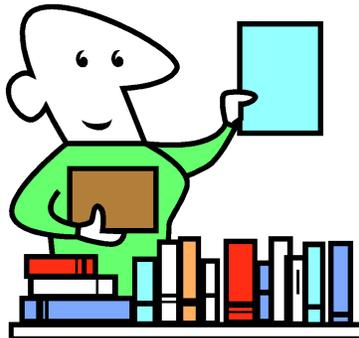


Maine School Administrative District #58

PRINCIPAL PROFESSIONAL EVALUATION /PROFESSIONAL GROWTH (PEPG) HANDBOOK



October 15, 2015

Introduction

MSAD #58 recognizes the key role that principals play in school improvement. Both the building and district level leadership is responsible to support classroom teachers as they endeavor to influence student success and performance.

MSAD #58, as well as all Maine school administrative units, in order to comply with the rules of Chapter 508 of Title 20-A, is expected to develop and implement a performance evaluation and professional growth (PE/PG) system for principals with full implementation by the 2016-17 school year. In accordance with Chapter 180, the elements of an approved PE/PG system must include:

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

The MSAD #58 Performance Evaluation/Professional Growth System Development Committee reviewed existing models of building administrator evaluation systems and has selected the Marzano evaluation system as the basis of its plan. The model parallels that of the Teacher Professional Evaluation and Professional Growth system, which is also based upon Marzano’s professional standards. The model is therefore strongly aligned to the teacher model and includes the required performance-based standards and provides a process to ensure professional growth.

There are five key domains of building administrator leadership incorporated into this model. These are:

- Domain 1: Data-Driven Focus on Student Achievement
- Domain 2: Continuous Improvement of Instruction
- Domain 3: A Guaranteed and Viable Curriculum
- Domain 4: Cooperation and Collaboration

- Domain 5: School Climate

The MSAD #58 Principal's PEPG process will result in a clear path to continuous improvement with clear connections to the process used by teachers and the district leader. It builds on the five domains of building administrator leadership as outlined by Marzano in conjunction with student growth. Student growth data is viewed along with school-wide achievement data to assure district goals are supported and achieved.

Overall, the model provides clear guidelines and expectations for performance while assuring professional growth is continuous and supported.

Philosophy of Performance Evaluation/Professional Growth System

MSAD #58 is committed to providing all students with quality educational experiences in an academically, physically, socially and emotionally safe setting. For each student to succeed, all staff members must work to continually improve their professional competence and collegiality to implement the continuous cycle of improvement outlined in our district's vision. This dual focus on individual and collegial professionalism provides a strong system of support for each student's achievement and growth.

Evaluation includes processes for supporting professional growth and processes for professional accountability. The established professional and instructional practices standards are designed to improve professional knowledge and skills to raise student achievement.

Principal Professional Growth Plan

The Principal Professional Growth Plan - serves as the cornerstone document for evaluation.

- Principals and their evaluators develop the Principal Professional Growth Plan by identifying yearly goals and accompanying activities and evidence. It serves as a plan to achieve the identified student growth goals.
- Principals use it to guide actions in a continuous improvement cycle. Goals may be added and activities adjusted throughout the Evaluation Cycle, as Principals and their evaluators monitor progress. Additional activities and evidence to support goal attainment may also be added.
- Principals will write a reflection to include the results of goal(s) attainment and evidence supporting completion of identified activities.

The evaluator will review reflections and submitted evidence, complete the

evaluative summary, and conference with the Principal. A signed copy of the evaluation will be placed in the personnel file.

Principal Framework Summary

| Annual Process | |
|-------------------------------|--|
| By August 30 th | <ul style="list-style-type: none"> ▪ Training in PE/PG system and evaluation process annually. ▪ Identify yearly district goals. ▪ Superintendent/ Evaluator meets with staff requiring additional focus goal(s) and/or in need of Intensive Support Professional Improvement Plan. ▪ Principal reviews the Principal Evaluation Framework. |
| By September 30 th | <ul style="list-style-type: none"> ▪ Principal completes and submits self-assessment via I-observation system. ▪ Principal completes Principal Professional Growth Plan, which identifies at least one goal that targets student growth, at least one personal leadership growth goal and at least one professional growth goal. |
| On-Going | <ul style="list-style-type: none"> ▪ Superintendent/ Evaluator provides formative feedback based on observations (a minimum of 2). ▪ Principal will collect evidence of student and professional growth. ▪ Superintendent and Principal conference as deemed appropriate during this time. ▪ Principal accesses formative feedback and performance evidence. |
| By July 15 th | <ul style="list-style-type: none"> ▪ Principal completes a written reflection of Principal Professional Growth Plan to include evidence of goal completion. ▪ Superintendent completes evaluation and meets with Principal to review Administrator Professional Growth Plan, evaluation results, determine effectiveness summative rating, and develop a plan for the following school year based on evaluation results. ▪ Principal signs Principal Professional Growth Plan |

