

MAINE STATE LEGISLATURE

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**Recommendations of the
Maine Educator Effectiveness Council**

**An Interim Report to the
Joint Standing Committee
on Education and Cultural Affairs**

Pursuant to Public Law 2011, chapter 635

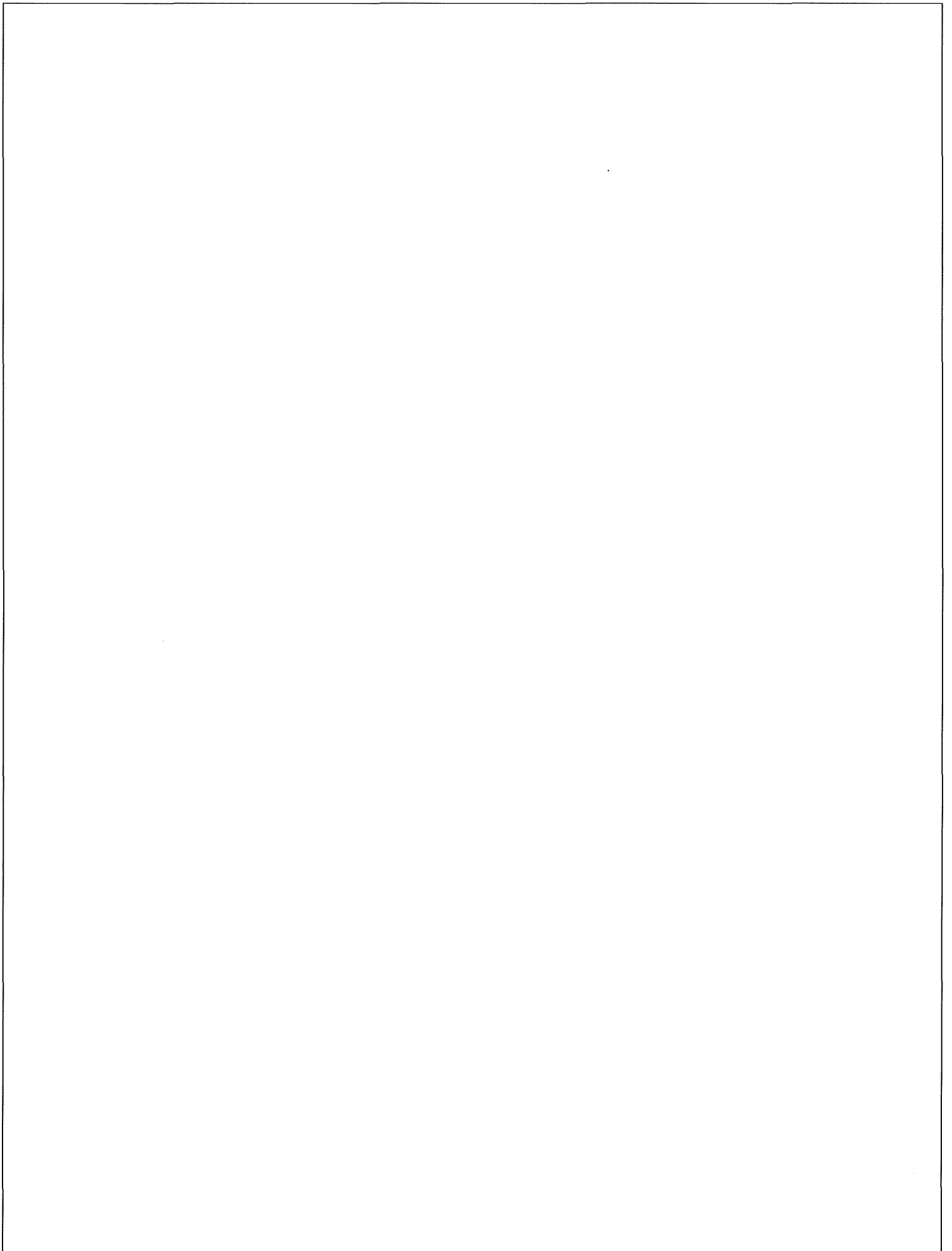
November 2012

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Executive Summary

LD 1858 is the first law enacted in Maine to require all schools to implement comprehensive systems to review, support and improve the professional practice and effectiveness of teachers and principals. The systems will combine evaluation and support and will be called “performance evaluation and professional growth systems” or “PE/PG systems.”

