

**Regional School Unit 40**

**Performance Evaluation and Professional Growth**

**Handbook for Teachers**

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## **Introduction**

Effective teachers continually reflect on and seek opportunities to improve their practice. Routine self-assessment, feedback from supervisors and peers, and focused professional development are essential in supporting a teacher in becoming and remaining a skillful educator.

With these principles in mind, the Maine legislature enacted the Educator Effectiveness law (Chapter 508 of the Maine Revised Statutes, Title 20-A and Rule Chapter 180) in 2012. It is the first law in the state's history to require every school administrative unit to implement a Performance Evaluation and Professional Growth (PEPG) system for teachers and principals that includes not only performance, but also intentional structures of support for professional growth (MODE. *Maine DOE Teacher Performance Evaluation and Professional Growth Model, A Handbook and Implementation Guide for School Administrative Units. 2014-15.*

<http://www.maine.gov/doe/effectiveness/documents/Maine-DOE-TPEPG-Model.pdf>)

Meeting the Requirements of Statute and Rule: The RSU 40 model has been developed to satisfy the requirements of Rule Chapter 180 and Maine Revised Statute Title 20-A, Chapter 508 by including:

- Standards of professional practice for teachers using Kim Marshall's *Rethinking Teacher Supervision and Evaluation*
- A rating scale consisting of four summative effectiveness rating categories
- Multiple measures of educator effectiveness, including professional practice and student learning and growth measures
- A framework for observation and feedback on a regular basis
- A framework for peer review and collaboration
- A student learning objective (SLO) framework that explains the following:
  - the selection of content standards
  - assessment development
  - growth targets
  - size of the instructional cohort
  - length of the instructional time
  - process to review and approve individual teacher's SLO measures
- A plan for initial training of evaluators and for ongoing training
- A plan for training educators in the components of the Kim Marshall Teacher Evaluation Rubrics and the procedures of the system
- A system for using information from the evaluation process to inform professional development and other personnel decisions

The Regional School Unit 40 Performance Evaluation/Professional Growth (PEPG) Stakeholder Group, upon review of approved models, chose Kim Marshall's *Rethinking Teacher Supervision and Evaluation; How to Work Smart, Build Collaboration, and Close the Achievement Gap.*

The purpose of this manual is to serve as a quick reference guide for all teachers as they implement the Performance Evaluation and Professional Growth (PEPG) process for the 2016-17 school year. At the completion of the school year, the steering committee will assess evidence, experience, and data from the 2016-2017 year to make future recommendations.

Included in this manual is information related to topics such as student learning objectives (SLOs), professional goals, observations, evidence collections, and summative ratings. Other resources and supporting documents will be listed on the RSU 40 website.

### **Words To Know**

**Course of Study:** A course of study is a topic, skill or unit determined by the individual teacher.

**SLO:** A Student Learning Objective is an academic target based on student performance throughout a course of study. This target is chosen by each individual teacher.

**S.M.A.R.T. Goal:** A goal that is Specific, Measurable, Attainable, Relevant, and Time-bound. It is the process teachers use to set their professional goals for the academic school year.

**Summative Rating:** A summative rating is comprised of three measures: professional practice, professional growth and student growth.

**Teacher of Record:** The instructor who is with the student at least 80% of the time.

**TEPG:** TEPG (Teacher Evaluation and Professional Growth) is a subset of PEPG (Performance Evaluation and Professional Growth). PEPG addresses evaluation of both administrator and teachers. TEPG is specific to teaching staff.

## **Steering Committee**

The Steering Committee is comprised of members of the initial TEPG committee and additional members from RSU 40. This committee will be meeting on a scheduled basis throughout the 2016-2017 school year to assess the progress of the pilot.

<b>Building</b>	<b>Representative</b>	<b>Role</b>
<b>Warren Community School</b>	<b>Susan Hoxie</b>	<b>Classroom teacher</b>
<b>District Central Office</b>	<b>Karen Etheridge</b>	<b>Director of Special Services</b>
<b>District Central Office</b>	<b>Steve Nolan</b>	<b>Superintendent</b>
<b>Miller Elementary School</b>	<b>Patricia Smith</b>	<b>Classroom teacher</b>
<b>Friendship Village School</b>	<b>Diana Phillips</b>	<b>Classroom teacher</b>
<b>Prescott Memorial School</b>	<b>Beth Pope</b>	<b>Special Educator</b>
<b>Medomak Valley Middle School</b>	<b>Katherine Race</b>	<b>Principal</b>
<b>Medomak Valley High School</b>	<b>Tammy Anderson</b>	<b>Special Educator/Day Treatment</b>
<b>Medomak Valley High School</b>	<b>Leanne Young</b>	<b>Guidance</b>
<b>Medomak Valley High School</b>	<b>Linda Pease</b>	<b>Assistant Principal</b>
<b>District Central Office</b>	<b>Kimberly Schroeter</b>	<b>Director of Instruction</b>
<b>Union Elementary School</b>	<b>Donna Munro</b>	<b>Classroom teacher</b>
<b>Friendship Village School</b>	<b>Christina Labbe</b>	<b>Principal</b>

Members of RSU 40 Performance Evaluation and Professional Growth Model Stakeholder Group (2014-2015) included: Jessica Berry, Paul Forest, Carmine Greenrose, Keith Hill, William Hinkley, Laurie Johnson, Madelon Kelly, Julia Levensaler, Tiare Messing, Tamra Philbrook, Karen Etheridge, Susan Hoxie, Donna Munro, Steve Nolan, Beth Pope, Katherine Race, Kimberly Schroeter, Pat Smith and Tod Brown.