The administrator will:

- Complete a self-assessment using the Principal domains and standards via iObservation.
- Develop a Principal Professional Growth Plan connected to district and building goals;
- Seek support through peer review and Evaluator feedback to develop goals that are appropriate and to secure resources to demonstrate proficiency in evaluation;
- Document work to achieve and collect evidence to demonstrate successful completion of Principal Professional Growth Plan; and
- Make sure all evaluation evidence demonstrating proficiency, including annual reflection, is available to the Evaluator no later than July 1st.

The Superintendent will:

- Provide training about the PEPG System to support understanding;
- Inform principal of the district goals;
- Meet individually with principal requiring additional goal(s) and/or principal requesting exploration of goal modification and/or additional goals;
- Conduct informal and formal observations by May 31st;
- Conference with the Principal as deemed appropriate throughout the year;
- Review reflections and completed Principal's Professional Growth Plan to determine the Effectiveness Summative Rating and written recommendations/ commendations; and
- Place signed Principal Professional Growth Plan in the personnel file by July 31st.

An Overview of Marzano's Five Domains

The Marzano School Leader Evaluation Model contains 24 categories of principal actions and behaviors organized into five domains:

Domain 1: A Data-Driven Focus on Student Achievement

Actions and behaviors within this domain help ensure that the school as a unified whole, as well as individual teachers, has a clear focus on student achievement that is guided by relevant and timely data. Five specific categories of school administrator actions and behaviors constitute this domain.

Domain 2: Continuous Improvement of Instruction

The actions and behaviors in this domain help ensure that the school as a whole, as well as individual teachers, perceives teacher pedagogical skill as one of the most powerful instruments in enhancing student learning and are committed to enhancing those pedagogical skills on a continuous basis. Five specific categories of school administrator actions and behaviors constitute this domain.

Domain 3: A Guaranteed and Viable Curriculum

The actions and behaviors in this domain help ensure that the school curriculum are designed to optimize learning for all students and that all teachers follow

the curriculum. Three specific categories of school administrator actions and behaviors constitute this domain.

Domain 4: Cooperation and Collaboration

The actions and behaviors in this domain help ensure that teachers and staff have and engage in opportunities to address issues critical to the optimal functioning of the school and operate as a cohesive team. Five specific categories of school administrator actions and behaviors constitute this domain.

Domain 5: School Climate

The actions and behaviors in this domain help ensure that all constituents perceive the school as positive and well functioning. Six specific categories of school administrator actions and behaviors constitute this domain.

For each of the 24 Elements within the five domains there are corresponding scales and example evidences of success. Below is an example from Domain 1: A Data-Driven Focus on Student Achievement, Element 1:1 – The School leader ensures clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.

Scale Value Description:

| Scale Value | Description |
|-------------------|--|
| Innovating (4) | The school leader ensures adjustments are made or new methods are utilized so that all stakeholders sufficiently understand the goals. |
| Applying (3) | The school leader ensures clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level AND regularly monitors that everyone has understanding of the goals. |
| Developing (2) | The school leader ensures clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level. |
| Beginning (1) | The school leader attempts to ensure clear, measurable goals |

| | |
|------------------|---|
| | with specific timelines focused on critical needs regarding improving student achievement are established at the school level but does not complete the task or does so partially. |
| Not Using (0) | The school leader does not attempt to ensure clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level. |

Example Evidences for Element 1:1:

- Written goals are established as a percentage of students who will score at a proficient or higher level on state assessments or benchmark assessments
- Written goals are established for eliminating differences in achievement for students at different socioeconomic levels
- Written goals are established for eliminating differences in achievement for students of differing ethnicities
- School-wide achievement goals are posted so that faculty and staff see them on a regular basis
- School-wide achievement goals are discussed regularly at faculty and staff gatherings
- Faculty and staff can describe the school-wide grade level achievement goals (K-8, 9-12)
- Faculty and staff can explain how goals eliminate differences in achievement for students of differing ethnicities
- Faculty and staff can explain how goals eliminate differences in achievement for students at different socioeconomic levels, English language learners, and students with disabilities
- Improvement goals are assigned to various departments and faculty
- Written goals are established for eliminating the achievement gap for all students
- Written goals are established for eliminating the differences in achievement for English language learners

- Written goals are established for eliminating the differences in achievement for students with disabilities
- Written goals address the most critical and severe deficiencies
- Written timelines contain specific benchmarks for each goal, including individual(s) responsible for the goal

The Principal will be rated by the Superintendent on each of the 24 Elements annually although the Principal may select just a few to focus their goals on.

Administrator Professional Growth Plan:

| | | |
|--------------|--------------------------|-------------------|
| Name: | School/ Position: | Evaluator: |
|--------------|--------------------------|-------------------|

School Achievement Data

| | |
|------------------------------------|-------------------------------------|
| Pre-assessment and Results: | Post Assessment and Results: |
|------------------------------------|-------------------------------------|

School Wide Student Growth Goal

| |
|-----------------------|
| Identify need: |
|-----------------------|

| |
|-----------------------|
| SMART Goal(s): |
|-----------------------|

Professional Growth Goal

| |
|-----------------------|
| Identify need: |
|-----------------------|

| |
|-----------------------|
| SMART Goal(s): |
|-----------------------|

Peer Review Component:

Reflection:

Components of the Principal Professional Growth Plan

Student Growth Goals/ SMART Goals

Annual goals that address professional growth, student needs and are aligned with the District goals will be identified and updated annually. A minimum of two goals, with one focused on student growth and one on professional growth, shall be developed and meet the following criteria:

- Specific
- Measurable
- Attainable/ Achievable
- Reasonable/ Relevant
- Timely

Multiple Measures of Student Growth

Administrators will demonstrate student growth through results goals of the teachers for whom they have direct supervisory responsibility. School-wide and/ or district-wide student achievement results will be used to assure progress toward district goals. Additional measures will be identified in the Principal Professional Growth Plan and will connect to the individualized SMART goals.

Peer Review

The Principal shall include in the Principal Professional Growth Plan opportunities for sharing, learning and continually improving practice by engaging in peer review. Peer review is for formative evaluation purposes only, and is intended to support growth of the principal. Peer review is self-selected and is only used as part of the Summative Evaluation Rating when the principal chooses to include the evidence. Peer review opportunities include but are not limited to observation, review of Principal Professional Growth Plan, school data and other evidence of progress towards goals. Evidence of peer review will be submitted at the end of each appraisal cycle. This can be done through submission of artifacts, documentation of meetings, in notation on the plan and/ or included in final reflection. During the recertification cycle, a peer review is done and may be used as part of the evaluation during that year.

Reflection

Principals will reflect on their practice through the lens of the Principal Professional Growth Plan and Student Growth Goal and school-wide achievement results. The reflection will be completed and submitted to the evaluator at the end of each school year. It will include the student growth goal data results, a self-assessment and feedback derived from stakeholder perspectives.

Training

Because the Western Maine Educational Collaborative has aligned rubrics for the six domains of the professional practice element to the Marzano School Leader Evaluation Model, we have contracted with Learning Sciences International to deliver training to evaluators and principals in the professional practice domains and rubrics. The Principal(s) have worked with Western Maine Educational Collaborative on training with both the Teacher and School Administrator Marzano Model. MSAD #58 works with the WMEC to share resources with the systems and allow their work to be a model for other systems. This work is closely aligned with the work of RSU #3 as they have presented to WMEC.

Training:

Training will be provided to all teachers and administrators in accordance with the requirements of Chapter 180, ensuring that all staff can adequately participate in

their evaluation process. In addition, evaluators of teachers will be trained in all aspects of the PEPG upon initial hiring and evaluators will receive yearly refreshers to ensure competence and inter rater reliability

Evaluators of principals will have training that covers participating in pre and post conferences within the district's PEPG guidelines and conforming to the data management system for principals chosen by the district committee.

