a.	NEPN/NSBA Code:	GCOC
b.	Title:	Evaluation of Administrative Staff
c.	Author:	Board of Directors/Superintendent
d.	Replaces Policy:	
e.	Date Approved:	02/29/2016 RSU #63
f.	Previously Approved:	12/19/2005
g.	Policy Expiration:	Review as Needed
h.	Responsible for Review:	Superintendent, Board of Directors, & Policy Committee
i.	Date Reviewed:	02/01/2016 Superintendent 02/01/2016 Policy Committee
j.	References:	

Legal Reference: Maine Dept. of Education Ch. 125 §§ 4.02(E)(3), 8.08

Cross Referenced Policies: GCOA-Evaluation of Professional Staff
GCOCA-Evaluation of Support Staff
Administrators

k. Narrative:

I.   The Superintendent shall implement and supervise the January 2016 Board-approved "Professional Growth and Evaluation System for Administrators" for Principals, Director of Special Services, and Director of Curriculum and Instruction, a copy of which is attached.

II.   At the Board's request, the Superintendent shall provide a report to the Board in Executive Session regarding the performance of designated administrators with recommendations pertaining to employment, any changes to their compensation, and professional growth (achieved and/or needed).

III.   The Superintendent's recommendations to the Board will comply with the individual administrator's RSU #63 contract.

IV.   At the Board's discretion, individual administrative personnel may be present for all or part of the discussion of the Superintendent's evaluation with the Board.

V.   Evaluation documentation and recommendations shall be kept in confidential files maintained in the Superintendent's office.

RSU 63

Professional Growth and

Evaluation System for Administrators

Principals, Director of Special Services, and Director of Curriculum and Instruction

January 2016

Contents

Introduction

"Research affirms what educators already know – highly effective teachers and strong school leadership are the two most important school-level factors for increasing student learning and achievement (Sanders & Rivers; Waters, Marzano, & McNulty). That is why districts must do everything possible to recruit, develop, recognize, and retain the best educators."
   - Maine Schools for Excellence

Our RSU 63 Professional Growth and Evaluation System is designed to support effective instruction and enable teachers and administrators to continuously improve their craft so students can achieve high standards. This system is aligned to RSU 63's vision and core values as well as Maine's LD 1858 (An Act to Ensure Effective Teaching and School Leadership).

We have strived to make RSU 63's Professional Growth and Evaluation System effective and manageable. We are committed to providing training and time to implement and sustain the system. We have tried to use positive, supportive language throughout this plan. Information from our system will be used to inform professional development needs and opportunities at the individual, group (ie grade or content area), school, and district levels.

Note: *Items in **bold** are required by LD 1858.

Our system includes:
- The Marzano **Standards of Professional Practice***
- **Multiple Measures of Effectiveness to reach a Summative Effectiveness Rating***
    - **Student Growth***
    - Marzano iObservation Results
    - Professional Growth Goals
    - **Peer Review Opportunities***
- **Observations and Formative Feedback (throughout the year for all educators*** – the frequency of summative evaluations varies depending on Effectiveness Rating)
- **A Four-Level Effectiveness Rating Scale* with professional development opportunities and employment** benefits, incentives, and **consequences for each level**
    - **Highly Effective**
    - **Effective**
    - **Partially Effective**
    - **Ineffective**

Respectfully,
The RSU 63 Steering Committee for Professional Growth and Performance Evaluation

Frequently Asked Questions

1. Who served on the Steering Committee, Student Growth Group and/or Piloted the Observation System?
- Ashley Allen, Grade 1 and 2013-14 Tri-President
- Julia Alley, Kindergarten Teacher
- Dave Anderson, Superintendent
- Michele Archambault, Grade 5 Teacher
- Cindy Badger, Director of Special
- Deanie Brownell, Grade 8 Math Teacher
- Georgette Burril, Grade 4 Teacher
- Jennifer Carlson, Grade 6 Teacher
- Tom Coleman, Grade 2 Teacher
- Brenda DeRoche, Kindergarten Chair of Recertification Committee
- Elaine Doyle, Grade 7 Science Teacher Holbrook Middle School
- Ann Haley, Speech Pathologist
- Kathy Jellison, Music Teacher
- Becca Jordan, Grade 4
- Allison Kahkonen, Grade 2 Teacher and 2012-14 Tri-President
- Felicia Kearns, Grade 3
- Amy Kessler, Grade 1 Teacher and 2012-13 Tri-President
- Sherri MacLaren, Grade 3 Teacher
- Elizabeth Demerchant, Special Education Teacher
- Richard Modery, Principal
- Kathy Neill, IEP Coordinator
- Elena Perrello, School Counselor
- Ashley Perry, Grade 1 Teacher
- Maddy Roberts, Grade 5 Teacher
- Molly Shields, Literacy Teacher
- Ken Smith, Superintendent
- Susan Smith, Director of Curriculum and Instruction
- Don Spencer, Principal
- Caitlyn Sperrey, Special Education Teacher
- Andrea Turmelle, Grade 6 Teacher and 2012-14 Tri-President
- Michelle Whitman, Grade 7 Teacher