The legislation was presented to the Joint Standing Committee on Education and Cultural Affairs in the Second Regular Session of the 125th Maine Legislature. After receiving unanimous approval of the Education Committee, the bill was enacted and signed into law as Public Law 2011, chapter 635.

The new law laid out some basic requirements for the systems, and established a process by which the basic requirements would be fleshed out. It created a stakeholder group called “the Maine Educator Effectiveness Council” to develop recommendations and directed the Department of Education to develop rules to flesh out the law. The Legislature’s Education Committee will review the recommendations of the Council and the rules proposed by the Department and will be asked to approve or revise the fleshed out requirements during the First Regular Session of the 126th Legislative Session beginning in January 2013.

Most states in the country are doing the same work of developing evaluation and support systems, and all agree that the work takes time. Many states take two or more years to create initial implementation plans for such systems, and find that the work of refining those plans continues well beyond that time. The Council has condensed much of the work done by those other states into 70 hours of meetings on 12 days over a period of 5 months. They have reached consensus on a number of key issues, but there is more work to do. Council members are committed to continue working toward consensus on additional recommendations regarding implementation of PE/PG systems. An important part of that work is monitoring the development and implementation of PE/PG systems in other states, and incorporating successful elements of those systems while avoiding the pitfalls identified in other states. Consensus recommendations are as follows:

Professional practice standards for teachers

- 1) The Interstate Teacher Assessment and Support Consortium (InTASC) set of standards is the set of professional practice standards for teachers that must be used in a performance evaluation and professional growth system under Title 20-A, chapter 508, except as provided in section 2).
- 2) As an alternative to using InTASC standards, a school administrative unit (SAU) may use one of the following sets of professional practice standards for teachers:
 - National Board for Professional Teaching Standards (NBPTS);

- Professional Practice standards in the model developed by The Danielson Group;
 - Professional Practice Standards in the model developed by Marzano and Associates; and
 - Any set of professional practice standards that are determined by DOE to be aligned with InTASC standards [If an SAU chooses to use a set of standards other than those listed above, they must demonstrate and submit evidence to the Maine DOE that the locally adopted standards are aligned to the InTASC set of standards of professional practice].
- 3) A “set of professional practice standards” for teachers includes:
- Primary standards;
 - Supporting descriptions or indicators (e.g., performance, knowledge, dispositions, etc) for each standard, as published (or endorsed) by the creator/sponsor of the standards; and
 - Rubrics for each standard that are aligned with the adopted standards.

Professional practice standards for principals

- 1) The Interstate School Leaders Licensure Consortium (ISLLC) set of standards is the set of professional practice standards for principals that must be used in a performance evaluation and professional growth system under Title 20-A, chapter 508, except as provided in section 2).
- 2) As an alternative to using ISLLC standards, a school administrative unit (SAU) may use one of the following sets of professional practice standards for principals:
- National Board for Professional Teaching Standards Principal Standards (NBPTS-Principal); and
 - Any set of professional practice standards that are determined by DOE to be aligned with ISLLC standards [If an SAU chooses to use a set of standards other than those listed above, they must demonstrate and submit evidence to the Maine DOE that the locally adopted standards are aligned to the ISLLC set of standards of professional practice].
- 3) A “set of professional practice standards” for principals includes:
- Primary standards;
 - Supporting descriptions or indicators (e.g., functions) for each standard, as published (or endorsed) by the creator/sponsor of the standards; and
 - Rubrics for each standard that are aligned with the adopted standards.

Potential Measures of Student Learning and Growth:

- A. *Statewide, Standardized Tests (e.g., NECAP and the Smarter Balanced Assessments that will replace NECAP in 2015)* are a potential measure of student learning and growth that may be an indicator of educator effectiveness, provided:

- Test results are included in the evaluation of a teacher or principal only if the test measures growth of a student after having been taught by that teacher, or being led by that principal;
 - Pre- and post-tests are administered (e.g. fall-to-spring, or spring-to-spring);
 - Results are included for a student only if the student took both the pre-test and the post-test;
 - The test/assessment measures intended curriculum, and measures only things that are subject to instructional effectiveness (e.g., not student attendance);
 - The results are used in a way that accounts for differences in growth at ends of the spectrum (e.g., higher-achieving students shouldn't be expected to make the same quantity of growth as lowest-achieving students); and
 - The data used in the evaluation is a statistically reliable sample, which may require 3-5 years of data, a power-analysis, etc.
- B. *Commercially available tests* (other than those described above) are potential measures of student learning and growth that may be indicators of educator effectiveness, as long as they meet all the criteria listed in bullets under paragraph A.
- C. *District or school-developed assessments* are potential measures of student learning and growth that may be indicators of educator effectiveness, as long as they meet all the criteria listed in bullets under paragraph A and:
- They are developed collaboratively (with administrators and/or other teachers); and
 - There is an adequate level of validation
- D. For many students, Student Learning Objectives (SLOs) and Individual Education Plan (IEP) goals are important tools for individualizing instruction and learning. As such, they may establish an appropriate basis for measuring student growth and educator effectiveness provided that progress toward the objective or goal can be, and is, assessed according to the criteria set forth in paragraph A.

Council members discussed the following items and came to consensus that they are not measures of student learning and growth: student, parent and community perception surveys; high school graduation rates; the School Accountability Index, a combination of data elements that will be used in Maine's proposed new federal accountability system; and the Achievement Gap data also prepared for use in the new federal accountability system. The Council will include these items in its discussion of potential other measures that may be used in the PE/PG system.

I. Introduction

This report contains recommendations and a description of the work of the Maine Educator Effectiveness Council (“MEEC,” or “the Council”). The Council was created by law to make recommendations regarding implementation of LD 1858, “An Act to Ensure Effective Teaching and School Leadership.”

LD 1858 is the first law enacted in Maine to require all schools to implement comprehensive systems to review, support and improve the professional practice and effectiveness of teachers and principals. The systems will combine evaluation and support and will be called “performance evaluation and professional growth systems” or “PE/PG systems.”

The legislation was presented to the Joint Standing Committee on Education and Cultural Affairs in the Second Regular Session of the 125th Maine Legislature. After receiving unanimous approval of the Education Committee, the bill was enacted and signed into law as Public Law 2011, chapter 635.

The new law laid out some basic requirements for the systems, and established a process by which the basic requirements would be fleshed out. It created a stakeholder group called “the Maine Educator Effectiveness Council” to develop recommendations and directed the Department of Education to develop rules to flesh out the law. The Legislature’s Education Committee will review the recommendations of the Council and the rules proposed by the Department and will be asked to approve or revise the fleshed out requirements during the First Regular Session of the 126th Legislative Session beginning in January 2013.

Council members were appointed by the Commissioner of Education, in most cases on the basis of recommendations from organizations representing stakeholders – the Maine Education Association (teachers); the Maine School Superintendents Association; the Maine Principals Association; the Maine School Boards Association; the State Board of Education; Maine Indian Education; the Maine State Chamber of Commerce and EducateMaine (business representatives). The Commissioner also appointed a faculty member representing educator preparation programs and two members of the general public.

The Council held its first meeting on May 29th and held regular meetings until the date of this report, logging a total of 70 hours of meetings on 12 separate days. Members spent many more hours doing self-assigned “homework” to prepare for meetings. Much of the homework consisted of studying laws, rules and reports from the many states that are doing this same work. The information from other states is a double-edged sword: while it provides examples of good practice and avoidable pitfalls, it creates mountains of material to read and evaluate.

While this report presents some key recommendations, the work of the Council is not finished. As stakeholders in most other states will attest, the work of developing performance evaluation

and professional growth systems takes time if it is to be done right, in many cases two or more years for initial development and more time to refine the systems during implementation.

Council members have committed to continue working toward consensus on additional recommendations regarding implementation of PE/PG systems. An important part of that work is monitoring the development and implementation of PE/PG systems in other states, and incorporating successful elements of those systems while avoiding the pitfalls identified in those states.

II. Background

Many influences – local, state and national – have led Maine to the work of creating performance evaluation and professional growth systems.

The Maine Department of Education’s Strategic Plan (released January 2012) names “Great Teachers and Leaders” as one of 5 Core Priorities for the work of the Department. (Appendix C) This priority reflects concerns expressed by teachers that they do not consistently receive the feedback and support that they need in order to grow professionally, and research that suggests that no other school-based factor is more important to learner outcomes than the effectiveness of teachers and school leaders. The Department’s introduction of LD 1858 is one piece of the work laid out in the Plan to support Great Teachers and Leaders.

This state priority meshes with national priorities.

