Lisbon School Department
Teacher Evaluation System (PEPG)

Lisbon School Department Teacher Observation ("PEPG") Handbook

Table of Contents

Rationale

It is the position of the Maine Department of Education that "systemic changes to standards, curricula, instructional practices and assessment will achieve little if efforts are not made to ensure that every school learner has access to highly effective teachers and school leaders." With this position statement serving as the cornerstone of its work, the Performance Evaluation and Professional Growth (PEPG) Committee of the Lisbon School Department spent school year 2014-2015 and 2015-2016 discussing its teacher and principal evaluation system.

Any large and complex organization needs to have a systematic procedure for evaluating staff, and for providing its employees with the opportunity to reflect and plan for professional growth. Research has shown that the absence of feedback is akin to negative feedback. And there are few who would quibble with the assertion that teaching can be a lonely or isolating profession: so often we close our doors, teach our lessons, go home, grade, plan, and repeat. Because teachers may not interact with building leadership on a daily basis, opportunities for oversight, feedback, and professional dialogue are scant. If observation, supervision, evaluation, and the use of student outcomes is best practice, it must be codified in this manual and adhered to in practice.

This is a living document: the PEPG Committee will convene annually to assess the program and make mutually-agreeable changes in order to ensure fairness to teachers and principals and the efficacy of the plan. The members of the PEPG Committee are:

Richard Green, M. Ed - Superintendent of School
Robert Kahler - Principal, Lisbon Community School, Community Member
Darren Akerman - Principal, Philip W Sugg Middle School
Nicholas Gannon - Principal, Lisbon High School
Jude Levasseur - Teacher, Association Member
Angel Tibbetts - Teacher, Community Member, Association Member
Stacy White - Teacher, Community Member, Association Member

Professional Practice Tool

The Lisbon School Department ("LSD") established a "pilot" for the 2014-15 school year with building principals training in the Marzano Laboratories iObservation Teacher Evaluation System, one of the four approved teacher observation models approved by the Maine Department of Education.

iObservation is an instructional and leadership improvement system which collects, manages and reports data from classroom walkthroughs, teacher evaluations and formal teacher observations. The model is a combination of Charlotte Danielson, Robert Marzano and Douglas Reeves theories and practices. iObservation is an electronic tool which tracks and scores a variety of data points to determine teacher effectiveness. Insodoing iObservation uses common understanding of classroom instruction, focuses on enhanced teaching techniques to increase student learning, develops trust with educators, fosters reflection and collaboration, connects teacher and student learning, and helps administrators to monitor and support effective teaching and learning. For the first time teachers have the power to analyze the impact of classroom practices as it directly connects to the performance of their students. iObservation results are immediately accessible and teachers can continuously adjust their instruction to increase gains in student learning.

In LSD 's Teacher Evaluation system, the PEPG Committee has agreed that "professional practice," as measured by iObservation, shall serve as 80% of a teacher's summative effectiveness rating (SER) beginning in the pilot year 2017-2018. During the pilot years of 2014-2015, 2015-2016, and 2016-2017 the "professional practice" measured by iObservation shall serve as 100% of the teacher's summative effective rating.

Student Learning and Growth Measures

Like many other states, as part of its PEPG, the Maine DOE has adopted the Student Learning Objective (SLO) as a component of the PEPG system. This decision was made for both pedagogical and practical reasons.

A teacher's job is to ensure that students make continuous progress toward proficiency in specified curricular standards. Effective teachers know their students' learning needs, set rigorous and feasible learning targets, align practice and instruction to the achievement of those targets, and monitor student progress through high quality assessments. Practically speaking, the SLO provides the documentation of details necessary to the accurate appraisal of a teacher's individual impact on student learning, such as data used to measure student growth targets towards identified learning goals.

In LSD's Teacher Evaluation system, the PEPG Committee has agreed that "student growth" shall serve as 20% of a teacher's summative effectiveness rating (SER) beginning in the pilot year 2017-2018.

Professional development and training will be offered during the 2016-2017 for teachers to begin to design SLOs to measure student learning and growth measures. While the implementation details are yet to be determined, the PEPG Committee has agreed to proceed with SLOs that measure student learning and growth measures with pre- and post-assessments per unit for instructional units delivered from September through the end of February, so that the student learning and growth measures can be included as 20% of the teacher's Summative Effectiveness Rating. Scoring guidelines and data collection methods are to be determined during the 2016-2017 school year for implementation during the pilot year 2017-2018.

Weighted Percentages for pilot year 2017-2018 (MDOE Approach 3)

	Professional Practice	Student Learning and Growth Measures
Measures	Performance in each of the 4 domains of the Marzano Teacher Evaluation Model (iObservation)	SLO Assessments
Rating Scale	Element Scales; Not Using When Called For= 0 Beginning= 1 Developing = 2 Applying= 3 Innovating=4	To be determined during 2016-2017 school year
Sources of Evidence	Observations and summative evaluation	Assessment data on Teacher-Developed SLOs
Calculation	Conjunctive score model as described in the Teacher Evaluation Handbook	To be determined during 2016-2017 school year
Weight	80%	20%

Summative Effectiveness Rating Derivation for 2017-2018 pilot year

(or, Professional Practice + Student Growth=Summative Effectiveness Rating)
In accordance with Chapter 180 rules, Section 7, part 1 §6, the Lisbon School Department has elected to calculate a teacher's *summative effectiveness rating* (SER) with primary emphasis on professional practice. As stated above, in the 2017-2018 pilot year the Professional Practice + Student Growth=Summative Effectiveness Rating is as follows:

Professional Practice	80%
+ Student Growth	+ 20%
= Total Summative Effectiveness Rating	= 100%

Implementation Procedures

1. Certification and training for evaluators

   Building Principals, Assistant Principals, and program directors have participated in training on how to effectively observer, supervise, and support teachers. In the spring of 2014, administrative staff responsible for teacher observation began participating in Western Maine Education Collaborative (WMEC) iObservation training in addition to any coursework and training they received in preparation for state certification and/or endorsement. In our PEPG system, peer evaluations--while permissible and encouraged for professional development--may not "count" toward a summative score.

2. Communication with Faculty and Staff

   Faculty and staff have received periodic group and individual professional development during the 2014-2015 and 2015-2016 school years on the iObservation system to become familiar with the domains and elements contained in the Marzano Teacher Evaluation Model, the observation and evaluation process, and on creating and monitoring growth plans. During the 2016-2017 school year teachers will receive professional development on developing SLOs and begin work drafting the Teacher-Developed SLOs for the pilot year 2017-2018.

3. Access to plan

   This plan and the teacher evaluation handbook will be housed on the District website; additional paper copies can be requested from the principal at any time. The teacher evaluation handbook is regularly distributed as revisions are made.

Steering Committee Formation and Work

The Steering Committee comprised of teachers and administrators (some of whom are also community members) was formed and has met 3-4 times per year since formation in 2014. The Steering Committee will review the plan regularly in order to"check and adjust."