2. What components determine the Summative Evaluation/Effectiveness Rating?
Administrators will be evaluated using multiple measures including the Marzano School Leadership Evaluation Model, iObservation and student growth. The weight of these components will be the same for administrators as for teachers.
- Student Growth (25%)
- Marzano iObservation for School Leaders Results (50%)
- Professional Growth Goals (20%)
- Peer Review Components (5%)

3. How will student growth be determined?
Each year, administrators will identify specific Student Learning Objectives (SLOs).

25% of an administrator's summative evaluation will be based on student growth. This is divided into four areas (Setting a Clear SL0 = 25%, Monitoring Progress = 25%, Achieving the SLO = 35%, Achieving District Goals = 15%).

4. How will we keep track of everything?
We will use software based on the Marzano School Leadership Evaluation Model called "iObservation." iObservation is an instructional and leadership improvement system. It collects, manages and reports data from classroom observations, professional growth goals peer review, and student growth. iObservation then pulls these together and calculates an Effectiveness Rating, based on the criteria and weight percentages we determined.

5. Are we expected to implement all aspects of the Marzano School Leadership Evaluation Model?
Administrative evaluations will cover all five Domains. However, we recognize that to fully adopt this model all at once would be impossible. Therefore we have initially selected seven Elements from the School Leadership Evaluation Model as district-wide priorities.

     Element 1 – Clear measurable goals for overall student achievement
     Element 3 – Monitors progress on overall student achievement goals
     Element 5 – Practices are in place to help all students meet achievement goals
     Element 9 – Ongoing evaluations with multiple data sources
     Element 15 – Teachers have roles in decision-making
     Element 21 – Faculty and staff perceive a safe environment
     Element 22 – Students, parents, and community perceive a safe environment

6. How does iObservation support professional growth?
iObservation guides administrators through designing a plan that is realistic, focused, and measurable using targeted elements within the Marzano School Leadership Evaluation Model. The system connects data from multiple sources such as self-assessment and observation results. Administrators use this data to inform their planning and practice.

7. When will Effectiveness Ratings be determined?
Observations and formative feedback will occur throughout the year for all educators. Administrators who are rated as "highly effective" or "effective" will receive a Formative rating every year and a Summative Effectiveness rating once every three years. Ratings will follow the calendar year, January 1 to December 31. Probationary administrators and administrators who are rated as "partially effective" will receive a Summative Effectiveness rating once a year. Administrators rated as "ineffective" will be reevaluated in 60 days.

8. Why January to December?
This timeline allows goal setting and review to be staggered; with student growth goals established in the fall and reflected on in the spring and professional growth goals established in January and reflected on in December. We hope spreading these throughout the year helps keep our system both manageable and effective. Additionally, this follows advice from lawyers who recommend that summative effectiveness ratings be given at least six months before contracts end.

IMPLEMENTATION PLAN

August 2013: Piloting begins for administrators (all 4 components: iObservation, Professional Growth Goals, Peer Review, Student Growth)

January 2014: Piloting begins for up to 20 interested teachers (First 3 components: iObservation, Professional Growth Goals, Peer Review, *not* Student Growth)

August 2014: Piloting of Student Growth component begins for teachers. Begin full implementation for administrators. Teachers vote on composition of Steering Committee.

January 2015: Plan submitted to the RSU 63 Board of Directors. Implementation begins for first 3 components (iObservation, Professional Growth Goals, and Peer Review) for all teachers. Implementation begins for administrators (all 4 components: iObservation, Professional Growth Goals, Peer Review, Student Growth).