In September 2011, the Secretary of the U.S. Department of Education announced that he would grant waivers from NCLB requirements to states that wanted to create more meaningful ways to identify and assist struggling schools (NCLB or ESEA “accountability systems). Among the criteria for gaining that waiver is a requirement that the state require local school systems to develop and implement educator effectiveness systems that meet certain federal criteria. This requirement, along with the state policy interest, reinforced the Department’s interest in, and the Legislature’s support for, LD 1858.

After achieving passage of LD 1858 and conferring with stakeholders, the Maine Department of Education proceeded with development of a waiver application and worked with stakeholders to develop a new accountability system and educator evaluation systems that meet the federal criteria. Four working groups were formed (MEEC and three others) to do the work.

The Department submitted the federal waiver request on September 6th, 2012, including a commitment to develop and implement these systems utilizing guidance from the MEEC and the Legislature to ensure stakeholder input. (See Appendix D for Principle 3 submittal).

Maine is not alone in developing a performance evaluation and professional growth system. As described earlier, all states that apply for flexibility in implementing ESEA must develop such systems. In addition, many states began developing such systems as a result of qualifying for “Race to the Top” funds in 2010 and 2011. Those Race to the Top states are ahead of Maine in their system development and provide some examples of challenges and successes.

The systems being developed vary in terms of the level of state direction of the systems:

- Nine states have state-level systems where there is a uniform system that all districts must implement (e.g., Delaware, Tennessee, Hawaii)

- Fourteen states create a state model system, but allow local variation in the system, with approval of the state (e.g., Massachusetts, Rhode Island, Ohio)
- Twelve states require local school districts to create their own systems, but require that the systems meet certain criteria (e.g., Florida, New York, Vermont)

More information on the systems in other states, and the stage of development of those systems can be found at the Website of the National Comprehensive Center on Teacher Quality (NCCTQ), <http://resource.tqsource.org/stateevaldb/>.

Regardless of the level of state direction, most systems have the same basic elements:

- Measures of educator effectiveness that:
 - Answer the question: What is an effective teacher or principal? and
 - Include standards of professional practice and one or more measures of student learning or growth
- Summative rating categories
 - Usually between 3 and 5 categories that indicate varying levels of effectiveness (e.g., highly effective, effective, developing and ineffective; or exemplary, proficient, satisfactory, needs improvement)
- A method of combining the different measures of an educator's summative effectiveness rating
 - Example: assign numerical values to each of the measures, assign a percentage for each measures and combine them to achieve a single numerical value
 - Example: assign a value of high, average and low for each measure; create a matrix and assign each block a summative effectiveness rating
- A description of the support, professional development, benefits, employment consequences or other results of being placed in a certain summative rating category
- Implementation requirements to ensure fairness and effectiveness of the system, including but not limited to: training of evaluators; professional development for educators to enable them to meet the standards being applied to them; and opportunities to review and revise the system as appropriate.

The following is a graphic representation of the form of many evaluation and growth systems:

Generic Framework for Educator Evaluation and Growth Systems

Multiple Measures of Educator Effectiveness (Qualitative and Quantitative)

- Professional Practice Standards
- Measures of Student Learning or Growth
- Other Measures

A Method of Combining Measures to
Determine an Educator's Summative
Effectiveness Rating

Effectiveness
Category #1

Effectiveness
Category #2

Effectiveness
Category #3

Effectiveness
Category #4

Results

Results

Results

Results

Results of placement in any category may include differing:

- Professional Development Opportunities
- Professional Improvement Plans
- Impact on Employment Decisions
- Frequency of Evaluations

III. Council Process and Guiding Principles

Council members collectively brought to the table a great variety of experience and expertise in the field of education – classroom experience, school leadership, experience in developing PE/PG systems, research and data experience and more. That expertise and experience was key to the Council process, as members relied on each other to inform the discussion and to evaluate the readings and information provided to the Council from outside sources. Early in the process, Council members committed to “do their homework,” to collect information outside of the meetings, so that meeting time could be spent in discussing ideas instead of listening to presentations.

The Council process was led by co-chairs, Education Commissioner Steve Bowen, as designated in the law as a co-chair, and Grace Leavitt, who was elected from the membership to serve as co-chair with the Commissioner. Department of Education staff Deb Friedman and Meghan Southworth assisted the Council, and Mark Kostin, Associate Director of the Great Schools Partnership, facilitated the meetings of the Council.

The duties assigned to the Council in LD 1858 guided the meetings. The group worked from a Decision Matrix that set forth the duties of the Council and described how those duties meshed with the new state law and with the requirements of the ESEA waiver. A copy of the Decision Matrix is included in Appendix E.