Through their partnership with the WMEC and in consultation with the Lisbon Education Association (LEA), the LSD began piloting the Marzano Teacher Evaluation Model (iObservation) during the 2014-2015 school year, starting with approximately two thirds of the faculty and staff (not including continuing contract and probationary teachers who were in year three of the cycle which includes observations).

Pilot

The Lisbon School Department will pilot the PEPG system in school year 2016-2017 school year and pilot the PEPG system that includes student achievement and growth measures in the 2017-2018 school year.

LISBON SCHOOL DEPARTMENT

Administrator Evaluation System

Introduction

This Administrator Evaluation System is based on the *ISLLC Standards*.

There are six key domains of principal leadership incorporated into this model:

- Professional Growth and Learning
- Student Growth and Achievement
- School Planning and Progress
- School Culture
- Professional Qualities and Instructional Leadership
- Stakeholder Support and Engagement

Annual Timeline/Workflow

Month	Activity/Actions
September/October	By 10/15, meet with evaluator to review goal agreed upon in previous spring
November	Between 11/1 and 4/1 administrator gathers 3 to 5 pieces of evidence in support of goal
January	During mid-year district administrator meeting, each administrator will share their work with a small group of colleagues to discuss progress and evidence towards goal
April	Director meets with evaluator to share and discuss evidence
May	Director completes self-evaluation
June	Director meets with evaluator to discuss overall rating and goal setting for following year tied to evaluation standards

Domain 1: Professional Growth and Learning

Descriptor: This domain focuses on measuring a director's growth and the degree to which he or she has followed through on a professional growth and learning plan to improve his or her own practice. The director is recognized as the leader of the school who continually improves his or her practice.

Standards:
1. The director develops a professional growth and learning plan to improve his or her professional practice.
2. The director engages in activities to improve his or her professional practice and monitors the extent to which these activities enhance personal leadership skills and the staff's confidence about his or her ability to lead.
3. The director demonstrates self-awareness, reflective practice, transparency, and ethical behavior.

Examples of Evidence:
1. Written goals for professional growth and development are established annually.
2. Portfolio of artifacts (data, articles, agendas, minutes, surveys, peer mentor).
3. Documentation of observation of practice by other administrators and the evaluator.
4. Documentation of participation in professional learning opportunities within the district, state, and nation.

Rubric for Domain 1: Professional Growth and Learning

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet	SCORE
Professional Growth and Learning Plan	Shares and models goals with staff to set growth goals; seeks regular feedback and adapts plan as appropriate.	Writes a clear plan that incorporates goals and multiple forms of school data.	Plan lacks goal elements and includes limited forms of data.	Does not write an effective plan.	
Engagement in learning activities and monitoring of growth	Continuously engages in professional learning and monitoring, including seeking mentor feedback and expertise.	Continually engages in activities to improve professional learning and monitors the extent to which these activities enhance leadership skills.	Engages in one or two activities to improve practice and inconsistently monitors growth plan activities.	Does not engage in activities to improve professional practices outlined in plan.	
Self-Reflection	Self-Reflection incorporates responsibility for missteps, capitalizes on challenges, with a focus on solutions.	Self-Reflection incorporates multiple examples of evidence and demonstrates growth.	Self-Reflection incorporates one or two examples of evidence and basic growth.	Does not write a Self-Reflection.	

Comments:

Domain 2: Student Growth and Achievement

Descriptor: This domain measures the director's ability to ensure that data-driven student achievement goals are established, monitored, and revised on a regular basis. Multiple forms of assessment data are used.

Standards:
1. The director collects and analyzes data and information utilizing assessment and accountability systems.
2. The director ensures that clear and measureable goals focus on improving student achievement.
3. The director ensures there is a consistent process to establish clear and measureable goals focused on individual student achievement.
4. The director ensures that programs and practices are in place to provide instructional interventions.

Measurement Examples:
1. Utilizing multiple sources of data, the director identifies an issue that exists within the school. Working together with staff, the director develops and implements a detailed plan towards improvement.
2. Written goals with timelines are established for eliminating differences in achievement.
3. The degree to which a director achieves department achievement goals.
4. Department Improvement Plan (DIP) is written by school leaders, shared with the staff, and monitored by school leaders.
5. Data is used and reviewed in every teacher/department/team meeting to improve instruction.

Rubric for Domain 2: Student Growth and Achievement

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet	SCORE
Analysis of Assessment and Accountability Systems	Shares and models process of data analysis with staff to share results and build capacity.	Collects and analyzes multiple forms of data; Data are aggregated and disaggregated.	Limited collection and analysis of data.	Does not attempt to collect and, analyze data.	
Goals for Department Achievement	Models the process of developing shared ownership of department achievement goals.	Develops and implements clear, measureable goals with specific timelines focused on student achievement and shares with staff.	Generates limited, general goals without timelines or clear focus on student achievement.	Does not develop goals focused on improving student achievement.	
Goals for Student Achievement	Models and builds the capacity of staff to create individual student achievement goals based on data.	Ensures there is a consistent process to establish clear and measureable goals focused on improving individual student achievement.	Develops a general process without clear focus on individual student achievement.	Does not develop goals that relate to individual student achievement.	
Programs and Intervention Practices	Continually examines and expands options for individual students to make adequate progress.	Ensures that programs and practices are in place to provide instructional interventions as indicated by Individual Education Plans.	Limited oversight and support of programs and practices for students who are not making progress.	Intervention programs and practices are not in place for students not making progress.	

Comments:

Domain 3: School Planning and Progress

Descriptor: This domain focuses on the director's ability to manage department planning processes for achieving improvement goals and ensuring quality implementation of the programs and services identified with increasing student success. It includes developing, implementing, and monitoring a department Improvement Plan (DIP).

Standards:
1. The director collects and uses data to identify improvement goals, assess organizational effectiveness, and promotes organizational learning.
2. The director monitors and evaluates progress and revises department improvement plans.
3. The director ensures and monitors the implementation of a comprehensive and rigorous curricular program.
4. The director develops the instructional and leadership capacity of staff.

Measurement Examples:
1. Department Improvement Plan (DIP).
2. Data collection and analysis (attendance rates, discipline referrals, graduation rates, MEA scores, SAT/ACT scores, NWEA data, AP scores, special recognitions and accomplishments).
3. Minutes, agenda, handouts, results of projects and initiatives.

Rubric for Domain 3: School Planning and Progress

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet	SCORE
Department Improvement Plan (DIP)	Develops a DIP that incorporates innovative data-collection methods and/or strategies to implement DIP.	Writes a data-driven comprehensive DIP, which includes curriculum, instruction, distributed leadership, and continuous improvement goals.	Writes a DIP yet does not include one or more curriculum, instruction, continuous improvement, or leadership goals.	Does not attempt to write a DIP.	
Monitors DIP	Continually monitors the DIP with staff to ensure DIP implementation.	Monitors and evaluates progress and revises Department improvement plans.	Inconsistent review and monitoring of DIP implementation.	Does not monitor DIP.	
Rigorous and coherent curriculum	Ensures that essential elements of the IEP's are regularly examined and revised, with an eye toward making instruction more focused and efficient.	Ensures that the written IEP has been unpacked so that essential elements are identified and monitored.	Inconsistent focus on unpacking IEP and identifying essential elements.	Does not monitor IEP unpacking; no evidence of essential elements.	