January 2016: Administrative Plan re-submitted to the RSU 63 Board of Directors.

August 2015: Student Growth component fully implemented for all teachers.

By May 2016: Submit plan to State DOE for approval.

Marzano Leadership Evaluation Model

The Marzano Leadership Evaluation Model is based on research about educational leadership and premises first published in *School Leadership that Works* (Marzano et.al, 2005). It organizes effective leadership strategies into 5 Domains.

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

See the next two pages for a full outline of each Domain and its Elements.

Domain 1

A Data-Driven Focus On Student Achievement

Element 1:
The school leader ensures clear and measureable goals are established and focused on critical needs regarding improving overall student achievement at the school level.

Element 2:
The school leader ensures clear and measureable goals are established and focused on critical needs regarding improving achievement of individual students within the school.

Element 3:
The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.

Element 4:
The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students.

Element 5:
The school leader ensures that appropriate school-level and classroom-level programs and practices are in place to help all students meet individual achievement goals when data indicate interventions are needed.

Domain 2

Continuous Improvement of Instruction

Element 1:
The school leader provides a clear vision as to how instruction should be addressed in the school.

Element 2:
The school leader effectively supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans.

Element 3:
The school leader is aware of predominant instructional practices throughout the school.

Element 4:
The school leader ensures that teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.

Element 5:
The school leader ensures that teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.

Domain 3

A Guaranteed and Viable Curriculum

Element 1:
The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.

Element 2:
The school leader ensures that the school curriculum is focused enough that it can be adequately addressed in the time available to teachers.

Element 3:
The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.

Marzano Leadership Evaluation Model
Learning Map

Domain 4

Cooperation and Collaboration

Element 1:
The school leader ensures that teachers have opportunities to observe and discuss effective teaching.

Element 2:
The school leader ensures that teachers have formal roles in the decision-making process regarding school initiatives.

Element 3:
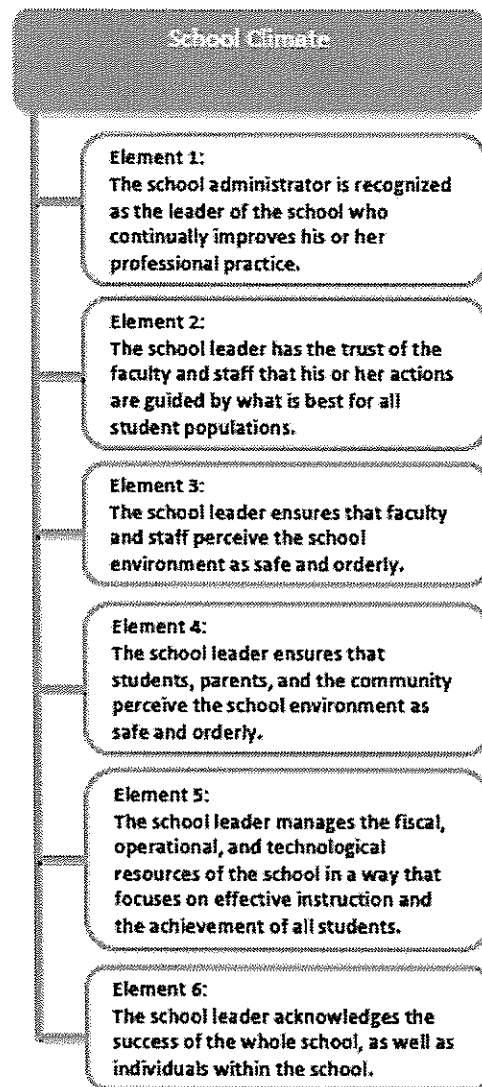The school leader ensures that teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

Element 4:
The school leader ensures that teachers and staff have formal ways to provide input regarding the optimal functioning of the school and delegates responsibilities appropriately.

Element 5:
The school leader ensures that students, parents, and community have formal ways to provide input regarding the optimal functioning of the school.

Domain 5

School Climate

Element 1:
The school administrator is recognized as the leader of the school who continually improves his or her professional practice.

Element 2:
The school leader has the trust of the faculty and staff that his or her actions are guided by what is best for all student populations.

Element 3:
The school leader ensures that faculty and staff perceive the school environment as safe and orderly.