The Council drew largely on the expertise of its own members, supplemented by readings and research about the work of other states and advice from colleagues and experts. Members also conducted their work by meeting as a full council, rather than breaking into subcommittees or working groups. Staying together as a committee of the whole ensured that decisions were made on the basis of common information and shared conversations. A brief period of time was set aside at each Council meeting to receive comment from members of the public, and those comments provided additional perspectives to the conversation.

Among the first tasks of the Council was the development of a Decision-making process. Members decided that a consensus recommendation from the Council, although potentially difficult to find, would carry more weight with policy makers than a divided report. They also discussed the difference between their support for the consensus they reach as members of the Council, and policy positions that may be taken by the professional associations or organizations they represent. As a statement of their commitments on these issues, they approved the following statement:

- ❖ We are committed to reaching consensus regarding decision-making and we will work exhaustively to do so and, when appropriate, ensure that varying perspectives and concerns are included in our final report.

- ❖ For us, consensus represents the best of our thinking and our ideas.
- ❖ We agree to support the decisions that are reached through consensus; we recognize, however, that while Council members will do their utmost to represent the views of the organizations they represent, they ultimately cannot bind those organizations to these decisions.
- ❖ We will pause if necessary to reflect and return when ready to an issue that requires a decision.
- ❖ If necessary, we give ourselves permission to return to decisions made and to the decision-making process.

Guiding Principles

To elicit member thinking on general principles to guide the work of the Council, facilitator Mark Kostin asked members to describe general principles that they felt should guide the work of the Council. The Council did not formally adopt guiding principles, but offer the following list derived from some of the brainstorming about principles, as accurate statements of guiding principles:

- ❖ The intent of this work (creating and implementing a PE/PG system) is to improve instruction.
- ❖ The work of creating and implementing PE/PG systems must be done collaboratively, involving teachers, principals, administrators and other stakeholders.
- ❖ The Council will take advantage of the examples provided and the lessons learned within and outside Maine by schools and districts creating PE/PG systems. We will not “reinvent the wheel.”
- ❖ Guidelines established for the PE/PG systems must provide adequate clarity and adequate flexibility.
- ❖ Consider implementation capacity – human and financial – of school districts and the Department of Education in developing a model system or guidelines for a system. There must be adequate amounts of time and resources to implement the systems successfully.
- ❖ Be aware of, and avoid, unintended consequences.
- ❖ Evaluators must be trained so that they understand the system and to ensure inter-rater reliability.
- ❖ Systems created must be behaviorally and technically sound; guidelines must be research-based.
- ❖ The evaluation system has to differentiate among teachers based on their assignment.

IV . Recommendations

A. Standards of Professional Practice

Discussion

Maine has adopted standards for what all students must know and be able to do: the Maine Learning Results, including the Common Core Standards in Mathematics and English Language Arts. The first step in creating evaluation systems for teachers and principals is to determine what teachers and principals should know and be able to do in the classroom and as school leaders.

In setting standards for professional practice, the Council observed that there are a number of professional practice standards in use throughout the state and the country, and many of them seem to provide meaningful insight into what teachers and principals should know and be able to do. One of the first questions faced by the Council – and one that arises in just about every decision – is whether all SAUs should be required to use the same set of standards, or whether flexibility should be allowed.

A single set of standards – uniformity throughout the state – would:

- Enable SAUs to share resources for developing and implementing systems (e.g., training of evaluators, professional development);
- Allow educators to work under the same set of standards regardless of where they work, and allows comparability of ratings of educators from district to district;
- Enable researchers to identify levels of and changes in educator effectiveness and the effectiveness of the PE/PG system itself; and
- Alleviate the workload for the department in approving local plans.

Council members also recognize the value of flexibility:

- Schools are currently using a variety of professional practice standards, and Council members didn't want to disrupt the work that's already been done, as long as it meets certain criteria;
- Flexibility allows schools to adjust systems based on local priorities and circumstances;
- The process of creating a local system or adapting an existing system enhances local "buy-in" compared to using an off-the-shelf system; and
- A variety of models allows for comparison to find the most effective models.