Evaluators will receive training allowing them to help teachers develop and guide professional growth plans within the parameters of the district's agreed upon professional model and methodology of gathering, storing, and retrieving data associated with the teacher's growth plan.

The evaluators will be trained in both the method of rating an administrator's practice using the district's agreed upon teaching model, as well as the district's method of gathering, storing, and retrieving data related to the teacher's rating. In addition, evaluators will be trained in inter rater reliability to guarantee that evaluators of common staff will have a high degree of consistency in the rating of teacher's professional practice.

Assigning an Evaluation Rating

Each building administrator annually receives a summative rating of one of 4 levels:

1. *Highly Effective*
2. *Effective*
3. *Needs Improvement*
4. *Ineffective*

Highly Effective ratings are reserved for performance that significantly exceeds proficiency and could serve as a model for leaders district-wide or even statewide. Not all building administrators are expected to demonstrate Highly Effective performance on multiple practice indicators and/ or student outcome targets.

Effective ratings represent fully satisfactory performance. It is the rigorous standard expected for most experienced building administrators and the goal for new building administrators or building administrators performing at the Needs Improvement level. Effective building administrators demonstrate acceptable leadership practice and meet or make progress on all student outcome targets.

Needs Improvement ratings mean that performance is meeting proficiency in some components but not others. Domains resulting in a Needs Improvement rating are in need of focused growth plan in order to demonstrate proficiency. Improvement is necessary and expected.

Ineffective 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 *Ineffective* are always cause for concern.

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

- 1. Review all evidence collected.**
- 2. Determine overall scores for each of the Five Domains of Practice:**

Instructional/ Professional Practice Domain Scores:

- Domain 1: Data-Driven Focus on Student Achievement _____
- Domain 2: Continuous Improvement of Instruction _____
- Domain 3: A Guaranteed and Viable Curriculum _____
- Domain 4: Cooperation and Collaboration _____
- Domain 5: School Climate _____

- 3. For each of the five domains, determine the rating (*Highly Effective, Effective, Needs Improvement or Ineffective*) that matches the preponderance of evidence. Use the table below to determine an Instructional and Professional practice rating in each domain.**

| <i>Highly Effective (4)</i> | <i>Effective (3)</i> | <i>Needs Improvement (2)</i> | <i>Ineffective (1)</i> |
|--|--|---|---|
| Score of “Innovating” on at least 2 / 3 of the 24 element scales | Score of “Applying” on at least 2 / 3 of the 24 element scales | At least a score of “Developing” on all element scales while not meeting the “effective threshold described to the left. . . OR A score of “Beginning” or “Not Using” on two or more Element Scales | A score of “Not Using” on at least 2 or more elements |

- 4. Determine the overall Instructional/Professional Practice Rating**

- 5. Determine the Student Growth Measures Rating using the Student Growth Scale:**

Student Growth Scale

Number of teachers: _____

Number of teachers meeting student growth goal: _____

100 - 90% = 4 89 - 75% = 3 74 - 60% = 2 < 60% = 1

Did the school meet its overall data goal? _____ Yes _____ No

| <i>Highly Effective (4)</i> | <i>Effective (3)</i> | <i>Needs Improvement (2)</i> | <i>Ineffective (1)</i> |
|---|---|--|---|
| Scored at least a "4" on the student growth goals AND met school overall data goal. | Score at least a "3" on the student growth goals AND met school overall data goal | Either scored at least a "3" on the student growth goal OR met the school overall data goal. | Scored a "2" or less on the student growth goals AND did not meet the school overall data goal. |

Overall Student Growth Scale _____

Notes/Comments:

Calculation of Summative Effectiveness Rating formula perspective:

Student Achievement Rating(20%):_____

Professional Practice Summary Rating(Marzano Evaluation)(40%):_____

Professional Growth Goals Summary Rating (40%):_____

Composite rating:_____

6. Determine the Summative Rating using the Matrix below:

| | | | | | |
|--|--------|-------------------|-------------------|-------------------|-------------------|
| Instructional and Professional Practices | | | | | |
| | | Ineffective | Ineffective | Needs Improvement | Review |
| | | Needs Improvement | Needs Improvement | Needs Improvement | Needs Improvement |
| | | Review | Effective | Effective | Effective |
| | Review | Effective | Highly Effective | Highly Effective | |

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.