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet	SCORE
Instructional capacity and development of staff	Regularly intervenes to ensure that ineffective instructional practices are corrected and effective instructional practices are proliferating.	Demonstrates knowledge about effective instructional strategies, and frequently provides meaningful feedback for instructional improvement.	Demonstrates limited knowledge about effective instructional strategies, and provides little feedback for instructional improvement.	Does not demonstrate knowledge or communication about effective instructional practice.	

Comments:

Domain 4: School Culture

Descriptor: This domain focuses on the director's ability to develop and maintain a positive department culture that includes not only the tone of the department but also safety, enthusiasm of students and faculty, and level of connectedness with the community. Leaders strongly influence student learning by creating and sustaining a culture that sets high expectations and enables teachers and students to learn and work collaboratively.

Standards:
1. The director promotes and protects the welfare and safety of students and staff.
2. The director obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources.
3. The director develops the capacity for distributed leadership.
4. The director acknowledges the success of the whole school, as well as individuals within the school.

Measurement Examples:
1. Portfolio artifacts of Director performance.
2. Observations.
3. Recruitment and retention of faculty and students.
4. Stakeholder participation in department activities, clubs, or functions.
5. Stakeholder involvement in other department or community events.
6. Attendance rates, discipline rates.
7. News clippings and other mentions in media and school publications.

Rubric for Domain 4: School Culture

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet	SCORE
Routines and Procedures for a Safe and Orderly Environment	Ensures that rules and procedures are in place and are routinely reviewed/updated to ensure a safe, orderly department environment; Ongoing monitoring of staff's perception.	Ensures that well-defined routines and procedures that lead to safe, orderly conduct are in place. Monitors the extent to which school staff shares that perception.	Attempts to establish well-defined routines/procedures that lead to safe and orderly conduct, but does not complete the task or does so partially.	Does not attempt to ensure that well-defined routines and procedures that lead to safe and orderly conduct are in place.	
Management of Fiscal, Operational, and Technological Resources	In addition to managing and monitoring all resources, actively seeks and procures additional resources to further instruction and achievement.	Manages the fiscal, operational, and technological resources necessary to support effective teaching and learning. Monitors how resources and efficiencies influence instruction and achievement for all.	Attempts to manage the fiscal, operational, and technological resources necessary to support effective teaching and learning, but does not complete the task or does so partially.	Does not attempt to manage the fiscal, operational, and technological resources necessary to support effective teaching and learning.	
Distributed Leadership and Collaboration	Utilizes information from effectiveness reflection to intervene and provide direct support when delegation of authority or teacher input systems don't function positively.	Ensures that input is regularly collected from staff; appropriately delegates responsibilities. Monitors the effectiveness of input and distributed leadership.	Attempts to collect input from staff and delegates some responsibilities, but does not complete the task or does so partially and without regularity.	Does not seek input from teachers and staff, delegates limited responsibility to others.	

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet	SCORE
Recognition of Success	Actively utilizes a variety of methods for acknowledging individual and school-wide success that meet the unique needs of faculty and staff.	Acknowledges and celebrates accomplishments of the school and individuals within it. Monitors the extent to which people feel recognized for their contributions.	Inconsistently acknowledges and celebrates the accomplishments of the school and individuals within it.	No evidence of acknowledgement of school-wide or individual accomplishments.	

Comments:

Domain 5: Professional Qualities and Instructional Leadership

Descriptor: This domain measures a principal's leadership knowledge, skills, and behavior competencies as seen in their daily practice. Principal professional qualities and practices include the ability to lead instruction, build support for organizational mission and vision, and behave in a professional manner.

Standards:
1. The Director promotes the success of every student by facilitating a vision of learning.
2. The Director supervises instruction.
3. The Director monitors and evaluates the impact of the instructional program.
4. The Director promotes student success by acting with integrity, fairness, and in an ethical manner.

Measurement Examples:
1. Documentation of articulation of a formal Teacher Evaluation System with faculty and staff.
2. Evidence of feedback given to faculty and staff as part of the formal Teacher Evaluation System, including actionable feedback to teachers to improve their practice.
3. Portfolio artifacts of Director performance aligned to state, district or national professional standards.
4. Written values and beliefs reflect high expectations for all students.
5. Department vision includes a focus on student academic achievement and social/emotional development.
6. The degree to which a Director achieves goals from Professional Growth Plan.
7. Observations by evaluator of Director practice.

Rubric for Domain 5: Professional Qualities and Instructional Leadership

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet	SCORE
Vision	Engages stakeholders in developing a vision for high student achievement and college readiness, and implements the vision through effective stewardship.	Engages stakeholders in developing a vision for high student achievement and college and/or career readiness.	Develops a vision for high student achievement and college and/or work readiness with limited opportunity for staff and student input.	Adopts a vision that lacks focus on student achievement or college and/or work readiness.	
Supervision and Evaluation of Faculty	Conducts a formal, annual evaluation of all faculty and staff and provides written, actionable feedback; Ensures that teacher evaluation processes are updated regularly to ensure the results are consistent with student achievement data; Develops highly effective action plans, based on all available data, to improve teacher performance.	Evaluates a majority of faculty and staff annually; Ensures that teacher evaluation data regarding pedagogical strengths and weaknesses are collected from multiple sources, and provides clear feedback on performance; Monitors the extent to which teacher evaluations are consistent with student achievement data.	Evaluates less than half of all faculty and staff annually; Attempts to ensure teacher evaluation data regarding pedagogical strengths and weaknesses are collected from multiple sources, but does not complete the task or does so partially, and does not provide clear feedback on performance.	Does not conduct annual evaluations of faculty and staff; Does not ensure teacher evaluation data regarding pedagogical strengths and weaknesses are collected from multiple sources and does not provide clear feedback on performance.	

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet	SCORE
Instructional Program	Builds capacity of the staff to effectively implement instructional strategies and pedagogical methods that improve student outcomes and support content mastery.	Supports staff in implementing instructional strategies and pedagogical methods that improve student outcomes and support content mastery; Monitors and evaluates the impact of the instructional program.	Provides staff with limited support in the use of instructional strategies that support student learning; limited implementation.	Rarely ensures instructional strategies support learning; rarely adapts instructional practices.	
Integrity and Ethics	Performs with integrity and the best interest of all students; Actively seeks performance feedback to inform decisions, or improve how he or she performs or is perceived.	Performs with integrity and the best interest of all students; Monitors staff perceptions, while ensuring communication and action are evidence of such performance.	Performs with integrity and the best interest of all students but does so sporadically and inconsistently.	Does not perform with integrity and the best interest of all students.	