## Implementation Timeline

**2014-15**

- Educator Effectiveness Stakeholder Group formed
- Four professional practice models reviewed
- 100% of Stakeholder Group agreed to adopt Marshall's *Rethinking Teacher Supervision and Evaluation*
- Summer training of Kim Marshall's Framework conducted for Administrators including:
  - Mini-observations
  - Team curriculum unit planning
  - Team interim assessment work
  - End-of-year rubric evaluation

**2015-16**

- Steering Committee formed
- Full day professional development provided addressing the four parts of Marshall's Framework.
- Professional cohorts formed to meet a minimum of 90 minutes every Wednesday.
- Marshall's Framework piloted
- Steering Committee trained on Student Learning Objectives (SLOs)
- Steering Committee developed all components of PEPG
- TeachPoint: Teacher Evaluation Software System adopted by Steering Committee
- School Board review of PEPG system
- Administrators train in all components of PEPG system
- Administrators train in TeachPoint: Teacher Evaluation Software System
- Teacher leaders and administrators train in Jay McTighe's *Understanding by Design*

**2016-17**

- All staff train in the development of Student Learning Objectives (SLOs)
- All staff train in TeachPoint: Teacher Evaluation Software System
- All staff continue in regular professional development using Marshall's Framework and Jay McTighe's *Understanding by Design*
- Steering Committee meetings continue

**Training of Evaluators and Teachers**

In order to provide the opportunity for each evaluator and teacher to understand his or her responsibility and participate fully in a Performance Evaluation/Professional Growth (PE/PG) system, Regional School Unit 40 must provide training for each party in accordance to Chapter 180 rules and regulations.

Evaluators must complete training in the following:

- Observing and evaluating the professional practice
- Developing and guiding professional growth plans

The training in observing and evaluating professional practice of teachers must include the following:

- Training and evaluating performance based on evidence and without bias
- Adequate time for evaluators to practice and become familiar with the Marshall model
- Opportunity for evaluators to work collaboratively
- Training and assessing evidence of performance, not directly observed in classroom observations, and incorporating that evidence into a summative rating
- Training opportunities designed to ensure inter-rater reliability

As part of implementing the Marshall model, Regional School Unit 40 must provide training to each teacher who is evaluated under the system in the following areas:

- The structure of the system, including multiple measures of educator effectiveness and the evaluation cycle
- The names and roles of the administrators and others whose decision will impact the educator’s rating
- Professional development opportunities to assist the teacher in meeting professional practice standards
- The results and consequences of receiving each type of summative rating
- Other aspects of the system necessary to enable the educator to participate fully in the evaluation and professional growth aspects of the system

	<b>Teacher</b>	<b>Evaluator</b>
<b>Step 1</b> Expectations and Goal Setting	Understands the Marshall model Participates in PLCs Completes self-assessment Develops SLOs and SMART goals Develops professional growth plan Reflects on practice and plan	Understands the Marshall model Confers with teachers on practice and plan Reviews self-assessment Reviews SLOs and SMART goals Review professional growth plan

<p><b>Step 2</b> Observation, Evidence, Feedback and Growth</p>	<p>Participates in on-going conferences with evaluators Responds to mini-observations Analyzes and presents data on student growth targets</p>	<p>Participates in calibration professional development opportunities Conducts up to ten mini-observations Gives informal and formal feedback within 48 hours of observation Reviews student growth data</p>
<p><b>Step 3</b> Reflection</p>	<p>Complete mid-year self assessment and discuss outcomes</p>	<p>Complete mid-year self assessment and discuss outcomes</p>
<p><b>Step 4</b>  Summative Ratings and Professional Improvement Plans</p>	<p>Understands the different plans and related implications Confers with evaluator to discuss summative effectiveness rating Assists with a professional improvement plan if summative rating scale is <i>ineffective</i></p>	<p>Understands the different plans and related implications Arrives at summative effectiveness rating Assists teachers with an <i>ineffective</i> summative rating to develop a professional improvement plan</p>

**Evaluation Components**

**Step 1 - Expectations and Goal Setting**

Teachers will set two professional S.M.A.R.T. goals based on their self-evaluation of the Marshall Rubrics (Appendix A) and summarize evidence of its attainment (Appendix B ).

