows students exactly what's expected by posting essential questions, goals, rubrics, and exemplars; virtually all students can articulate them.	Gives students a clear sense of purpose by posting the unit's essential questions and the lesson's goals.	Tells students the main learning objectives of each lesson.	Begins lessons without giving students a sense of where instruction is headed.
d. Connections	Hooks virtually all students in units and lessons by activating knowledge, experience, reading, and vocabulary.	Activates students' prior knowledge and hooks their interest in each lesson and new vocabulary.	Is only sometimes successful in making the subject interesting and relating it to things students already know.	Rarely hooks students' interest or makes connections to their lives.
e. Clarity	Presents material clearly and explicitly, with well-chosen examples and vivid, appropriate language.	Uses clear explanations, appropriate language, and examples to present material.	Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate.	Often presents material in a confusing way, using language that is inappropriate.
f. Repertoire	Uses a wide range of well-chosen, effective strategies, questions, materials, technology, and groupings to accelerate student learning.	Orchestrates effective strategies, questions, materials, technology, and groupings to foster student learning.	Uses a limited range of classroom strategies, questions, materials, and groupings with mixed success.	Uses only one or two teaching strategies and types of materials and fails to reach most students.
g. Engagement	Gets virtually all students involved in focused activities, actively learning and problem-solving, losing themselves in the work.	Has students actively think about, discuss, and use the ideas and skills being taught.	Attempts to get students actively involved but some students are disengaged.	Mostly lectures to passive students or has them plod through textbooks and worksheets.
h. Differentiation	Successfully reaches virtually all students by skillfully differentiating and scaffolding and using peer and adult helpers.	Differentiates and scaffolds instruction and uses peer and adult helpers to accommodate most students' learning needs.	Attempts to accommodate students with learning deficits, but with mixed success.	Fails to differentiate instruction for students with learning deficits.
i. Nimbleness	Defly adapts lessons and units to exploit teachable moments and correct misunderstandings.	Is flexible about modifying lessons to take advantage of teachable moments.	Sometimes doesn't take advantage of teachable moments.	Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments.

<p>j. Closure</p>	<p>Consistently has students summarize and internalize what they learn and apply it to real-life situations and future opportunities.</p>	<p>Has students sum up what they have learned and apply it in a different context.</p>	<p>Sometimes brings closure to lessons and asks students to think about applications.</p>	<p>Moves on at the end of each lesson without closure or application to other contexts.</p>
<p>k. Technology</p>	<p>Teacher always employs current technologies and multiple communication strategies to engage students in local and global learning communities.</p>	<p>Teacher usually employs current technologies and multiple communication strategies to engage students in local and global learning communities.</p>	<p>Teacher sometimes employs current technologies and multiple communication strategies to engage students in local and global learning communities.</p>	<p>Teacher does not employ current technologies or multiple communication strategies to engage students in local and global learning communities.</p>

Overall rating: _____ **Comments:** _____

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D. Monitoring, Assessment, and Follow-Up

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Criteria	Consistently posts and reviews clear criteria for good work, with rubrics and exemplars of student work at each level of proficiency.	Posts criteria for proficiency, including rubrics and exemplars of student work.	Tells students some of the qualities that their finished work should exhibit.	Expects students to know (or figure out) what it takes to get good grades.
b. Diagnosis	Gives students a well-constructed diagnostic assessment up front, and uses the information to fine-tune instruction.	Diagnoses students' knowledge and skills up front and makes small adjustments based on the data.	Does a quick K-W-L (Know, Want to Know, Learned) exercise before beginning a unit.	Begins instruction without diagnosing students' skills and knowledge.
c. On-the-Spot	Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies.	Frequently checks for understanding and gives students helpful information if they seem confused.	Uses mediocre methods (e.g., thumbs up, thumbs down) to check for understanding during instruction.	Uses ineffective methods ("Is everyone with me?") to check for understanding.
d. Self-Assessment	Has students set ambitious goals, continuously self-assess, and take responsibility for improving performance.	Has students set goals, self-assess, and know where they stand academically at all times.	Urges students to look over their work, see where they had trouble, and aim to improve those areas.	Allows students to move on without assessing and improving problems in their work.
e. Recognition	Frequently posts students' work with rubrics and commentary to celebrate progress and motivate and direct effort.	Regularly posts students' work to make visible their progress with respect to standards.	Posts some 'A' student work as an example to others.	Posts only a few samples of student work or none at all.
f. Interims	Works with colleagues to immediately use interim assessment data to fine-tune teaching, re-teach, and help struggling students.	Promptly uses data from interim assessments to adjust teaching, re-teach, and follow-up with failing students.	Returns tests to students and follows up by clarifying a few items that caused problems.	Is slow getting test results back to students and moves on without analyzing data and following up with students.
g. Tenacity	Relentlessly follows up with struggling students with personal attention so that virtually all reach proficiency.	Takes responsibility for students who are not succeeding and gives them extra help.	Offers students who fail tests some additional time to study and do re-takes.	Tells students that if they fail a test, that's it; the class has to move on to cover the curriculum.
h. Support	Makes sure that students who need specialized diagnosis and help receive appropriate services immediately.	When necessary, refers students for specialized diagnosis and extra help.	Sometimes doesn't refer students promptly for special help, and/or refers students who don't need it.	Often fails to refer students for special services and/or refers students who do not need them.
i. Analysis	Works with colleagues to analyze and chart data, draw action conclusions, and leverage student growth.	Analyzes data from assessments, draws conclusions, and shares them appropriately.	Records students' grades and notes some general patterns for future reference.	Records students' grades and moves on with the curriculum.