Comments:

Domain 6: Stakeholder Support and Engagement

Descriptor: This domain focuses on the director's ability to build strong community relationships with stakeholders within and outside the school. This includes the ability to collaborate and partner with stakeholders and to identify and mobilize community resources for the good of the school program. Community stakeholders become valued participants in the school. (*Rethinking Principal Evaluation*)

Standards:
1. The director promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.
2. The director builds and sustains positive relationships with families and caregivers.
3. The director builds and sustains productive relationships with community partners.

Measurement Examples:
1. Portfolio artifacts of principal performance.
2. Student, faculty, district staff, parent and community stakeholder surveys, interviews or focus groups.
3. Awards and local school recognitions.
4. Newsletters or media brochures or other communication feedback measures, and district observations.
5. Interactive website or social networking technologies for students, parents, and community.

Rubric for Domain 6: Stakeholder Support and Engagement

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet	SCORE
Understanding the Community	Continually monitors the school program and facilitates ongoing dialogue with the community to optimize the functioning of the department.	Ensures that community input is considered in development of the program to ensure optimal functioning of the department.	Attempts to solicit community input, but does not complete the task or does so partially.	Does not solicit community input regarding the optimal functioning of the department.	
Relationships with Families	Creates a department-wide culture in which all families are welcomed, heard, and positively engaged in the school community.	Builds capacity of the staff to positively engage families, and to share the school and department's vision for high achievement.	Sets expectations for staff on the process/tone for welcoming and communicating with family members.	Rarely or inconsistently welcomes or communicates with family members.	
Relationships with Community Members	Creates a department-wide culture in which community members are welcomed, heard, and accepts a shared responsibility for student, school and department success.	Builds the capacity of the staff to positively engage community members, and to share the department's vision for high achievement.	Sets expectations for staff on the process/tone for welcoming community members into the department.	Rarely or inconsistently welcomes community members into the department.	

Comments:

Assigning an Evaluation Rating

Each director annually receives a summative rating in one of 4 levels:

4 - Exemplary ratings are reserved for performance that significantly exceeds proficiency and could serve as a model for leaders district-wide or even statewide. Few principals are expected to demonstrate Exemplary performance on more than a small number of practice and student outcome targets.

3 - Proficient ratings represent fully satisfactory performance. It is the rigorous standard expected for most experienced principals and the goal for new principals or principals performing at the basic level. Proficient principals demonstrate acceptable leadership practice and meet or make progress on all student outcome targets.

2 - Basic ratings mean that performance is meeting proficiency in some components but not others. Improvement is necessary and expected, and two consecutive years at the Basic level is, for an experienced principal, a cause for concern. On the other hand, for principals in their first year, performance rated Basic is expected. If, by the end of 3 years, performance is still Basic, there is cause for concern.

1 - Does Not Meet ratings indicate performance that is unacceptably low on one or more Domains and makes little or no progress on most student outcome targets. Ratings of *Does Not Meet* are always cause for concern.

To assign a summative rating the evaluator takes the following steps:
1. Review all evidence collected.
2. For each of the six domains, determine the rating (*Exemplary, Proficient, or Does Not Meet*) that matches the preponderance of evidence.
3. Use the table below to determine an overall practice rating.

Exemplary (4)	Proficient (3)	Basic (2)	Does Not Meet (1)
Exemplary on at least 3 standards AND No rating below Proficient on any Standard	At least Proficient on at least 3 standards AND No rating below Basic on any Standard	At least Basic on at least 4 Standards	Does Not Meet on at least 2 Standards

Lisbon Administrative Evaluation

Annual Evaluation Rating Form

Administrator:_____   Date:_____

DOMAIN	SUMMATIVE SCORE			
Domain 1: Professional Growth and Learning	1	2	3	4
Domain 2: Student Growth and Achievement	1	2	3	4
Domain 3: Department Planning and Progress	1	2	3	4
Domain 4: Department Culture	1	2	3	4
Domain 5: Professional Qualities and Instructional Leadership	1	2	3	4
Domain 6: Stakeholder Support and Engagement	1	2	3	4
ANNUAL EVALUATION SCORE	1	2	3	4
Previous year's score	1	2	3	4

Areas of commendation not mentioned in comments:

Is an improvement plan necessary?   If so, identify areas of needed improvement:

Date by which improvement plan will be submitted:

_____   _____

Administrator's signature   **Date**

_____   _____

Evaluator's signature   **Date**

Implications Based on Level of Performance from Proficiency Standards (Exemplary, Proficient, Basic, Does Not Meet) and the Process for Identifying Professional Development

"Exemplary" or "Proficient"

Director's performing at the *"exemplary"* or "proficient level" of performance in each of the six domains will continue to be evaluated annually using this tool and will complete a professional development plan with supervisors aligned with the following year's goals.

Director's whose evaluation ratings are in the *"exemplary"* or *"proficient"* range in all six domains will self-select areas for their professional development focus for the upcoming school year. The professional development activities will either hone an area of strength (e.g. becoming an expert in NGSS) or explore an area outside one of the domains (e.g. technology).

"Basic" or "Does Not Meet"

Director's that receive a *"basic"* or *"does not meet"* rating in any of the six domains will continue to be evaluated annually using this tool and will complete a focused professional growth plan to improve performance. The monitored growth plan will focus on standards that are in need of improvement. Director's performing below proficient may, for instance, be assigned a mentor or coach to improve performance in particularly challenging areas, and supervisors may frequently meet to support development.

A monitored growth plan will, at minimum, identify the standards to be improved immediately, the goals to be accomplished, the activities that must be undertaken to improve, and the timeline for improving performance to the proficient level.

When a director is placed on a monitored growth plan, he or she may require additional support. When placed on the monitored growth plan, a second district-level administrator, who will participate in determination of the evaluative performance ratings with the principal's current supervisor, will observe the director.

Director's whose evaluation results in *"basic"* or *"does not meet"* ratings in any of the six domains must focus their professional development for the upcoming school year on the domain(s) that fell below proficient. The professional development activities should vary between individual activities, such as working with a mentor and group activities, such as attendance at specific workshops. Eighty percent of all professional development activities in this year should be directly connected to the domain(s) that fell below proficient. The professional development activities must impact change.

NOTE: "Director" shall include Principals and other program leaders at the discretion of the Superintendent.

Lisbon School Department

Teacher Evaluation Handbook:

A Collaborative Plan
for
Professional Growth
and
Development

Lisbon School Department

Contents

Introduction

Handbook on Teacher Evaluation

Statement of Purpose

The primary purpose of the teacher evaluation process is to support and promote student achievement with highly proficient teachers through annual goal-setting and periodic formal evaluations. This process will be grounded in reflective practice and collaborative inquiry around increasing professional knowledge and skills to facilitate purposeful implementation of best teaching practice. In addition, this process will occur in an atmosphere of mutual trust and respect, and will provide a heightened sense of professionalism and accountability to the profession, our students, parents, and to the community at large.