All teachers will be required to write **two individual** SLOs. SLOs are measurable goals set by teachers for their students at the start of a course or period of study and are approved by administrators. The SLOs must target the specific learning needs of students, while focusing on specific local, state, or national standards that require emphasis based on a thorough review of available data. Within each SLO, teachers must specify a growth target - a quantifiable amount of student learning usually measured as growth between pre-assessment and post-assessment. (See Appendix C: SLO Development Process, Appendix D: SLO Template, Appendix E: SLO Template Example, Appendix G: SLO Approval Checklist)

The instrument or criteria used to measure student learning and growth must meet the following criteria set forth in Rule Chapter 180:

- Measure growth in identified and intended learning outcomes;
- Provide all students in the instructional cohort the opportunity to demonstrate growth in knowledge , i.e., must provide for a range of performance levels to accommodate learners at different levels of proficiency;

- Inform instruction and inform others about the effectiveness of a teacher
- Be administered consistently across similar grade spans, courses, or instructional cohorts

*Examples of assessments include but are not limited to: Common Grade Level/Content Area Assessments, Clay's Observation Survey, Fountas and Pinnell Benchmark Assessment, Dual Enrollment Assessments, Everyday Math Assessments, District-designed assessment, MEA grades 4-8, NWEA etc.*

SLOs will be used as part of each teacher's evaluation as a measure of Student Growth and will account for 20% of the summative rating. The inclusion of student growth in a teacher's evaluation is a requirement of the Maine Educator Effectiveness Law (Chapter 180).

## **Step 2 - Evidence, Feedback and Growth**

Teachers will be observed by a building administrator up to ten times throughout the year through short unannounced visits with narrative, factual feedback that is aligned with the Marshall Rubrics (Appendix A). This feedback from the evaluating administrator should occur within 48 hours after the mini observation.

Teachers will annually gather evidence documenting achievement of S.M.A.R.T. goals (Appendix B) using Marshall's rubrics. This evidence may be used by administrators to help determine a teacher's Professional Practice Rating. Evidence should be submitted to the evaluating administrator at least five days prior to a teacher's summative/end-of-year conference. Examples of multiple measures pertaining to the six Marshall rubrics found in Appendix J.

## **Step 3 - Summative Reflection and Rating**

Teachers will self-evaluate their own practice and share this self-assessment during the summative evaluation conference. The teacher and evaluator will review the evaluator's preliminary rating. The evaluator assigns the teacher a final rating in the following areas: Professional Practice, Professional Responsibilities/Growth, and Student Learning and Growth. The evaluation process for a probationary teacher is every year with a summative evaluation at the end of each year. The evaluation process for a teacher on a Continuing Contract is a three year process with a summative evaluation at the end of the third year.

## **Step 4- Professional Growth Plan**

The teacher and the evaluator will use the information gathered during the evaluation cycle to assign an appropriate professional growth plan.

## Probationary Teacher Growth Plan Cycles

The probationary period in Maine is three years. Therefore each of these expectations is a one-year cycle for a teacher's first 3 years.

- Complete self assessment with Marshall rubrics
- Develop Annual S.M.A.R.T goals using Marshall rubrics by the end of September
- Up to 10 mini observations - feedback within 48 hours
- 2 *annual* student learning and growth measures (SLO 1&2)
- Support from a RSU 40 New Teacher Mentor for the first two years
- End of year self-assessment and summative evaluation meeting

## Continuing Contract Growth Plan Cycles

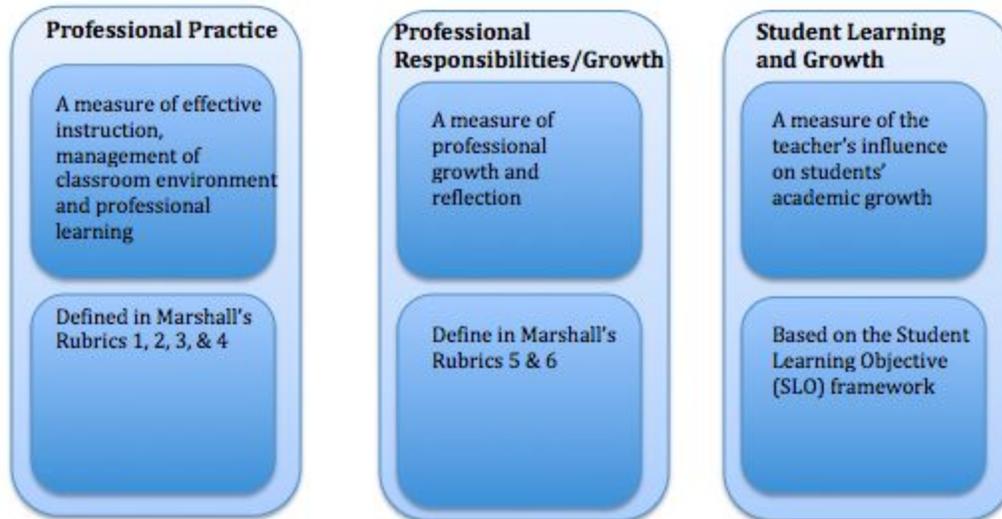
Self-Directed (Distinguished/Effective)	Monitored (Developing)	Directed (Ineffective)
3 years	2 years	60 days -1 year
Complete self assessment with Marshall rubrics then develop two professional goals with a timeline from one to three years by the end of October	Complete self assessment with Marshall rubrics then develop two goals developed with support; aligned to the areas in need of improvement	Complete self assessment with Marshall rubrics then develop goals aligned to areas in need of immediate improvement, timelines from 60 days to one year
	School- or district-based Professional Cohort	Administrator-approved Professional Cohort
At least 2 SLOs per year	At least 2 SLOs per year	At least 2 SLOs
Mid-year reflection	Mid-year reflection	Mid-year reflection
End of year self-assessment and summative evaluation meeting	End of year self-assessment and summative evaluation meeting	End of year self-assessment and summative evaluation meeting