OVERALL SUMMATIVE EFFECTIVENESS RATING: _____

**Implications Based on Level of Performance from Proficiency Standards
(Highly Effective, Effective, Needs Improvement, Ineffective)
and the Process for Identifying Professional Development**

“Highly Effective” or “Effective”

An Administrator performing at the “*Highly Effective*” or “*Effective*” level of performance in each of the six domains will continue to be evaluated annually using this tool and will complete a Professional Growth Plan with their evaluator aligned with the following year’s goals.

An Administrator whose evaluation ratings are in the “*Highly Effective*” or “*Effective*” 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 Proficiency Based assessment) or explore an area outside one of the domains (e.g. technology).

“Needs Improvement” or “Ineffective”

At the end of the probationary period, an administrator is expected to be Effective in all six domains. Performance rated “*Needs Improvement*” or “*ineffective*” for non-probationary administrators is cause for concern.

An Administrator who receives a “*Needs Improvement*” rating in any of the six domains will continue to be evaluated annually using this tool and will create a monitored Professional Improvement Plan with focused goal(s) to address standards that are in need of improvement. Regular meeting times will be identified in the Professional Improvement Plan to discuss and monitor progress in growth areas.

An Administrator who receives a “*Needs Improvement*” rating in any of the six domains in two

consecutive school years or a score of “Needs Improvement” or “Ineffective” in more than one domain for any single year will develop, together with the evaluator, an Intensive Support Plan. The Intensive Support Plan will, at minimum, identify the standards to be improved immediately, the goals to be accomplished, the activities that must be undertaken to improve, identify the standards in need of improvement, goals and activities that will lead to improvement, supportive resources, and the timeline for improving performance to the Effective level. An administrator on an Intensive Support Plan who does not score Effective in all six domains shall be considered for immediate release from district employment, unless otherwise specified by district policy or agreements. An administrator may also be considered for dismissal if he or she receives an “Ineffective” rating on one domain in any given year provided there is sufficient evidence to warrant dismissal. District policies and procedures apply in these matters.

Administrator Evaluation Summative Rating Worksheet

Name: _____

Date: _____

School/ Position: _____

Measure 1: Instructional/ Professional Practice Domain Scores

- Domain 1: Data-Driven Focus on Student Achievement _____
- Domain 2: Continuous Improvement of Instruction _____
- Domain 3: A Guaranteed and Viable Curriculum _____
- Domain 4: Cooperation and Collaboration _____
- Domain 5: School Climate _____

Measure 1: Instructional/ Professional Practice Rating _____

Measure 2: Student Learning & Growth Scores

- ____ **Goal 1: Teachers Student Growth Measure**
- ____ **Goal 2: Building Academic Growth Measure**

Measure 2: Student Growth Scale _____

Summative Effectiveness Rating _____

Evaluator’s Recommendations (include recommendation for hire, non-renewal and /or Intensive Support, commendations and recommendations for future growth):

Administrator Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

Note: Your signature confirms that you have had an opportunity to read this report, and that you have a copy. It does not indicate that you necessarily agree with the report. You may add comments to this report, as you find appropriate.

Intensive Support Professional Improvement Plan

Administrator: _____

Year: _____

Evaluator: _____

Date: _____

Domain/ Standard: _____

Goals: _____

| Actions/Activities | Evidence of Completion | Trimester Performance Review | | |
|--------------------|------------------------|------------------------------|--|--|
| | | | | |
| 1. | • | | | |

Domain/ Standard: _____

Goals: _____

| Actions/Activities | Evidence of Completion | Trimester Performance Review | | |
|--------------------|------------------------|------------------------------|--|--|
| | | | | |
| 1. | • | | | |

Domain/ Standard: _____

Goal: _____

| Actions/ Activities | Evidence of Completion | Trimester Performance Review | | |
|---------------------|------------------------|------------------------------|--|--|
| | | | | |
| 1. | | | | |
| 2. | | | | |

Administrator Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

Note: Your signature confirms that you have been given an opportunity to read this report and that you have a copy. It does not indicate that you necessarily agree with the report. You may add comments to this report, as you find appropriate.