Both evaluation and supervision should encourage and facilitate professional growth while assessing performance. It is a cooperative process with the responsibility shared by teacher and evaluator. Supervision and Evaluation are ongoing processes which assist the teacher in delivering a high quality education for students by providing detailed information of a staff member's current performance level, noting areas of strength and areas needing improvement, and offering suggestions that are designed to improve performance. The summative evaluation procedure assesses the individual performance of a teacher over a period of time.

Goals of Evaluation

- To improve teaching and student learning

- To implement a process for recognizing observed strengths and correcting observed weaknesses in teacher performance

- To assure that the basis for the evaluation process, including both informal and formal observations, conferences, and written communications, shall be a known and research-based process

Rationale

Throughout Maine and the nation, significant changes are taking place relative to accountability and assessment. State and national educational agencies are developing standards based upon what students are expected to know and be able to do. It follows, then, that standards be developed for what teachers must know and be able to do. Current research and best instructional practice was used in developing this collaborative tool, rubrics, and the process for evaluation.

Guiding Principles and Beliefs

It is the belief of the Lisbon School Department that the process for certified teacher evaluation will be authentic and reflective of the actual work that teachers perform. This process is designed to be a growth experience and a positive reflective professional process which will improve our craft and practice; is based on research which seeks to identify principles of effective practice and classroom organization that maximize student learning and achievement.

These documents and this process are constructed with the understanding that, at any given time, teachers are at varying stages of professional development and their understandings of teaching and learning are at different stages of growth.

This document assumes that instructional decisions are meaningful. Assignments and instructional strategies are selected by professional staff because they support the learning goals of the students and are guided by student interest and strengths.

We believe that the process should be continuous, self-reflective, and aimed at improvement. It is based on professional trust and collaboration. This process recognizes that good teaching is a complex process and that effective professional practices are valued. Finally, this process allows for multiple forms of assessment in documenting competency and growth.

Evaluation Procedure: Probationary Teachers

EVALUATION PROCEDURE
Probationary Teachers

A formal evaluation will be completed each year for probationary teachers by administrators designated by the Superintendent (*Board Policy GCOA*), normally the building principal or assistant principal, where applicable. The formal evaluation procedure will include the following steps:

    1) an initial planning conference to discuss the Teacher Evaluation Procedure and to establish expectations as outlined in this handbook;

    2) a minimum of three formal observations during the first year and a minimum of two during the second and third years, each to include a pre-conference, written report, and follow-up conference;

    3) a written self-assessment; and,

    4) a formal evaluation report and conference from which goals for the following year will be developed.

1. Initial Planning Conference

An informal observation followed by an initial planning conference will be held before the end of September with the evaluator to discuss and set goals for the year.

The goals will be the focus for professional growth, and a basis for formal evaluation throughout the year. Goals are to be finalized no later than October 1st.

2. Classroom Observations

The first formal observation will be conducted prior to the end of October.

The pre-conference should provide background information for the evaluator and is an opportunity to discuss professional performance standards and expected learning outcomes. Teachers will submit a post-conference reflection form within 5 working days. The post-conference, held within 15 working days, is intended to provide the teacher with feedback on observed teacher behavior and to provide the evaluator an opportunity to gather information pertaining to professional performance standards. The teacher will receive a draft of the observation write-up at least one day prior to the post-conference. The completed observation write-up will be given to the teacher within 15 working days from the post-conference. At the post-conference, short-term goals may be created to be addressed prior to the next formal observation.

Subsequent formal observations for probationary teachers will be completed prior to March 1st. Each formal classroom observation will include a pre- and post-conference. A copy of each observation report will be submitted to the Superintendent as soon as it is completed.

3. A Completed Self-Assessment and Goal Reflection

By March 15th, all probationary teachers will submit a completed self-assessment reflecting upon their progress during the probationary year. This reflection will include the teacher's perceptions of growth in the current year's goals and performance relating to the professional performance standards. The teacher may include any additional appropriate commentary. If possible, based upon the completed required observations, teachers are encouraged to complete their self-evaluation within ten days of their last classroom observation post-conference.

Probationary teachers must also submit their goal reflections to administration by March 15th. These should include documentation of how they have worked to improve on the professional practice standards. If possible, based upon the completed required observations, teachers are encouraged to complete their goal reflections within ten days of their last classroom observation post-conference.

4. Formal Evaluation Report and Conference

Probationary Teachers
By April 15st, the evaluator will complete a summative evaluation based on evidence and data collected during the year, and hold a conference with the teacher. The teacher will be given a copy of the evaluation at least one day in advance of the formal evaluation conference. The evaluation should include: (1) a statement of growth in the current year's goals; and (2) a statement addressing performance relating to the professional performance standards. The evaluator may include additional appropriate commentary.

The teacher and the evaluator will meet to discuss the evaluation, at which time the teacher will be asked to acknowledge the contents of the report with a signature. This signature will signify neither agreement nor disagreement with the contents of the report, but rather that the teacher has read the contents. In cases where the teacher concludes that the written report does not adequately or accurately reflect performance, the teacher may submit a written statement to the evaluator, outlining specific points of disagreement. The evaluator shall subsequently meet with the teacher to discuss these points. Following that conference, the teacher may request a conference with the Superintendent or his/her designee to review the formal evaluation report. Following that conference, the teacher may submit to the evaluator a written statement addressing any remaining points of disagreement. A copy of that written statement shall be attached to the formal evaluation report and shall become part of the teacher's file.

The evaluator will submit a copy of the written summative evaluation and supporting documents to the Superintendent's Office by April 15th.

Until such time as mandated by the State of Maine Department of Education, there will be no formal inclusion of student academic growth data in our teacher evaluation system as a percentage of a teacher effectiveness score. However, as in the past, student performance information may be incorporated into the narrative.

The teacher professional growth plan in the iObservation system will be implemented for all staff in the 2015 - 2016 school year. Professional growth plan scores will not count towards the overall ratings scores.

Evaluation Category Weights:

Domain 1:   70% (formal observations, teacher and student evidence)

Domain 2:   10% (formal observations, teacher and student evidence)

Domain 3:   10% (formal observations, teacher and student evidence)

Domain 4:   10% (formal observations, teacher and student evidence)

Scoring method is conjunctive by domain, which makes allowances for instances of low scores. Indicators scored N/A or indicators not observed during the evaluation cycle are not counted at all in the final evaluation. (See appendix for cut score calculations for conjunctive scoring.)

Not Applicable:	Not counted
Not Using:	0
Beginning:	1
Developing:	2
Applying:	3
Innovating:	4

This teacher evaluation system allows an individual teacher to become highly effective by crafting his or her own strengths profile, which may include a large number of strategies in which they are highly skilled along with a much smaller number of strategies that have been identified as areas for growth by the teacher and/or the evaluator.