- **Distinguished / Effective:**
  - 3 year cycle
  - 2 professional goals

- Up to 10 mini observations – feedback within 48 hours
  - 2 *annual* student learning and growth measures (SLO 1&2)
- **Monitored:**
  - 2 year cycle
  - 2 professional goals developed with support in the areas of needed improvement
  - Support from a school or district-based cohort
  - Up to 10 mini observations – feedback within 48 hours
  - 2 *annual* student learning and growth measures (SLO 1&2)
- **Directed:**
  - 60 day to 1 year cycle
  - Goals in areas of needed improvement and with support in the areas of needed improvement
  - Up to 10 mini observations – feedback within 48 hours
  - 2 *annual* student learning and growth measures (SLO 1&2)
- **Intervention:**
  - During the Mid-year review, educators will be provided with documentation in writing indicating whether they are meeting expectations at that time.
  - After the end of the year summative review, if the teacher receives a rating of “Ineffective”, educators will be given the opportunity to implement a Professional Improvement Plan. This plan will be:
    - In writing
    - Developed with input from the educator
    - Set forth clear, measurable objectives and deadlines
    - Be focused on the specific areas of the evaluation identified as in need of improvement

## Teacher Evaluation Cycle and Summative Ratings

The RSU 40 model combines three measures of effectiveness that are described below.



The teacher's summative rating will be calculated based on the following:

20% - Student Growth (SLO) (Appendix H)

80% - Marshall Teacher Supervision and Evaluation

- Highly Effective - Level 4 rating is reserved for teaching that is truly exceptional and well above standards, superb.
- Effective - Level 3 rating represents solid professional work. It is the rigorous standard expected of professional educators.
- Improvement Necessary - Level 2 rating means that performance is meeting proficiency in some components, but not others. Improvement is necessary and expected.
- Does Not Meet Standard - Level 1 rating indicates performance that is unacceptably low on one or more domains.

To assign a summative effectiveness rating the evaluator takes the following steps:

- Review all evidence collected.
- For each of the six domains, determine the rating (*Highly Effective, Effective, Improvement Necessary or Does Not Meet Standards*) that occurs the most (mode). Use the table below to determine a Professional Practice and Professional Growth rating in each domain.
  - If there are two modes within any one domain, the greater of the two modes will be used.

### Criteria Rubric Rating

<b><i>Highly Effective</i></b>	<b><i>Effective</i></b>	<b><i>Improvement Necessary</i></b>	<b><i>Does Not Meet Standards</i></b>
Highly Effective on most of the criteria within the domain  AND  No rating of Improvement Necessary or below	Effective on most of the criteria within the domain  AND  No rating of Does Not Meet Standards	Improvement Necessary on most criteria within the domain  OR  Does Not Meet Standards on one or two criteria within the domain	Does Not Meet Standards on three or more criteria within the domain

#### **Determining the Professional Practice Rating**

Circle the rating that occurred the most in each domain:

#### **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 Standard

**Overall Domain Rating**

<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Does Not Meet Standards</b>
Highly Effective in at least 4 out of 6 domains  AND  No rating of Improvement Necessary or below in any domain	Effective in at least 4 out of 6 domains  AND  No rating of Does Not Meet Standards in any domain	Improvement Necessary or better in all domains  OR  Does Not Meet in 1 domain; Effective or Highly Effective in all other domains	Does Not Meet Standards in two or more domains

**Overall Professional Practice and Professional Growth Rating:**

Highly Effective      Effective      Improvement Necessary      Does Not Meet Standards

**Determine the Student Growth Rating**

Number of students: \_\_\_\_\_ Number of students meeting growth goal: \_\_\_\_\_

Percentage of students meeting growth goal: \_\_\_\_\_

High 81-100%

Moderate 66-80%

Low 51-65%

Negligible < 50%

**Determine the Summative Effectiveness Rating using the Matrix**



		Student Learning and Growth (20%)			
		High	Moderate	Low	Negligible
Professional Practices and Professional Growth (80%)	Highly Effective	Highly Effective	Highly Effective	Effective	Review Required
	Effective	Effective	Effective	Effective	Review Required
	Improvement Necessary	Improvement Necessary	Improvement Necessary	Improvement Necessary	Improvement Necessary
	Does Not Meet	Review Required	Improvement Necessary	Does Not Meet	Does Not Meet

When major discrepancies between the two ratings are found, no rating is given until a specific review of evidence is performed and a resolution is reached

## Appendix A: Marshall Rubrics

The rubrics can be found at the following address:

[Marshall Rubrics Revised 2014](#)

## Appendix B: S.M.A.R.T Goal Resources

### What Makes a Goal S.M.A.R.T.? (Using Marshall's rubrics)

	Description	Questions to Ask
<b>Specific</b>	<ul style="list-style-type: none"> <li>Well defined, clear outcome</li> <li>Clear to anyone</li> </ul>	What do I want to accomplish?
<b>Measurable</b>	<ul style="list-style-type: none"> <li>Know when and how achievement will be measured</li> </ul>	How will I know it is accomplished?
<b>Attainable</b>	<ul style="list-style-type: none"> <li>Achievable</li> <li>Agreement on what goal should be</li> </ul>	How can it be accomplished?
<b>Results Oriented</b>	<ul style="list-style-type: none"> <li>Ensure the goal is aligned to the self assessment and urgent needs</li> </ul>	Does this fit with Marshall's rubrics?
<b>Time-bound</b>	<ul style="list-style-type: none"> <li>Specific date set</li> <li>Date is realistic</li> </ul>	What can I do six weeks from now?