Element 4:
The school leader ensures that students, parents, and the community perceive the school environment as safe and orderly.

Element 5:
The school leader manages the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.

Element 6:
The school leader acknowledges the success of the whole school, as well as individuals within the school.

RSU 63 Professional Growth and Evaluation System Components

Observations = 50% of the overall Effectiveness Rating
Professional Growth Goals = 20% of the overall Effectiveness Rating
Peer Review = 5% of the overall Effectiveness Rating
Student Growth = 25% of the overall Effectiveness Rating

The components listed above will be combined to obtain an overall effectiveness rating (summative evaluation) for administrators. Administrators at the "Highly Effective" and "Effective" levels will receive a Summative Effectiveness rating every three years and a Formative rating every year. Probationary administrators and administrators who are rated as "partially effective" will receive a Summative Effectiveness rating once a year. Administrators rated as "ineffective" will be reevaluated in 60 days.

Observations/Evaluative Feedback
50% of the overall Effectiveness Rating

Observations/Evaluative Feedback are recorded in iObservation by ~~a trained observer~~ the superintendent. Examples include:
- Student data and goals, actions, reflections, etc. related to student data
- Results from surveys and/or communication with students, parents, and teachers
- Feedback from other administrators, teachers, observations, superintendent, board members
- Quantitative data such as number of safety drills held, data from iObservation, and number of observations conducted
- Qualitative data such as documentation showing how policies, procedures, and processes were used, self-reflection, adherence to the new evaluation system etc.

A minimum of two observations for each administrator will be conducted throughout the year (Jan.1 to Dec. 31). Administrators are also required to provide evidence to support the ratings.

Observations will count for 50% of an overall effectiveness rating. For administrators, RSU 63 has selected seven Elements (1, 3, 5, 9, 15, 21, and 22) from the School Leadership Evaluation Model as district-wide priorities.

> Element 1 – Clear measurable goals for overall student achievement
> Element 3 – Monitors progress on overall student achievement goals
> Element 5 – Practices are in place to help all students meet achievement goals
> Element 9 – Ongoing evaluations with multiple data sources
> Element 15 – Teachers have roles in decision-making
> Element 21 – Faculty and staff perceive a safe environment
> Element 22 – Students, parents, and community perceive a safe environment

Professional Growth Goals (20% of the overall Effectiveness Rating)

Attainment of Professional Growth Goals will be combined along with observation data, peer review participation, and student growth information to obtain an overall effectiveness rating (summative evaluation). Professional Growth will account for 20% of an administrator's overall effectiveness rating.

Administrator Self-Assessment and Setting Professional Growth Goals:

1. Administrators conduct a self-assessment through iObservation's "School Leadership Form" for Domain 1 (Data-Driven Focus on Student Achievement), Elements 1, 3, and 5; Domain 2 (Continuous Improvement of Instruction) Element 9; Domain 4 (Cooperation and Collaboration) Element 15, and Domain 5 (School Climate) Elements 21 and 22. Administrators may also conduct a self-assessment for additional Domains and/or Elements.

2. Administrators choose at least two of the elements (1, 3, 5, 9, 15, 21, 22) as growth areas. Growth area goals can be determined based on self-assessment or previous observation and evaluation data.

3. Administrators may also select an additional element for a growth goal (with the maximum of three).

4. Administrators may start developing their Professional Growth Plan through iObservation at any time. The Professional Growth Plan must be ready for submittal to the superintendent or supervisor by January 15th.

5. Professional Growth Goals will be approved or revised by the superintendent or ~~supervisor~~ through iObservation by January 30th.

6. Midpoint progress towards Professional Growth Goals will be reviewed by the administrator and superintendent by June 1.

7. When determining final performance levels for Professional Growth for administrators, a variety of evidence will be used. Examples include:
   - Student data and goals, actions, reflections, etc. related to student data
   - Results from surveying students, parents, and teachers
   - Feedback from other administrators, teachers, observations, superintendent, board members
   - Quantitative data such as number of safety drills held, data from iObservation, and number of observations conducted
   - Qualitative data such as documentation showing how policies, procedures, and processes were used, self-reflection, adherence to the new evaluation system etc.