In making its recommendation, the Council decided to balance the two needs – setting forth a set of professional practice standards that describe an effective teacher (InTASC standards) and a set of professional practice standards that describe an effective principal (ISLLC standards), but allowing districts to use different models and descriptions of standards, as long as the other

standards align with the InTASC (for teachers) and ISLLC (for principals) standards. Aligned standards should mean that a teacher or principal rated “effective” in the standards would also be considered effective under the InTASC and ISLLC standards. The Council lists specific sets of standards that it finds to be aligned, and allows for the use of other standards that can be shown to be aligned. This allows for development of new standards.

The use of InTASC standards in teacher evaluation will improve the coordination between teacher preparation and teacher evaluation. The State Board of Education recently amended its rule regarding educator preparation programs, Rule Chapter 114, to require those programs to prepare teachers to meet the InTASC standards. General certification standards for teachers, and professional development requirements are not yet aligned with the InTASC standards, but future updates to those requirements are likely to take into consideration the alignment between teacher preparation and teacher evaluation standards.

The InTASC standards and the ISLLC standards are included in Appendices F and G. InTASC provides 10 key standards in 4 groupings (The Learner and Learning; Content; Instructional Practice; and Professional Responsibility). Each of the 10 standards is further described as requiring “Performances, Essential Knowledge and Critical Dispositions.” ISLLC standards contains 6 key standards with a number of “functions” under each. Rubrics for rating performance against each of the standards must have 4 rating levels and be aligned with the set of standards being used.

Among the issues that the Council will address in future meetings are issues regarding implementation of the professional practice standards rating, including: how will evaluators determine whether educators meet these standards (e.g. how frequent are observations, what other evidence should be reviewed); what training is required of evaluators to ensure inter-rater reliability; how will the judgment about professional practice be combined with student learning and growth measures to arrive at a summative effectiveness rating; and what type of professional development opportunities must be provided to educators to help them meet the professional practice standards.

Recommended:

Teacher professional practice standards

1. The Interstate Teacher Assessment and Support Consortium (InTASC) set of standards is the set of professional practice standards for teachers that must be used in a performance evaluation and professional growth system under Title 20-A, chapter 508, except as provided in section 2.
2. As an alternative to using InTASC standards, a school administrative unit (SAU) may use one of the following sets of professional practice standards for teachers:
 - National Board for Professional Teaching Standards (NBPTS);
 - Professional Practice standards in the model developed by The Danielson Group;
 - Professional Practice Standards in the model developed by Marzano and Associates; and

- Any set of professional practice standards that are determined by DOE to be aligned with InTASC standards [If an SAU chooses to use a set of standards other than those listed above, they must demonstrate and submit evidence to the Maine DOE that the locally adopted standards are aligned to the InTASC set of standards of professional practice].
3. A “set of professional practice standards” for teachers includes:
- Primary standards;
 - Supporting descriptions or indicators (e.g., performance, knowledge, dispositions, etc) for each standard, as published (or endorsed) by the creator/sponsor of the standards; and
 - Rubrics for each standard that are aligned with the adopted standards.

Principal Standards of Professional Practice

1. The Interstate School Leaders Licensure Consortium (ISLLC) set of standards is the set of professional practice standards for principals that must be used in a performance evaluation and professional growth system under Title 20-A, chapter 508, except as provided in section 2.
2. As an alternative to using ISLLC standards, a school administrative unit (SAU) may use one of the following sets of professional practice standards for principals:
 - National Board for Professional Teaching Standards Principal Standards (NBPTS-Principal); and
 - Any set of professional practice standards that are determined by DOE to be aligned with ISLLC standards [If an SAU chooses to use a set of standards other than those listed above, they must demonstrate and submit evidence to the Maine DOE that the locally adopted standards are aligned to the ISLLC set of standards of professional practice].
3. A “set of professional practice standards” for principals includes:
 - Primary standards;
 - Supporting descriptions or indicators (e.g., functions) for each standard, as published (or endorsed) by the creator/sponsor of the standards; and
 - Rubrics for each standard that are aligned with the adopted standards.

B. Measures of Student Growth and Learning

Discussion

The requirement to use student learning and growth outcomes as a factor in evaluating educators is a key feature distinguishing LD 1858 PE/PG systems from evaluation systems currently in use in most Maine schools. The requirement derives from the desire to include

outcomes (student learning and growth) as well as inputs (educator practices) in the evaluation process.

While all Council members agree that improving student learning and growth is the ultimate goal of the educational system, and agree that student growth should be a part of a complete PE/PG system, many members are concerned with both the adequacy of the current tools available to measure student growth and the many factors that impact student learning over which educators have little or no influence. The linkage of the effectiveness of an individual educator to the educational outcomes of a group of students is a complex task, and one that is fairly new in the field of education. Long-term research on the efficacy of the linkage is not yet available, and short-term research is inconclusive.