### How Does a Professional Goal Differ From an SLO?

	Professional Goal	SLO
<b>Specific</b>	Based on self assessment using Marshall's rubrics	Based on grade level and content learning standards (CCSS, MLRs, Next Gen Science Standards, etc.)
<b>Measurable</b>	Measures what <b>you</b> have done	Measures what growth <b>students</b> have made
<b>Attainable</b>	Is something <b>you</b> can accomplish that will enhance your teaching	Is something <b>students</b> can accomplish that will help them make progress on National or State standards
<b>Results Oriented</b>	Starts with a self-reflection to identify areas for <b>your</b> professional growth	Begins by identifying the content/skill needs of a <b>student group</b>
<b>Time-bound</b>	Spans an entire school year	Spans an entire course (e.g., unit, quarter, semester, or school year)

**S.M.A.R.T Goal Template Example**

Goal Statement 1: Cc (Domain and Indicator)
<p>During the 2015-2016 school year, I will increase my knowledge in Delivery of Instruction in the area of Goals. I will give students a clear sense of purpose by posting the Unit's essential questions and the lessons goals. I will do this by posting the lessons goals daily and review them with students as part of my mini-lesson while also re-emphasizing the Unit's essential questions.</p> <p>I will measure this by clearly writing and posting on large paper the 4-5 essential questions for each Unit while also creating daily student goals and posting them. I will keep a Word document record of each of the goals that I create.</p>
<p>Is this goal written so that it meets the entire following criteria?</p> <p>Specific? <input checked="" type="checkbox"/> Measurable? <input checked="" type="checkbox"/> Achievable? <input checked="" type="checkbox"/> Relevant? <input checked="" type="checkbox"/> Time-Bound? <input checked="" type="checkbox"/></p>

Signatures upon completion of Goal Review Conference:

	____/____/____
<i>Teacher Signature</i>	<i>Date</i>
	____/____/____
<i>Principal Signature</i>	<i>Date</i>

**S.M.A.R.T. Goals**

**Specific Measurable Attainable Results-oriented Time-bound**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Goal Statement 1: \_\_\_\_\_ (Domain and Indicator)**

During the \_\_\_\_\_ school year, I will increase my knowledge in (Domain) in the area of (Indicator on level 3)

I will measure this by

Is this goal written so that it meets the entire following criteria?

Specific? \_\_\_\_\_ Measurable? \_\_\_\_\_ Achievable? \_\_\_\_\_ Relevant? \_\_\_\_\_  
Time-Bound? \_\_\_\_\_

**Goal Statement 2: \_\_\_\_\_ (Domain and Indicator)**

During the \_\_\_\_\_ school year, I will increase my knowledge in (Domain) in the area of (Indicator on level 3)

I will measure this by

Is this goal written so that it meets the entire following criteria?

Specific? \_\_\_\_\_ Measurable? \_\_\_\_\_ Achievable? \_\_\_\_\_ Relevant? \_\_\_\_\_  
Time-Bound? \_\_\_\_\_

**Signatures upon completion of Goal Review Conference:**

	____/____/____
<i>Teacher Signature</i>	<i>Date</i>
	____/____/____
<i>Principal Signature</i>	<i>Date</i>

**S.M.A.R.T. Goal Development Checklist:**

- Staff completes a self-assessment using Marshall rubrics.
- Meet with your administrator to develop professional S.M.A.R.T. goal(s) on the designated form.
- Enter and submit the goal(s) on the professional goal form by the last school day of October.
- Participate in a mid-year review of S.M.A.R.T. goals with your administrator.
- Submit evidence of completed professional S.M.A.R.T. goal(s) to your administrator prior to end-of-year goal review.
- 
- Attend end of year Summative Rating Conference with administrator. Be prepared to discuss student growth as demonstrated by your two SLOs.

**Appendix C: SLO Development Process**

**SLO development generally includes the following steps:**

1. Gather and analyze student baseline data
2. Identify core content and standards
3. Select or develop an assessment
4. Develop growth targets and rationale

## STEP 1: Gather and Analyze Baseline Student Data

SLOs are based on a clear understanding of the student population under the educator's charge. In this step, educators gather baseline and trend data to better understand how well prepared their students are for the content covered in the course. These data should include multiple sources, such as end-of-year data from the previous year, baseline data from district assessments, pretest data, student work samples, and benchmark tests or unit tests that address similar standards. After gathering baseline data, the educator is prepared to identify priority standards and curricula priorities based on their students' needs.

## STEP 2: Identify Core Concepts and Standards

This process begins with an educator or a team of educators identifying the main content and standards for their grade or subject. In this step, the educator articulates the major concepts or skills that students will gain during the course. The content and standards should represent the essential learning of the course or grade level, such as key skills or overarching content, and the specific national or state standard(s) that align with that content. Content should be broad enough to represent the most important learning in the course, but narrow enough to be measured through a summative assessment.