<p>j. Reflection</p>	<p>Works with colleagues to reflect on what worked and what didn't and continuously improve instruction.</p>	<p>Reflects on the effectiveness of lessons and units and continuously works to improve them.</p>	<p>At the end of a teaching unit or semester, thinks about what might have been done better.</p>	<p>Does not draw lessons for the future when teaching is unsuccessful.</p>
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Overall rating: _____ **Comments:** _____

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E. Family and Community Outreach

4
Highly Effective

3
Effective

2
**Improvement
Necessary**

1
**Does Not Meet
Standards**

The teacher:

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Respect	Shows great sensitivity and respect for family and community culture, values, and beliefs.	Communicates respectfully with parents and is sensitive to different families' culture and values.	Tries to be sensitive to the culture and beliefs of students, families but sometimes shows lack of sensitivity.	Is often insensitive to the culture and beliefs of students' families.
b. Belief	Shows each parent an in-depth knowledge of their child and a strong belief that he or she will meet or exceed standards.	Shows parents a genuine interest and belief in each child's ability to reach standards.	Tells parents that he or she cares about their children and wants the best for them.	Does not communicate to parents knowledge of individual children or concern about their future.
c. Expectations	Gives parents clear, user-friendly learning and behavior expectations and exemplars of proficient work.	Gives parents clear expectations for student learning and behavior for the year.	Sends home a list of classroom rules and the syllabus for the year.	Doesn't inform parents about learning and behavior expectations.
d. Communication	Makes sure parents hear positive news about their children first, and immediately flags any problems.	Promptly informs parents of behavior and learning problems, and also updates parents on good news.	Lets parents know about problems their children are having but rarely mentions positive news.	Seldom informs parents of concerns or positive news about their children.
e. Involving	Frequently involves parents in supporting and enriching the curriculum for their children as it unfolds.	Updates parents on the unfolding curriculum and suggests ways to support learning at home.	Sends home occasional suggestions on how parents can help their children with schoolwork.	Rarely if ever communicates with parents on ways to help their children at home.
f. Homework	Assigns highly engaging homework, gets close to a 100% return, and promptly provides helpful feedback.	Assigns appropriate homework, holds students accountable for turning it in, and gives feedback.	Assigns homework, keeps track of compliance, but rarely follows up.	Assigns homework but is resigned to the fact that many students won't turn it in, and doesn't follow up.
g. Responsiveness	Deals immediately and successfully with parent concerns and makes parents feel welcome any time.	Responds promptly to parent concerns and makes parents feel welcome in the school.	Is slow to respond to some parent concerns and comes across as unwelcoming.	Does not respond to parent concerns and makes parents feel unwelcome in the classroom.
h. Reporting	Uses student-led conferences, report cards, and informal talks to give parents detailed and helpful feedback on children's	Uses conferences and report cards to give parents feedback on their children's progress.	Uses report card conferences to tell parents the areas in which their children can improve.	Gives out report cards and expects parents to deal with the areas that need improvement.
i. Outreach	Successfully contacts and works with virtually all parents, including those who are hard to reach.	Reaches out to all parents and is tenacious in contacting hard- to-reach parents.	Tries to contact all parents, but ends up talking mainly to the parents of high-achieving students.	Makes little or no effort to contact parents.