Peer Review Participation
5% of the overall Effectiveness Rating

Participation in a peer review activity will be combined along with observation data, professional growth goal attainment, and student growth information to obtain an overall effectiveness rating (summative evaluation). Participation in a peer review activity will account for 5% of an administrator's overall effectiveness rating.

Each administrator should solicit input from a peer at least once a calendar year (January to December). Participation in peer activities will count towards full credit of 5% towards an overall effectiveness rating.

Administrators document participation in Peer Review activities each year in the action steps of their Professional Growth Plans in iObservation.

Administrators must participate in 3 peer review activities (one per year) in order to get the full 5%. Over the 3-year cycle,

> 0 Peer Review Activities = 0 Points
> 1 Peer Review Activity = 1 Point
> 2 Peer Review Activity = 2 Points
> 3 Peer Review Activities = 3 Points
> 4 or More Peer Review Activities = 4 Points

Peer review opportunities may include but are not limited to:
1. Mentoring and Coaching
2. Colleague Visits
3. Review of other evidence to demonstrate performance
   - Portfolio
   - Student data review and action plans (can be behavior or academic related)
   - School Improvement Plans

Peer review activities may be conducted with administrators from RSU 63 or with administrators from other districts.

Student Growth
25% of the overall Effectiveness Rating

Specific guidelines and procedures for developing Student Learning Objectives (SLOs) and including Student Growth in summative effectiveness ratings are found in our "Student Growth and Student Learning Objectives" handbook. Some basic beliefs and underlying principles regarding student growth include:

- Growth goals should take students (as well as teachers and administrators) from where they are and move them forward. *Growth* is important. It is not only about performance.
- Growth can occur broadly as well as vertically. Deep understanding is important.
- Goals should be meaningful for students and teachers. They should be realistic, yet challenging.
- Assessments need to be useful, practical, and relevant. Evidence from assessments should be analyzed and used.
- Goals must be developed with input from the superintendent. Goals can be developed and worked on by teams or individuals. If working as an individual, input from others will still be necessary.

The 25% for Student Growth of the overall effectiveness rating is broken down further into four components:
- Setting a Clear SL0 = 25%,
- Monitoring Progress = 25%,
- Achieving the SLO = 35%,
- Achieving District Goal = 15%

The average of the Overall Student Growth Scores from the Student Growth Rubric completed during an individual administrator's evaluation cycle will count towards the 25%.

Benefits, Incentives, and Consequences
(Professional Development and Employment)

Observations = 50% of the overall Effectiveness Rating
Professional Growth Goals = 20% of the overall Effectiveness Rating
Peer Review = 5% of the overall Effectiveness Rating
Student Growth = 25% of the overall Effectiveness Rating

The components listed above will be combined to obtain an overall effectiveness rating (summative evaluation). Administrators at the "Highly Effective" and "Effective" levels will receive an effectiveness rating every three years and a formative rating annually. If it is determined that an administrator is "Partially Effective," they will be observed throughout the year and receive a summative rating once a year. Probationary administrators will also be evaluated once a year. If it is determined that an administrator is "Ineffective," a Mandatory Improvement Plan will be developed and they will be observed and reevaluated in 60 days.

Highly Effective (3.5 – 4.0 Points)
- Remain employed
- Summative Evaluation remains on a three year cycle, with formative evaluations given annually
- May select own Professional Growth Goals
- Professional development opportunities (within resources of district) that align with district and individual goals can be chosen
- Written recognition will be provided for attaining a Highly Effective rating. Copies of this letter will be given to the administrator and placed in his/her file.

Effective (2.5 – 3.4 Points)
- Remain employed
- Summative Evaluation remains on a three year cycle, with formative evaluations given annually
- May select own Professional Growth Goals with guidance/input from superintendent
- Professional development opportunities (within resources of district) that align with district and individual goals will be provided
- Written recognition will be provided for attaining an Effective rating. Copies of this letter will be given to the administrator and placed in his/her file.

Partially Effective (1.5 – 2.4 Points)
- Employment decisions made according to contract language. Improvement plan developed with superintendent and mentor may be assigned.
- Evaluation will occur annually. Once effective rating is met for two consecutive years, may move back to three-year cycle.
- Professional Growth Goals developed based on areas in need of immediate improvement and with the greatest impact on students.
- Professional development opportunities (within resources of district) will be selected with guidance from superintendent and based on improvement plan/goals.