Evaluation Procedure: Continuing Contract Teachers

EVALUATION PROCEDURE
For Continuing Contract Teachers

Professional Development Evaluation Cycle

This formal evaluation procedure is a three-year cycle which includes the following components

Year 1:
- Goal-setting
- Participation in professional growth activities
- Written reflection on professional growth activities
- Conferences with evaluator

Year 2:
- Goal-setting
- Participation in professional growth activities
- Written reflection on professional growth activities
- Conferences with the evaluator

Year 3:
- Goal-setting
- A minimum of two formal classroom observations during the formal evaluation year
- A written self-reflection
- A written formal summative evaluation
- A formal summative evaluation conference, from which goals should be established for the next evaluation cycle

Continuing contract teachers will complete the formal evaluation cycle once every three years by administration.. A formal evaluation schedule will be developed by assigning teachers to Year 1, Year 2, or Year 3 of the Evaluation Cycle. The formal evaluation schedule will be maintained by the Superintendent's Office, and may be extended to allow for a reasonably even number of staff evaluations each year. However, the intent is that each teacher will complete the formal evaluation cycle once every three years. Continuing contract teachers may select from a variety of means to document growth which include, but are not limited to, portfolio development, peer coaching, and journaling or action research.

1. Goal Setting

All continuing contract staff will be involved in a goal-setting process annually. Both the evaluator and staff member have a responsibility to work collaboratively in establishing meaningful goals. The final goals (a minimum of two) should be the outgrowth of a collaborative effort. While both teacher and evaluator work in a cooperative manner, when agreement cannot be reached, the evaluator maintains responsibility for the statement and selection of goals; the responsibility for attaining these goals remains with the teacher.

The intention of goal setting is to provide a method for teachers to grow professionally and to improve their performance. Goals should be meaningful, and direct the teacher to attain new or improved skills. The number of goals should be determined by the relevancy and time required for successful attainment. Goals should focus on instruction, and may include system-wide, school, and/or team goals. Each goal plan must specify the area targeted for growth, the activities/strategies which will lead to successful completion of the goal, a timeline for the activities/strategies, and a method of measurement for verifying successful attainment. Goal plans will be finalized and submitted to the evaluator by October 1st. For continuing contract year 3 teachers, a written goal reflection is due by March 15th. For continuing contract teachers on year 1 and year 2, a written goal reflection is due by May 30th.

Some goals are so unique that the evaluator and teacher must collaboratively design a method for assessing progress. The evaluator must indicate approval of all aspects of the goals by signing and dating the goal document. If a teacher is not progressing toward goal attainment, the evaluator will confer with the teacher to make helpful, positive suggestions.

2. Classroom Observation

The evaluator will conduct a minimum of two formal classroom observations during the formal evaluation year, both of which will include a pre- and post-conference. A teacher may request an additional observation which shall be completed. The pre-conference should provide background information for the evaluator, and an opportunity to discuss professional performance standards and expected learning outcomes. Teachers will submit a post-conference reflection form within 5 working days. The post-conference, held within 15 working days, is intended to provide the teacher with feedback on observed teacher behavior and to provide the evaluator an opportunity to gather information pertaining to professional performance standards. The teacher will receive a draft of the observation write-up at least one day prior to the post-conference. The completed observation write-up will be given to the teacher within 15 working days from the post-conference. At the post-conference, short-term goals may be created to be addressed prior to the next formal observation.

3. Written Self-Evaluation and Growth Reflection

By March 1st of the third year of the formal evaluation cycle, continuing contract teachers will submit a written self-evaluation. This reflection will provide evidence of professional

growth and development achieved during the current evaluation cycle. This reflective piece will be discussed at the formal summative evaluation conference.

The Self-Evaluation will include a statement regarding the teacher's perceptions of him/herself in relation to the professional standards of the four domains; it will also include a statement describing the status of progress on goals established with the evaluator for the three year cycle; and, it may include any other appropriate reflections from the teacher which address professional growth and development and/or other aspects of the teacher's professional position. Accompanying the self-evaluation will be evidence of professional growth. Such evidence may be presented from a variety of means to document growth which include, but is not limited to, portfolio development, peer coaching, and journaling or action research. By April 15th, the evaluator and teacher will hold a conference to review teacher documentation, the written self-evaluation, and written growth reflection

4. Written Summative Report

By April 15th of the third year of the formal evaluation cycle, evaluators will write a formal summative report for each continuing contract teacher who is being formally evaluated. The teacher will receive a copy of the report at least one day prior to the formal Evaluation Conference. The report shall contain the following:

- information summarizing the teacher's previous evaluation (found in the personnel file at the central office),
- a description of performance based on the professional performance standards, and
- a summary of professional growth and development toward the attainment of specific goals.

Other appropriate comments which add to a greater understanding of a teacher's performance and professional growth may also be included.

Until such time as mandated by the State of Maine Department of Education, there will be no formal inclusion of student academic growth data in our teacher evaluation system as a percentage of a teacher effectiveness score. However, as in the past, student performance information may be incorporated into the narrative.

The teacher professional growth plan in the iObservation system will be implemented for all staff in the 2015 - 2016 school year. Professional growth plan scores will not count towards the overall ratings scores.

Evaluation Category Weights:

    Domain 1:   70% (formal observations, teacher and student evidence)

    Domain 2:   10% (formal observations, teacher and student evidence)

    Domain 3:   10% (formal observations, teacher and student evidence)

    Domain 4:   10% (formal observations, teacher and student evidence)

Scoring method is conjunctive by domain, which makes allowances for instances of low scores. Indicators scored N/A or indicators not observed during the evaluation cycle are not counted at all in the final evaluation. (See appendix for cut score calculations for conjunctive scoring.)

Not Applicable: Not counted
Not Using: 0
Beginning: 1
Developing: 2
Applying: 3
Innovating: 4

This teacher evaluation system allows an individual teacher to become highly effective by crafting his or her own strengths profile, which may include a large number of strategies in which they are highly skilled along with a much smaller number of strategies that have been identified as areas for growth by the teacher and/or the evaluator.

5. Formal Evaluation Conference

The teacher and evaluator shall meet by April 15th to discuss the formal evaluation report. The teacher will be asked to acknowledge the contents of the formal evaluation report with a signature. This signature does not imply agreement or disagreement, but rather signifies knowledge of the contents. The evaluator will submit one copy of each formal evaluation report and the supporting documentation to the Superintendent's Office by May 1st.

During the formal Evaluation Conference, it is appropriate to discuss both contents of the report and possible goals for the next evaluation cycle.

6. Sharing Accomplishments (optional)

The evaluator is encouraged to assist the teacher in facilitating an opportunity for the teacher to share his/her accomplishments, whether with another staff member who has a specific interest in the area of accomplishment, a team or department meeting, or a faculty meeting. The intent is to provide information about the work completed through the goal plan so that teachers can benefit from the professional growth of others.

7. Additional Formal Observations

An evaluator, including the Superintendent, may request at any time an additional formal observation. The Superintendent, or his/her designee, shall determine whether or not a formal observation shall be conducted. Teachers may also request an additional formal observation, and the Superintendent, or his/her designee shall determine whether a formal observation shall be conducted.