<p>j. Resources</p>	<p>Successfully enlists classroom volunteers and extra resources from homes and the community to enrich the curriculum.</p>	<p>Reaches out to families and community agencies to bring in volunteers and additional resources.</p>	<p>Asks parents to volunteer in the classroom and contribute extra resources.</p>	<p>Does not reach out for extra support from parents or the community.</p>
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Overall rating: _____ **Comments:**

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F. Professional Responsibilities

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Attendance	Has perfect or near-perfect attendance (98-100%).	Has very good attendance (95-100%).97%).	Has moderate absences (6- If there are extenuating circumstances, state below.	Has many absences (11% or more). If there are extenuating circumstances, state below.
b. Language	In professional contexts, speaks and writes correctly, succinctly, and eloquently.	Uses correct grammar, syntax, usage, and spelling in professional contexts.	Periodically makes errors in grammar, syntax, usage and/or spelling in professional contexts.	Frequently makes errors in grammar, syntax, usage, and/or spelling in professional contexts.
c. Reliability	Carries out assignments conscientiously and punctually, keeps meticulous records, and is never late.	Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.	Occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines.	Frequently skips assignments, is late, makes errors in records, and misses paperwork deadlines.
d. Professionalism	Presents as a consummate professional and always observes appropriate boundaries.	Demonstrates professional demeanor and maintains appropriate boundaries.	Occasionally acts and/or dresses in an unprofessional manner and/or violates boundaries.	Frequently acts and/or dresses in an unprofessional manner and violates boundaries.
e. Judgment	Is invariably ethical, honest, and forthright, uses impeccable judgment, and respects confidentiality.	Is ethical and forthright, uses good judgment, and maintains confidentiality with student information.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information.	Is frequently unethical, dishonest, uses poor judgment, and/or discloses student information.
f. Above-and-beyond	Is an important member of teacher teams and committees and frequently volunteers for	Shares responsibility for grade-level and schoolwide activities and takes part in extra activities.	When asked, will serve on a committee and attend an extra activity.	Declines invitations to serve on committees and attend extra activities.
f. Leadership	Frequently contributes valuable ideas and expertise and instills in others a desire to improve student results.	Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school.	Occasionally suggests an idea aimed at improving the school.	Rarely if ever contributes ideas that might help improve the school.
g. Openness	Actively seeks out feedback and suggestions from students, parents, and colleagues and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive but does listen to feedback and suggestions.	Is very defensive about criticism and resistant to changing classroom practice.
h. Collaboration	Meets at least weekly with colleagues to plan units, share ideas, and analyze interim assessments.	Collaborates with colleagues to plan units, share teaching ideas, and look at student work.	Meets occasionally with colleagues to share ideas about teaching and students.	Meets infrequently with colleagues, and conversations lack educational substance.

<p>i. Growth</p>	<p>Actively reaches out for new ideas and engages in action research with colleagues to figure out what works best.</p>	<p>Seeks out effective teaching ideas from colleagues, workshops, and other sources and implements them well.</p>	<p>Can occasionally be persuaded to try out new classroom practices.</p>	<p>Is not open to ideas for improving teaching and learning.</p>
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Overall rating: _____ **Comments:**

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Evaluation Summary Page

Teacher's name: _____ School year: _____

School: _____ Subject area: _____

Evaluator: _____

Position: _____

RATINGS ON INDIVIDUAL RUBRICS:

A. Planning and Preparation for Learning:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

B. Classroom Management:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

C. Delivery of Instruction:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

D. Monitoring, Assessment, and Follow-Up:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

E. Family and Community Outreach:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

F. Professional Responsibilities:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

OVERALL RATING:

OVERALL COMMENTS BY EVALUATOR:

OVERALL COMMENTS BY TEACHER:

Evaluator's signature: _____

Date: _____

Teacher's signature: _____ Date:
(The teacher's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)