Based on readings, the experience of other states and the experience of local school districts, the Council identified a set of criteria that should be met by any measure of student learning and growth to be used in PE/PG systems under LD 1858. While the measures used in each system will be a local decision, each potential measure must meet the criteria set forth in the recommendations below.

While statewide standardized tests (e.g., NECAP and the Smarter Balanced Assessments that will replace NECAP in 2015) provide a validated and uniform option, the vast majority of teachers do not teach in tested subjects or grades. Alternative commercially-available tests are available for other subject areas and grades and can be used in a fair way. Finally, assessments developed by teachers, schools and districts can measure student achievement, but must be validated in some independent way to ensure rigor and validity.

The recommendations below reflect the Council's consideration of some key questions:

- ❖ Which students' learning and growth measures should be attributed to which teacher or principal? How long must the student have been taught or led by that educator?
- ❖ Do you use growth or absolute achievement?
- ❖ How do you account for different expected growth rates for students at the high and low ends of achievement?
- ❖ How much data is enough to make a valid judgment about a teacher or principal?

Recommended:

- A. *Statewide, Standardized Tests (e.g., NECAP and the Smarter Balanced Assessments that will replace NECAP in 2015)* are a potential measure of student learning and growth that may be an indicator of educator effectiveness, provided:

Test results are included in the evaluation of a teacher or principal only if the test measures growth of a student after having been taught by that teacher, or being led by that principal;

Pre- and post-tests are administered (e.g. fall-to-spring, or spring-to-spring);

Results are included for a student only if the student took both the pre-test and the post-test;

The test/assessment measures intended curriculum, and measures only things that are subject to instructional effectiveness (e.g., not student attendance);

The results are used in a way that accounts for differences in growth at ends of the spectrum (e.g., higher-achieving students shouldn't be expected to make the same quantity of growth as lowest-achieving students); and

The data used in the evaluation is a statistically reliable sample, which may require 3-5 years of data, a power-analysis, etc.

- B. *Commercially available tests* (other than those described above) are potential measures of student learning and growth that may be indicators of educator effectiveness, as long as they meet all the criteria listed in bullets under paragraph A.
- C. *District or school-developed assessments* are potential measures of student learning and growth that may be indicators of educator effectiveness, as long as they meet all the criteria listed in bullets under paragraph A and:

- They are developed collaboratively (with administrators and/or other teachers);
 - and
 - There is an adequate level of validation

- D. For many students, Student Learning Objectives (SLOs) and Individual Education Plan (IEP) goals are important tools for individualizing instruction and learning. As such, they may establish an appropriate basis for measuring student growth and educator effectiveness provided that progress toward the objective or goal can be, and is, assessed according to the criteria set forth in paragraph A.

Council members discussed the following items and came to consensus that they are not measures of student learning and growth: student, parent and community perception surveys; high school graduation rates; the School Accountability Index, a combination of data elements that will be used in the new federal accountability system; and the Achievement Gap data also prepared for use in the new federal accountability system. The Council will include these items in its discussion of potential other measures that may be used in the PE/PG system.

V. Work Remaining; Next Steps

The Council began discussion of other significant elements of the PE/PG system, but had not reached consensus on those elements at the time of this report. Those elements include:

- The definition of teacher and principal – these terms, which determine who is covered by the law, are not defined in the law.
 - The Council early in discussions had endorsed a broad definition of each (including, e.g., educational specialists and other non-classroom teachers), but expressed the need to reexamine the decision as their work continued;
- Names and descriptions for the required 4 summative effectiveness rating categories, and recommended ways to combine the quantitative and qualitative measures into a single rating; and
 - Council members were exploring the advantages of a matrix system, such as the one used in the New Haven, *Connecticut* and Massachusetts model systems.
- The meaning and implications of the term “significant factor” as it relates to the use of student learning and growth measures in PE/PG systems.

The submittal of this report, as required in the Public Law is not the end of the Council’s work. Given the knowledge and the relationships they developed throughout the summer and fall, Council members felt that they would be the appropriate group to continue developing recommendations, even as the Department of Education and the Legislature delve into the work of shaping the guidelines for PE/PG systems.