8. Procedure Regarding Disagreement

If a teacher concludes that any evaluative write-up and its supporting documentation does not adequately or accurately reflect performance, that teacher shall follow the procedure in the sequence listed:

- The teacher shall submit a written statement to the evaluator, outlining specific points of disagreement.
- The evaluator shall subsequently meet with the teacher to discuss the points.
- If the teacher has unresolved concerns, he/she may request a conference with the evaluator and the Superintendent to review the formal evaluation report and the teacher's written statement.
- The teacher may submit to the 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 personnel file.

Professional Growth Plan

PROFESSIONAL GROWTH PLAN
Goal-Setting for Continuing Contract Teachers

A goal-setting process recognizes that teachers are professionals who have insight into what their students need and into what they themselves need for professional growth.

A growth plan conference with the evaluator may be arranged to help the teacher in the development of his/her goals. Each continuing contract teacher will complete a self-assessment for each of the four domains and select 2-3 target elements based on the results of the self-assessment, at least one of which must be selected from Domain 1. For each target element, teachers will identify action steps and submit the plan for approval by October 1st.

Through the iObservation system, teachers are to use the Reflection Logs and prompts provided to regularly reflect on their target elements and action steps. At the completion of the yearly growth-plan cycle, teachers are to update the status of each action plan and submit their plan to their evaluator by March 15th for Year-3 teachers and May 30th for Year-1 and Year-2 teachers.

Intensive Assistance Track
For Continuing Contract Teachers

Although the purpose of teacher evaluation is to promote professional growth, it may be necessary to place a continuing contract teacher on the Intensive Assistance Track when an administrator determines that the teacher has deficiencies that seriously affect the performance relating to the professional performance standards. The length of time on the Intensive Assistance Track will vary with each individual.

Purposes:
- To demonstrate the commitment of the Lisbon School Department to the ongoing growth and development of all teachers.
- To improve the performance of staff members who have been identified by their administrators as needing assistance in meeting the expectations of the professional performance standards.
- To implement a process which is positive and should assist in professional growth.

Responsibilities:
The responsibility of the administrator and the teacher will be to establish performance criteria for areas in which improvement is needed, state the assistance or resources which will be provided, and appraise performance through regular observation and/or data/evidence collection. Although both parties are still working in a cooperative manner in this situation, when agreement cannot be reached, the administrator maintains the responsibility for the statement and selection of goals. The responsibility for meeting these goals and similar expectations will belong to the teacher.

Intensive Assistance Plan Procedure:
When an administrator's observation and/or evaluation (utilizing professional performance standards) of any teacher indicates a performance problem, the evaluator will hold a conference to discuss specific concerns and to inform the teacher of the need to be placed on the Intensive Assistance Track.

The teacher and evaluator will develop a personalized Intensive Assistance Plan that states areas of concern and is linked to the specific performance standard(s) needing improvement. The plan will state goals focused on improving those areas of concern and will include specific actions, forms of assistance, and a timeline for completion of the plan. Actions may include coursework, readings, workshops or conferences, school or classroom visitations, or other types of activities. The teacher will write a narrative linked to each activity indicating growth and reflection connected to the focus improvement areas. The teacher and evaluator may identify a support team or mentor to provide specific assistance or support. Other forms of assistance will also be specified as part of the Intensive Assistance Plan. Dates for announced and unannounced observations are part of the plan. Announced observations will include a pre-conference, observation, and post-conference. The post-conference will be held within fifteen (15) working days. The teacher will receive a draft of the observation write-up at least one day prior to the post-conference. The completed write-up will be given to the teacher within fifteen (15) working days from the post-conference. Formal and informal methods of gathering data will be used by the evaluator to evaluate growth. The teacher will be required to complete a self-evaluation/reflection. A narrative summative report will be completed by the evaluator at the end of the Intensive Assistance Plan timeline.

When a teacher successfully completes the Intensive Assistance Plan, the teacher will be placed on Year 1 of the Continuing Contract Evaluation Cycle. In the event progress to remediate deficiencies is not attained, a continuing contract teachers' contract will not be renewed. A continuing contract teacher whose contact is not being renewed shall be notified, in writing, of the non-renewal no later than February 27th.

APPENDIX

Teacher Evaluation Timeline of Activities

Month	Probationary Teachers (Years 1, 2, 3)	Continuing Contract Teachers (Years 1, 2)	Continuing Contract Teachers (Year 3)
August			
September	- Evaluator conducts an informal observation		
October	- Goals finalized by October 1st and are regularly reflected on throughout the year - Evaluator conducts a formal observation by end of October	- Goals finalized by October 1st and are regularly reflected on throughout the year	- Goals finalized by October 1st and are regularly reflected on throughout the year - Evaluator conducts a formal observation by end of October
November	- Remainder of observations happen prior to March 1st		- Remainder of observations happen prior to March 1st
December			
January			
February			
March	- Teacher conducts a self-evaluation prior to March 15th - Finalizes goal reflections prior to March 15th	- Finalizes goal reflection prior to March 15th	- Teacher conducts a self-evaluation prior to March 15th - Finalizes goal reflections prior to March 15th
April	- Evaluator completed summative evaluation and holds conference by April 15th		- Evaluator completed summative evaluation and holds conference by April 15th
May	- Can begin self-assessment to prepare for growth plan for next year	- Finalizes goal reflections prior to May 30th - Can begin self-assessment to prepare for growth plan for next year	- Can begin self-assessment to prepare for growth plan for next year

Forms

Lisbon School Department
Probationary Year 1 Form Evaluation Acknowledgement Form

Staff Member Name: _____

	Date:	Teacher Signature:	Evaluator Signature:
Growth Plan**			
Observation 1*			
Observation 2*			
Observation 3*			
Self-Evaluation**			
Growth Plan Reflection**			
Summative Evaluation*			

The signature of the teacher does not indicate agreement, but rather that the teacher has read the observation or evaluation.
*** The signature of the evaluator acknowledges receipt of the plan or evaluation*

Lisbon School Department
Probationary Year 2, 3 Form Evaluation Acknowledgement Form

Staff Member Name: _____

	Date:	Teacher Signature:	Evaluator Signature:
Growth Plan**			
Observation 1*			
Observation 2*			
Self-Evaluation**			
Growth Plan Reflection**			
Summative Evaluation*			

* The signature of the teacher does not indicate agreement, but rather that the teacher has read the observation or evaluation.

** The signature of the evaluator acknowledges receipt of the plan or evaluation

Lisbon School Department
Continuing Contract Year 1, 2 Form Evaluation Acknowledgement Form

Staff Member Name: _____

	Date:	Teacher Signature:	Evaluator Signature:
Growth Plan**			
Growth Plan Reflection**			

** The signature of the evaluator acknowledges receipt of the plan or evaluation

Lisbon School Department
Continuing Contract Year 3 Form Evaluation Acknowledgement Form

Staff Member Name: _____

	Date:	Teacher Signature:	Evaluator Signature:
Growth Plan**			
Observation 1*			
Observation 2*			
Self-Evaluation**			
Growth Plan Reflection**			
Summative Evaluation*			

* The signature of the teacher does not indicate agreement, but rather that the teacher has read the observation or evaluation.
** The signature of the evaluator acknowledges receipt of the plan or evaluation

Lisbon School Department
Intensive Assistance Track Placement Form

Teacher:_____   Position:_____

Evaluator:_____   Position:_____

This is a formal notice of placement to the Intensive Assistance Track. Significant deficiencies in your performance relating to the Professional Performance Standards warrant recommendation to this level of support and evaluation. The specific concern(s) in regard to your performance criteria are noted below. Satisfactory resolution of this/these concern(s) is necessary for continued employment with the Lisbon Schools.