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Sources

- Alexandria Public Schools (Virginia) performance evaluation rubrics (2003)
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- Boston Public Schools Performance Evaluation Instrument (1997)
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- “Indicators of Teaching for Understanding” by Jay McTighe and Eliot Seif (unpublished paper, 2005)
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- Leading for Learning: Reflective Tools for School and District Leaders*, Michael Knapp et al., Center for the Study of Teaching and Policy, University of Washington (February 2003)
- Linking Teacher Evaluation and Student Learning* by Pamela Tucker and James Stronge (ASCD, 2005)
- North Star Academy Charter School of Newark: Teaching Standards (2004-05)
- Roxbury Preparatory Charter School, Boston: Criteria for Outstanding Teaching (2004-05)
- The Skillful Teacher* by Jon Saphier and Robert Gower (Research for Better Teaching, 1997)
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Acknowledgements

Pete Turnamian, Mark Jacobson, Andy Platt, Jon Saphier, and Rhoda Schneider provided valuable suggestions on the development and revision of these rubrics. Committees of principals, teachers, and central office personnel from the Hamilton County schools in Tennessee did a thorough critique of the rubrics in 2010 and suggested a number of important improvements. Staff in the New York State Department of Education provided valuable feedback in the summer of 2011.

Alignment Crosswalk

Kim Marshall Teacher Evaluation Rubrics and InTASC Model Core Teaching Standards

Overview: The purpose of the Marshall-InTASC Alignment Crosswalk is to fulfill Maine DOE requirements for the use of professional practice models in Performance Evaluation and Professional Growth (PE/PG) systems. The work was a collaborative effort between York and Cumberland County superintendents, Great Schools Partnership, and the Maine Principals' Association to obtain Maine DOE approval of the Marshall Teacher Evaluation Rubrics. The districts wished to build on the extensive work they had done using the Marshall approach to supervision and evaluation and believed the Marshall Rubrics to be integral to that work.

Important Considerations for use of the Marshall Rubrics

Basis of Alignment

- The Marshall Rubrics are aligned to the In-TASC *Performances*. The InTASC document contains Essential Knowledge and Critical Dispositions, but the performances are how knowledge and dispositions manifest themselves in the classroom. Two factors led to the decision to focus on the performances in the In-TASC standards. First, to the crosswalk retains the simplicity of the Marshall Rubrics and avoids overbuilding the system. Second, the In-TASC document provides useful guidance on using the standards, stating: “The relationships among [performance, knowledge and dispositions] have been reframed, ... putting performance first—as the aspect that can be observed and assessed in teaching practice” (p. 6).

Language

- Some In-TASC standards make reference to specific student groups, e.g., ELL students or students receiving special education services. While the Marshall rubrics do not always use the same specificity, the phrase “all students” is common in descriptions of appropriate planning, instruction, assessment and support. “All students” is intended to be inclusive of every student in a teacher’s classroom. Regardless of the demographics in a teacher’s classroom, the intent of these rubrics is to demand high quality instruction for all students.
- Some In-TASC standards make reference to skills or knowledge in specific disciplines, such as communication skills. These standards are aligned with Marshall criteria that reference teachers’ knowledge and use of discipline standards. Though not a feature of the rubrics, themselves, the Marshall approach guides teachers and administrators to use clear curriculum maps to support the evidence for these areas of the rubrics.
- The In-TASC standards routinely uses the term “critical thinking,” which in the crosswalk is aligned to Marshall’s term “problem solving.”

Scope

- The Marshall rubrics contain criteria for practices that are not included in In-TASC standards and the districts will continue to emphasize these areas of the rubrics in our work supporting teachers and positive school cultures.

Contributors

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Draft Crosswalk

INTASC Standards and Kim Marshall Supervision & Evaluation Rubrics

Standard #1: Learner Development

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

Performance Indicator	Marshall Rubric
<p>1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.</p>	<p>A. Planning and Preparation for Learning d. Assessment. e. Anticipation. i. Differentiation</p> <p>C. Delivery of Instruction h. Differentiation</p> <p>D. Monitoring, Assessing, and Follow-Up b. Diagnosis c. On-the-spot</p>
<p>1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/ her learning.</p>	<p>A. Planning and Preparation for Learning e. Anticipation g. Engagement i. Differentiation</p> <p>C. Delivery of Instruction d. Connections f. Repertoire g. Engagement h. Differentiation</p>

Performance Indicator	Marshall Rubric
1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.	<p>D. Monitoring, Assessment, and Follow-Up</p> <ul style="list-style-type: none"> f. Interims h. Support i. Analysis j. Reflection <p>E. Family and Community Outreach</p> <ul style="list-style-type: none"> a. Respect b. Belief c. Expectations d. Communication e. Involving g. Responsiveness i. Outreach j. Resources <p>F. Professional Responsibilities</p> <ul style="list-style-type: none"> h. Openness i. Collaboration