Ineffective (0.0 – 1.4 Points)
- Employment decisions made according to contract language. Mandatory Improvement plan will be developed together with superintendent and assigned mentor.
- Professional Growth Goals developed by superintendent based on areas deemed in need of immediate improvement.
- Evaluation to reoccur within 60 school days. If a rating of ineffective is given again, employment may be terminated. As a part of that evaluation, a minimum of 6 support activities will occur. These may include meetings, mentor /supervisor/peer meetings, or observations. These support activities will be documented.
- Professional development opportunities as well as support and resources needed for immediate improvement will be provided.

The superintendent and the administrator shall sign the summative evaluation. If the administrator does not agree with the evaluation, s/he should add the statement, "I have read and reviewed this evaluation and do not agree with the information provided." The administrator then has the opportunity to file a rebuttal letter, which shall be affixed to the evaluation.

Timeline

Administrators with an Effectiveness Rating of Effective or Highly Effective
(3-Year Cycle)

All administrators will begin at this level (unless they currently have an improvement plan).
Year 1 of the Cycle (January to December)
By January 15th: Professional Growth Plan submitted to superintendent through iObservation.

By January 30th: Professional Growth Goals approved or revised by superintendent through iObservation.

By June 1st: First Peer Review activity conducted and recorded in iObservation.

By Thanksgiving Break: Student Growth Goal submitted to superintendent.

By December 15th: Student Growth Goal(s) approved or revised by superintendent.

By December Break: At least 2 observations conducted and recorded in iObservation.

Year 2 of the Cycle (January to December)
By January 15th: Updated Professional Growth Plan submitted to superintendent through iObservation.

By January 30th: Updated Professional Growth Goals approved or revised by superintendent through iObservation.

By March 15th: Progress toward Student Growth Goal reviewed by administrator and superintendent.

By June 1st: Midpoint progress towards Professional Growth Goals reviewed by the administrator and superintendent. Second Peer Review activity conducted and recorded in iObservation.

By June 30th: Progress toward Student Growth Goal evaluated by administrator and superintendent.

By Thanksgiving Break: Student Growth Goal submitted to superintendent.

By December 15th: Student Growth Goal approved or revised by superintendent.

By December Break: At least 2 additional observations conducted and recorded in iObservation (for a total of at least 4).

Year 3 of the Cycle (January to December)
By January 15th: Updated Professional Growth Plan submitted to superintendent through iObservation. **By January 30th:** Updated Professional Growth Goals approved or revised by a superintendent through iObservation **By March 15th:** Progress toward Student Growth Goal reviewed by administrator and superintendent. **By June 1st:** Third Peer Review activity conducted and recorded in iObservation. **By June 30th:** Progress toward Student Growth Goal evaluated by administrator and superintendent. **By Thanksgiving Break:** Student Growth Goal submitted to administrator. **By December 15th:** Student Growth Goal approved or revised by administrator. **By December Break:** At least 2 additional observations conducted and recorded in iObservation (for a total of at least 6). **By January 1st:** Overall Effectiveness rating calculated and shared with administrator

Administrators with an Effectiveness Rating of Partially Effective (1-Year Cycle)
By January 15th: New Professional Growth Plan submitted to superintendent through iObservation. Improvement plan developed. **By January 30th:** New Professional Growth Goals approved or revised by a superintendent through iObservation **By March 15th:** Progress toward Student Growth Goal reviewed by administrator and superintendent. **By June 1st:** Midpoint progress towards Professional Growth Goals and improvement plan reviewed by administrator and superintendent. Three Peer Review activities conducted and recorded in iObservation. At least 3 observations conducted and recorded in iObservation. **By June 30th:** Progress toward Student Growth Goal evaluated by ~~teacher~~ superintendent and administrator. **By Thanksgiving Break:** Student Growth Goal submitted to superintendent. **By December 15th:** Student Growth Goal approved or revised by superintendent. **By December Break:** At least 3 additional observations conducted and recorded in iObservation (for a total of at least 6). **By January 1st:** Overall Effectiveness rating calculated and shared with administrator.

Administrators with Effectiveness Rating of Ineffective
(60 School-Day Cycle)

Timeline to be developed through the mandatory improvement plan process and based on identified needs. A total of at least six observations over a 60 school-day period will be conducted.