1.   The specific Professional Performance Standards concern(s) is/are listed below:

2.   The specific improvement goals to be included in an *Intensive Assistance Plan* include:

Date of Conference to develop Intensive Assistance Plan:_____

Teacher's signature_____ Date_____

Evaluator's signature_____ Date_____

(The signature of the teacher does not indicate agreement, but rather that the teacher has read the recommendation.)

Cut Scores for Conjunctive Scoring

Highly Effective	Effective	Needs Improvement	Unsatisfactory
All Domains: 75% of scores at Level 3 or higher AND >50% of scores at Level 4	**Domains 1&2:** 65% of scores at Level 3 or higher AMD >20% of scores at Level 4 **Domains 3&4:** 65% of scores at Level 3 or higher AND 25% of scores at Level 4	**All Domains:** 85% of scores at Level 2 or higher	**All Domains:** <85% of scores at Level 2 or higher

Marzano Art and Science of Teaching Framework: Learning Map

Marzano Art and Science of Teaching Framework
Learning Map

Learning Sciences International
LEARNING AND PERFORMANCE MANAGEMENT

Domain 1: Classroom Strategies and Behaviors

Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQ) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol.

Lesson Segments Involving Routine Events

Design Question 1
What will I do to establish and communicate learning goals, track student progress, and celebrate success?
1. Providing Clear Learning Goals and Scales (Rubrics)
2. Tracking Student Progress
3. Celebrating Success

Design Question 6
What will I do to establish or maintain classroom rules and procedures?
4. Establishing Classroom Routines
5. Organizing the Physical Layout of the Classroom

Lesson Segments Addressing Content

Design Question 2
What will I do to help students effectively interact with new knowledge?
6. Identifying Critical Information
7. Organizing Students to Interact with New Knowledge
8. Previewing New Content
9. Chunking Content into "Digestible Bites"
10. Processing of New Information
11. Elaborating on New Information
12. Recording and Representing Knowledge
13. Reflecting on Learning

Design Question 3
What will I do to help students practice and deepen their understanding of new knowledge?
14. Reviewing Content
15. Organizing Students to Practice and Deepen Knowledge
16. Using Homework
17. Examining Similarities and Differences
18. Examining Errors in Reasoning
19. Practicing Skills, Strategies, and Processes
20. Revising Knowledge

Design Question 4
What will I do to help students generate and test hypotheses about new knowledge?
21. Organizing Students for Cognitively Complex Tasks
22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
23. Providing Resources and Guidance

Lesson Segments Enacted on the Spot

Design Question 5
What will I do to engage students?
24. Noticing When Students are Not Engaged
25. Using Academic Games
26. Managing Response Rates
27. Using Physical Movement
28. Maintaining a Lively Pace
29. Demonstrating Intensity and Enthusiasm
30. Using Friendly Controversy
31. Providing Opportunities for Students to Talk about Themselves
32. Presenting Unusual or Intriguing Information

Design Question 7
What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?
33. Demonstrating "Withitness"
34. Applying Consequences for Lack of Adherence to Rules and Procedures
35. Acknowledging Adherence to Rules and Procedures

Design Question 8
What will I do to establish and maintain effective relationships with students?
36. Understanding Students' Interests and Background
37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
38. Displaying Objectivity and Control

Design Question 9
What will I do to communicate high expectations for all students?
39. Demonstrating Value and Respect for Low Expectancy Students
40. Asking Questions of Low Expectancy Students
41. Probing Incorrect Answers with Low Expectancy Students

Note: DQ refers to Design Questions in the Marzano Art and Science of Teaching Framework. The nine (9) DQs organize the 41 elements in Domain 1.

The final Design Question, Design Question 10: What will I do to develop effective lessons organized into a cohesive unit? is contained in Domain 2: Planning and Preparing.

©2011 Robert J. Marzano. Can only be digitized in iObservation.
iObservation is a registered trademark of Learning Sciences International®

Page 1
www.MarzanoEvaluation.com

23 | Page

Domain 2: Planning and Preparing

Planning and Preparing

Planning and Preparing for Lessons and Units
42. Effective Scaffolding of Information with Lessons
43. Lessons within Units
44. Attention to Established Content Standards

Planning and Preparing for Use of Resources and Technology
45. Use of Available Traditional Resources
46. Use of Available Technology

Planning and Preparing for the Needs of English Language Learners
47. Needs of English Language Learners

Planning and Preparing for the Needs of Students Receiving Special Education
48. Needs of Students Receiving Special Education

Planning and Preparing for the Needs of Students Who Lack Support for Schooling
49. Needs of Students Who Lack Support for Schooling

Domain 3: Reflecting on Teaching

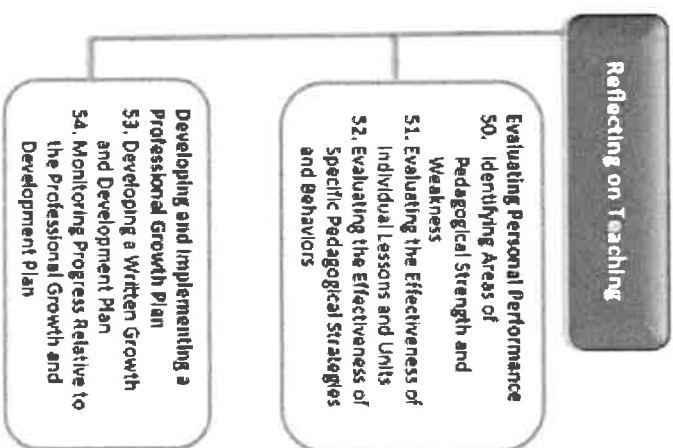**Reflecting on Teaching**

Evaluating Personal Performance
50. Identifying Areas of Pedagogical Strength and Weakness
51. Evaluating the Effectiveness of Individual Lessons and Units
52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

Developing and Implementing a Professional Growth Plan
53. Developing a Written Growth and Development Plan
54. Monitoring Progress Relative to the Professional Growth and Development Plan

Domain 4: Collegiality and Professionalism

Collegiality and Professionalism

Promoting a Positive Environment
55. Promoting Positive Interactions with Colleagues
56. Promoting Positive Interactions about Students and Parents

Promoting Exchange of Ideas and Strategies
57. Seeking Mentorship for Areas of Need or Interest
58. Mentoring Other Teachers and Sharing Ideas and Strategies

Promoting District and School Development
59. Adhering to District and School Rules and Procedures
60. Participating in District and School Initiatives