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Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Performance Indicator	Marshall Rubric
2(a) The teacher designs, adapts, and delivers instruction to address each student’s diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.	<p>B. Planning and Preparation for Learning</p> <ul style="list-style-type: none"> e. Anticipation g. Engagement i. Differentiation <p>C. Delivery of Instruction</p> <ul style="list-style-type: none"> a. Expectations d. Connections f. Repertoire g. Engagement h. Differentiation <p>D. Monitoring, Assessment, and Follow-Up</p> <ul style="list-style-type: none"> h. Support
2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.	<p>D. Monitoring, Assessment, and Follow-Up</p> <ul style="list-style-type: none"> h. Support
2(c) The teacher designs instruction to build on learners’ prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.	<p>C. Delivery of Instruction</p> <ul style="list-style-type: none"> d. Connections
2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners’ personal, family, and community experiences and cultural norms.	<p>A. Planning and Preparation for Learning</p> <ul style="list-style-type: none"> h. Materials <p>E. Family and Community Outreach</p> <ul style="list-style-type: none"> e. Involving j. Resources
2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.	<p>A. Planning and Preparation</p> <ul style="list-style-type: none"> i. Differentiation <p>C. Delivery of Instruction</p> <ul style="list-style-type: none"> h. Differentiation

Performance Indicator	Marshall Rubric
2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.	D. Monitoring, Assessment, and Follow-Up h. Support

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Performance Indicator	Marshall Rubric
3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.	B. Classroom Management b. Relationships c. Respect
3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.	A. Planning and Preparation for Learning g. Engagement B. Classroom Management e. Routines f. Responsibility C. Delivery of Instruction f. Repertoire g. Engagement
3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.	B. Classroom Management a. Expectations c. Respect d. Social-emotional
3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.	A. Planning and Preparation for Learning j. Environment B. Classroom Management e. Routines h. Efficiency
3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.	F. Professional Responsibilities h. Openness

Performance Indicator	Marshall Rubric
3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.	E. Family and Community Outreach a. Respect
3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.	C. Delivery of Instruction f. Repertoire
3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.	A. Planning and Preparation for Learning c. Units C. Delivery of Instruction f. Repertoire g. Engagement

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Performance Indicator	Marshall Rubric
4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.	A. Planning and Preparation for Learning a. Knowledge c. Units f. Lessons C. Delivery of Instruction c. Goals e. Clarity
4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.	C. Delivery of Instruction g. Engagement j. Application

Performance Indicator	Marshall Rubric
4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.	A. Planning and Preparation for Learning c. Units C. Delivery of Instruction c. Goals f. Engagement j. Application
4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.	C. Delivery of Instruction d. Connections
4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.	A. Planning and Preparation for Learning e. Anticipation
4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.	A. Planning and Preparation for Learning h. Materials F. Professional Responsibilities i. Collaboration
4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.	A. Planning and Preparation for Learning h. Materials
4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.	C. Delivery of Instruction j. Application
4(i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.	A. Planning and Preparation for Learning h. Materials

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Performance Indicator	Marshall Rubric
5(a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).	A. Planning and Preparation c. Units
5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).	C. Delivery of Instruction j. Application
5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.	C. Delivery of Instruction f. Repertoire
5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.	A. Planning and Preparation c. Units f. Lessons g. Engagement h. Materials C. Delivery of Instruction b. Mindset c. Goals f. Repertoire g. Engagement j. Closure
5(e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.	A. Planning and Preparation b. Standards C. Delivery of Instruction j. Closure

Performance Indicator	Marshall Rubric
5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.	<p>A. Planning and Preparation c. Units f. Lessons g. Engagement h. Materials</p> <p>C. Delivery of Instruction b. Mindset c. Goals f. Repertoire g. Engagement j. Closure</p>
5(g) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.	<p>A. Planning and Preparation h. Materials</p> <p>C. Delivery of Instruction f. Repertoire g. Engagement j. Closure</p> <p>E. Family and Community Outreach j. Resources</p>
5(h) The teacher develops and implements supports for learner literacy development across content areas.	<p>A. Planning and Preparation b. Standards c. Units</p> <p>C. Delivery of Instruction d. Connections</p>

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Performance Indicator	Marshall Rubric
6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.	<p>D. Monitoring, Assessment, and Follow-Up a. Criteria b. Diagnosis c. On-the-spot d. Self-Assessment f. Interims</p>