## STEP 3: Select or Develop an Assessment

Valid and reliable assessments of student achievement are necessary for maintaining SLO rigor. In this step, educators indicate which summative assessments will be used as a pre-and post assessment. It is important during the interval of instruction that appropriate formative assessments are used to track progress and make midcourse adjustments.

Assessment options may include:

- District administered assessments (Both district developed or nationally normed (F & P, NWEA))
- Team educator developed assessment
- Portfolios of student work, with samples throughout the year that illustrate knowledge and skills before and after a learning experience. A rubric is also needed for this type of assessment.

Educators should identify assessment that:

- Align to national or state standards and to the SLO growth target
- Are reliable, meaning they produce accurate and consistent results
- Are valid, meaning that they measure what they are designed to measure
- Include items that are at the upper half of the Revised Bloom's Taxonomy
- Are realistic in terms of the time required for administration

## STEP 4: Develop a Growth Target and Rationale

In this step of the SLO development process, educators must understand assessment data and identify student achievement trends to set rigorous yet realistic student growth targets. In this step, the educator writes specific growth targets for students that align with state or national standards, district priorities, and course objectives. These growth targets can include specific indicators of growth (e.g., percentage correct or identified benchmark level) that demonstrate an increase in learning between two points in time.

High-quality SLOs include strong justifications for why the growth target is appropriate and achievable for the group of students. In this step, educators provide precise and concise statements that describe student needs and explain in detail how the baseline and trend data informed the development of the growth target(s).

The SLO template also includes information on how the educator will achieve growth targets in the classroom by requiring that teachers identify the instructional strategies they will use during the SLO interval of instruction. Although identifying instructional strategies is critical to the SLO process, educators will benefit mostly with the weekly professional learning community (PLC) conversations and lesson planning. These conversations around how the SLO is enacted are essential

## STEP 5: Submit SLO for Approval

In the RSU 40 Model, the SLO approval process involves a review and pre-approval by peers before the SLO is submitted for final approval by an evaluator or an entity designated by the district. The process includes the following steps:

- ❖ Peer review of the SLO – A group of peers reviews the SLO using the SLO Approval Checklist (Appendix G)
- ❖ Next the pre approved SLO is submitted to a district-designated administrator or administrator team for review to ensure that the SLO meets minimum criteria in terms of appropriateness, rigor and completeness. The SLO Approval Checklist (Appendix G), SLO Quality Rating Rubric (Appendix F) and Bloom’s ([Bloom's Revised Taxonomy Link](#)) will be use so the district can ensure comparability in the rigor of SLOs across teachers
- ❖ Revise SLO
- ❖ Receive SLO approval

**Appendix D: SLO Template**

**SLO Template**

Teacher of Record: \_\_\_\_\_ School: \_\_\_\_\_

Instructional Assignment: \_\_\_\_\_ Date: \_\_\_\_\_

Subject/Grade/Course Number: \_\_\_\_\_ Interval of Instruction: \_\_\_\_\_

Size of Instructional Cohort: \_\_\_\_\_

**Needs Assessment and Student Population**

*Based on data, what do you know from the data about your students' needs and strengths?  
How does this SLO address a need for included students?*

**Content Standards**

*What standards and content will you target in your SLO? How do these standards and content capture the essential areas of learning that align to national and/or state standards? How do these standards capture both process and content standards?*

**Summative Assessment**

*What assessment will you use to capture student growth? What modifications and accommodations will you provide to students with IEPs, 504 plans, or ELL status?*

**Growth Targets**

*What growth do you expect your students to demonstrate by the end of the interval of instruction?*

**Instructional Strategies**

*Which instructional strategies will you use to help students reach their growth targets?*

**Monitoring Progress Plan**

*How will you monitor progress throughout the interval of instruction?*

## **Appendix E: SLO Template Example**

### **SLO Template**

Teacher of Record:    Mrs. Doe    School:    Smith Middle School   

Instructional Assignment:    Math    Date:    4/1/2015   

Subject/Grade/Course Number:    6 - Math    Interval of Instruction:    5 Weeks   

Size of Instructional Cohort:    55 Students (3 Classes)   

#### **Needs Assessment and Student Population**

*Based on data, what do you know from the data about your students' needs and strengths?  
How does this SLO address a need for included students?*

*Based on pre-assessment, students scored 1-3 points out of a total of 15 possible points. This demonstrates that they are beginning to understanding prerequisite skills needed to address the standards in focus, but the need for engaging in instruction in this area is needed.*

#### **Content Standards**

*What standards and content will you target in your SLO? How do these standards and content capture the essential areas of learning that align to national and/or state standards? How do these standards capture both process and content standards?*

*CCSS: 6.RP.A.3.B; 6.RP.A.3.C;  
Solving rate problems and proportions.  
Using proportions to solve percent problems.  
Using ratio to describe size changes.*

#### **Summative Assessment**

*What assessment will you use to capture student growth? What modifications and accommodations will you provide to students with IEPs, 504 plans, or ELL status?*

*I will use the end of unit assessment for unit 8 as provided by the district-adopted EveryDay Math program.*

*Modifications and accommodations will include:*

- Chunking of material in digestible parts*
- Use of graphic organizers*
- Direct instruction around math vocabulary*
- Directions read to student*
- Use of a calculator*

**Growth Targets**

*What growth do you expect your students to demonstrate by the end of the interval of instruction?*

*I expect that students will meet the identified standards by the end of the unit and score 15 out of 15 points on the post assessment. Each student has received a growth target which is reflected by the points possible on the pre-assessment minus the points they scored on their pre-assessment.*

**Instructional Strategies**

*Which instructional strategies will you use to help students reach their growth targets?*

*Students will engage in grapples, to explore and give meaning to the learning; they will participate in strategy discussions with their peers; they will engage in direct instruction mini-lessons followed by independent investigation and application of concepts learned; and self-assessment strategies to place themselves on the continuum of progress toward achieving their goals.*

**Monitoring Progress Plan**

*How will you monitor progress throughout the interval of instruction?*

*Students will engage in a variety of formative assessments throughout the learning experience targeted to diagnose their progress towards end of unit objectives. These will include (but not be limited to) exit slips, self-assessment protocols, observations and checkpoint problems. Instruction will adjust based on the demonstrated progress of these assessment strategies.*

**Appendix F: SLO Quality Rating Rubric**

**SLO Quality Rating Rubric**

1	2	3	4
<b>Needs Assessment and Student Population</b>			
Lists student names and/or identification numbers within class selected for the SLO.	Meets Level 1 criteria and provides data which indicate student needs.	Meets Level 2 criteria and describes student population including ability and needs.	Meets Level 3 criteria and provides insight into student interest and experience.
<b>Content Standards</b>			
Lists all standards and content that will be targeted in this SLO.	Meets Level 1 criteria and provides a rationale behind standards chosen.	Meets Level 2 criteria and illuminates how and why chosen standard is transferrable across disciplines.	Meets Level 3 criteria and articulates essential questions and enduring understandings related to the identified SLO.
<b>Summative Assessment</b>			
Identifies a summative assessment used to capture student growth.	Meets Level 1 criteria and provides rationale why assessment choice is most appropriate for selected standards and students.	Meets Level 2 criteria and explains how all students will access learning using a variety of higher-order and performance items.	Meets Level 3 criteria and measure some of the learning more than once.
<b>Growth Targets</b>			
Sets a growth target of low rigor for selected class.	Sets a growth target of moderate rigor for selected class.	Sets a rigorous growth target for selected class.	Sets a highly rigorous growth target for selected class.
<b>Instructional Strategies</b>			
Identifies two or three key strategies to be used.	Meets Level 1 criteria and describes how the strategies will be used in the classroom.	Meets Level 2 criteria and demonstrates convincing evidence that the strategies are effective.	Meets Level 3 criteria and articulates an ongoing plan for using data to inform instruction.
<b>Monitoring Progress Plan</b>			
Selects a start and stop date for interval of instruction.	Meets Level 1 criteria and states the amount of instructional time dedicated to the content standards addressed in the SLO.	Meets Level 2 criteria and articulates a learning progression for the learning content.	Meets Level 3 criteria and specifies an ongoing plan for using data and assessment to inform and differentiate instruction.

[SLO Quality Rating Rubric](#)

**Appendix G: SLO Approval Checklist**

**SLO Approval Checklist**

<b>SLO Sections</b>	<b>Description of Information</b>	<b>Peer Reviewer Initials</b>	<b>Final Reviewer Initials</b>
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.		
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.		
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.		
Summative Assessment	Identifies an assessment that aligns with the identified content and process standards.		
	Identifies an assessment that meets all criteria.		
	Describes the format and structure of the assessment.		
	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.		
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.		
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.		
Formative Assessment	Describes strategies that will be used to assess learning at anticipated checkpoints 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 pre-planned some formative processes).		
Pre-Approval by Peer(s)			
Final Approval Signature			

**Appendix H: Student Growth Roster**

**Teacher of Record:** \_\_\_\_\_

<b><u>Student</u></b>	<b><u>Attendance</u></b> Must be in attendance 80% or more to count towards teacher impact rating	<b><u>Pre-Assessment Score</u></b>	<b><u>Growth Target</u></b>	<b><u>Post Assessment Score</u></b>	<b><u>Growth Index</u></b>	<b><u>% of Growth Target Met</u></b> Growth Index divided by Growth Target
<b><u>Mean Growth Index</u></b> (Average of all students in cohort ‘% of Growth Target Met’)						

<b>Teacher Impact Scale</b>	<b>Teacher Impact Rating</b>
<b>81-100% or more of the students met their growth target.</b>	4 - High
<b>66-80% of the students met their growth target.</b>	3 - Moderate
<b>51-65% of the students met their growth target.</b>	2 - Low
<b>Less than 50% of the students met their growth target.</b>	1 - Negligible

**Appendix I: Request for Student Exemption in SLO Scoring**

**RSU 40 Request for Student Exemption in SLO Scoring**

Educator: \_\_\_\_\_

School: \_\_\_\_\_

Date: \_\_\_\_\_

State regulations stipulate students will be included in the student growth measures only if they are present for 80% or more of the instruction which occurs between the pre-assessment and post-assessment. Students who do not meet this criterion **must** be excluded from the SLO scoring. This **may** include students who joined the course late and missed the pre-assessment. Students may also be exempt from SLO scoring due extreme extenuating circumstances.