Performance Indicator	Marshall Rubric
6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.	A. Planning and Preparation b. Standards d. Assessments
6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.	D. Monitoring, Assessment, and Follow-up f. Interims i. Analysis j. Reflection
6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.	C. Delivery of Instruction c. Goals D. Monitoring, Assessment, and Follow-Up a. Criteria c. On-the-spot d. Self-Assessment e. Recognition
6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.	C. Delivery of Instruction f. Repertoire D. Monitoring, Assessment, and Follow-up c. On-the-spot d. Self-Assessment e. Recognition f. Interims h. Support
6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.	D. Monitoring, Assessment, and Follow-Up d. Self-Assessment
6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.	D. Monitoring, Assessment, and Follow-Up f. Interims i. Analysis j. Reflection
6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.	D. Monitoring, Assessment, and Follow-Up a. Criteria h. Support

Performance Indicator	Marshall Rubric
6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.	C. Delivery of Instruction f. Repertoire D. Monitoring, Assessment, and Follow-Up c. On-the-spot

INTASC Standards #7. Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Performance Indicator	Marshall Rubric
7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners	A. Planning and Preparation for Learning b. Standards
7(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.	A. Planning and Preparation for Learning h. Materials i. Differentiation
7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.	A. Planning and Preparation for Learning c. Units f. Lessons i. Differentiation
7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.	A. Planning and Preparation for Learning d. Assessments
7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs.	D. Monitoring, Assessment, and Follow-Up h. Support F. Professional Responsibilities h. Openness i. Collaboration j. Growth
7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.	A. Planning and Preparation for Learning c. Units d. Assessments

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Performance Indicator	Marshall Rubric
8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.	C. Delivery of Instruction f. Repertoire h. Differentiation i. Nimbleness
8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.	D. Monitoring, Assessing and Following-Up b. Diagnosis c. On-the-spot d. Self-Assessment
8(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.	D. Monitoring, Assessment, and Follow-Up d. Self-Assessment E. Family and Community Outreach e. Involving j. Resources
8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.	C. Delivery of Instruction e. Clarity f. Repertoire g. Engagement
8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.	C. Delivery of Instruction e. Clarity
8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.	A. Planning and Preparation for Learning c. Units
8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.	C. Delivery of Instruction f. Repertoire g. Engagement j. Application
8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.	C. Delivery of Instruction f. Repertoire g. Engagement j. Application

Performance Indicator	Marshall Rubric
8(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).	C. Delivery of Instruction f. Repertoire g. Engagement D. Monitoring, Assessment, and Follow-Up c. On-the-spot

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Performance Indicator	Marshall Rubric
9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.	F. Professional Responsibilities j. Growth
9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.	F. Professional Responsibilities i. Collaboration j. Growth
9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.	D. Monitoring, Assessment, and Follow-Up f. Interims i. Analysis j. Reflection F. Professional Responsibilities i. Collaboration
9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.	D. Monitoring, Assessment and Follow-Up i. Analysis j. Reflection F. Professional Responsibilities j. Growth
9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.	F. Professional Responsibilities h. Openness j. Growth

Performance Indicator	Marshall Rubric
9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.	F. Professional Responsibilities d. Professionalism e. Judgment

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Performance Indicator	Marshall Rubric
10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.	F. Professional Responsibilities f. Above-and-beyond g. Leadership h. Openness i. Collaboration
10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.	D. Monitoring, Assessment, and Follow-Up i. Analysis j. Reflection F. Professional Responsibilities i. Collaboration
10(c) The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.	F. Professional Responsibilities g. Leadership
10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.	E. Family and Community Outreach c. Expectations d. Communication i. Outreach F. Professional Responsibilities h. Openness
10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being.	E. Family and Community Outreach j. Resources

Performance Indicator	Marshall Rubric
10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.	F. Professional Responsibilities g. Leadership i. Collaboration j. Growth
10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.	A. Planning and Preparation h. Materials F. Family and Community Outreach i. Outreach
10(h) The teacher uses and generates meaningful research on education issues and policies.	F. Professional Responsibilities j. Growth
10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.	F. Professional Responsibilities f. Above-and-beyond g. Leadership
10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.	F. Professional Responsibilities g. Leadership
10(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.	F. Professional Responsibilities f. Above-and-beyond g. Leadership