*Prior to the end of the course of study, the educator must identify and discuss with his/her administrator any students who are eligible for exemption from scoring.*

<i>Student Name</i>	<i>Reason for Exemption</i>	
	<i>Attendance</i> <i>Please list % of instruction student received.</i>	<i>Extenuating Circumstances</i> <i>Please complete the back of this form for these students.</i>
<i>Smith, John</i>	<i>75%</i>	
<i>Smith, Janel</i>	<i>85%</i>	<i>X</i>
		<i>n</i>

These students are those with extreme extenuating circumstances that may have affected their ability to demonstrate progress. The allowable reasons for exemption include (check those that apply):

Student: \_\_\_\_\_

1. \_\_\_\_ The student experienced a significant disruption in his/her education. Circumstances may include homelessness, extended illness, change in foster care, divorce, or death in the family.
2. \_\_\_\_ The student is in his/her first year of status as an English Language Learner (ELL).
3. \_\_\_\_ Other/Additional significant extenuating circumstances for which consideration of an SLO exemption is requested.

Comments:

Student: \_\_\_\_\_

1. \_\_\_\_ The student experienced a significant disruption in his/her education. Circumstances may include homelessness, extended illness, change in foster care, divorce, or death in the family.
2. \_\_\_\_ The student is in his/her first year of status as an English Language Learner (ELL).
3. \_\_\_\_ Other/Additional significant extenuating circumstances for which consideration of an SLO exemption is requested.

Comments:

## **Appendix J: Multiple Measures Pertaining to the Six Marshall Rubrics**

### **Possible Evidence to Support the Marshall Rubric**

Possible examples of evidence as aligned with the Marshall Rubrics.

These sources of evidence list serves as a guideline and starting point for possible materials to be collected throughout the year as evidence of meeting both the student learning objectives and professional SMART goals. Some samples are listed below.

#### **A. Planning and Preparation for Learning**

##### **Possible Teacher Evidence**

1. The teacher engages students in learning that require students to examine similarities and differences between content and deeper understanding through
  - a. Creating
  - b. Evaluating
  - c. Analyzing
2. The teacher supports the rationale for instruction.
3. The teacher explains how learning will be differentiated.

##### **Possible Student Evidence:**

1. The student makes use of materials i.e. learning centers, labs, and studios
2. The student artifacts demonstrates extension of knowledge.
3. When asked, student indicates a deepened understanding of content.

#### **B. Classroom Management**

##### **Possible Teacher Evidence**

1. The teacher is available to students for guidance, resources, and positive redirection.
2. The teacher is aware of student engagement and differentiates accordingly.
3. The teacher uses positive reinforcement to foster a collaborative classroom community.

##### **Possible Student Evidence**

1. The student describes and follows established rules and procedures and accepts the consequences for noncompliance.
2. The student asks for clarification when needed.
3. The student treats others with respect.
4. The student achieves the expectation for high levels of engagement and participation.

#### **C. Delivery of Instruction**

##### **Possible Teacher Evidence**

1. The teacher uses frontloading strategies:
  - a. Reading previews
  - b. Graphic organizers
  - c. Motivational hooks / launching activities
2. The teacher stops at strategic points to check for understanding.
3. The teacher requires students to examine multiple perspectives, opinions, and connections about content.
4. The teacher utilizes guest speakers and multimedia presentations.
5. The teacher periodically makes reference to the posted learning goal.

## **E. Monitoring, Assessment, and Follow-Up**

### **Possible Teacher Evidence:**

1. The teacher acknowledges and uses a variety of ways to celebrate the final status and progress of the entire class.
2. The teacher asks students to summarize the information they have learned using tools such as:
  - a. Graphic organizers
  - b. Pictures
  - c. Pictographs
  - d. Flow charts
  - e. Mnemonics
3. The teacher requires students to self-assess their learning.
4. The teacher engages students in guided and independent practice.
5. The teacher provides opportunities for students to reflect upon lessons and/or learning goals.

### **Possible Student Evidence:**

1. The student explains what has been learned and asks clarification questions.
2. Student groups actively discuss content.
3. The student demonstrates learning through writing and nonlinguistic representations (graphs, graphic organizers, etc....)
4. The student performs the skill, strategy, or process with increased confidence and competence.

## **F. Family and Community Outreach**

### **Possible Teacher Evidence:**

1. The teacher fosters collaborative partnerships with parents to enhance student success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness, and trust.

2. The teacher uses multiple means and modalities to communicate with families.
3. The teachers respects and maintains confidentiality of student/family information and responds to requests for support.
4. The teacher identifies situations in which he or she interacted positively with students and parents.

## **G. Professional Responsibilities**

### **Possible Teacher Evidence**

1. The teacher works cooperatively with appropriate school personnel to address issues that impact student learning.
2. The teacher establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust.
3. The teacher identifies situations in which he or she interacts positively with colleagues to promote and support student learning within the school/PLC.
4. The teacher contributes and shares expertise and new ideas as a role model and/or mentor to enhance student learning in formal and formal ways.
5. The teacher
  - a. performs assigned duties in a timely manner
  - b. follows policies, regulations and procedures
  - c. demonstrates personal integrity
  - d. participates in school events to support students and families
  - e. serves on school and district committees
  - f. understands legal issues related to students and families.
  - g. maintains accurate records
6. The teacher participates in and keeps track of staff development opportunities and participation in school and district initiatives