Among the issues that the Council will address are the following:

- The connection between evaluation system and professional growth opportunities;
- Employment consequences of the ratings;
- Other potential measures of educator effectiveness; and
- General implementation requirements including training requirements, methods of gathering evidence, peer review components, and steering committees to monitor, review and revise systems during implementation.

At the same time, the Department of Education will begin a rulemaking process addressing the same issues that the Council is addressing in its work. While it might have been preferable to wait until the Council completed its work, the Department must begin this process so that a provisionally adopted rule will be ready for presentation to the Legislature by the deadline established by that body, which based on past practice, is likely to be in early January. The Council fully intends to make its recommendations known to policymakers throughout the department’s rulemaking process and the Legislature’s process of reviewing, revising and/or approving the rule throughout the first half of 2013.

Council members have stressed the importance of ongoing involvement of stakeholders in the development, piloting, implementation and evaluation of the PE/PG systems. Whether the Council is the appropriate entity to do that work over the next several years, or whether a different stakeholder entity should be formed is an issue that will be discussed at future Council meetings. However, the Council believes that it is important to state at this time that the work of implementing successful performance evaluation and professional growth systems is an ongoing process, not a one-time project.

Appendices

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APPENDIX A
Maine Educator Effectiveness Council
Membership List



MEMBERS OF THE MAINE EDUCATOR EFFECTIVENESS COUNCIL

First	Last	Role	School / Organization	Constituency
Linda	Bleile	Principal	Wiscasset Middle School	Maine Principal's Association
Steve	Bowen	Commissioner	Maine DOE	Commissioner
James	Cote	President & CEO	Associated Builders & Contractors	Business representative
Kenneth	Coville	Superintendent	RSU #74 (Anson)	Maine School Superintendents Association**
Brian	Doore	Asst Research Professor	UMaine	Faculty of an approved educator prep program
Becky	Fles	School Board Chair	RSU #11 (Gardiner)	Maine School Boards Association
Susan	Grondin	English Language Arts Teacher	Lewiston Middle School	Maine Education Association
Chris	Hall	VP, Govt Relations	Portland Regional Chamber	Business Representative
Scott	Harrison	Project Director	Maine Schools for Excellence	Public Member
Maureen	King	School Board Member	RSU #21	Maine School Boards Association
Grace	Leavitt	Foreign Language & Literature Teacher	Greely HS	Maine Education Association
Linda	McLeod	Principal	Indian Island School	Maine Indian Education

First	Last	Role	School / Organization	Constituency
Barbara	Moody	Director of Teacher Education	Husson University	Public Member
Mary	Paine	English Language Arts Teacher	Messalonskee HS	Maine Education Association
Nancy	Perkins	Chair, certification committee	Maine State Board of Education	Maine State Board of Education
John	Soifer	Special Education Teacher	Skowhegan HS	Maine Education Association

** Superintendent Coville replaced Superintendent Sylvia Pease as MSSA Representative in October

Staff Resources (non-members)

Deb	Friedman	Director, Policy and Programs	Maine DOE
Meghan	Southworth	ESEA Title II Teacher Quality	Maine DOE
Mark	Kostin	Associate Director	Great Schools Partnership

APPENDIX B
Public Law 2011, Chapter 635 (LD 1858)
and Summary

PUBLIC LAW 2011, Chapter 635

An Act To Ensure Effective Teaching and School Leadership

Mandate preamble. This measure requires one or more local units of government to expand or modify activities so as to necessitate additional expenditures from local revenues but does not provide funding for at least 90% of those expenditures. Pursuant to the Constitution of Maine, Article IX, Section 21, 2/3 of all of the members elected to each House have determined it necessary to enact this measure.

Be it enacted by the People of the State of Maine as follows:

PART A

Sec. A-1. 20-A MRSA §1055, sub-§10, as amended by PL 2011, c. 172, §1, is further amended to read:

10. Supervise school employees. The superintendent is responsible for ~~the evaluation of~~ implementing a performance evaluation and professional growth system for all teachers and principals pursuant to chapter 508 and an evaluation system for all other employees of the school administrative unit. The superintendent shall evaluate probationary teachers during, but not limited to, their 2nd year of employment. The method of evaluation must be determined by the school board, be in compliance with the requirements of chapter 508 and be implemented by the superintendent.

Sec. A-2. 20-A MRSA §13201, 5th ¶, as amended by PL 2011, c. 172, §2 and affected by §4, is further amended to read:

The right to terminate a contract, after due notice of 90 days, is reserved to the school board when changes in local conditions warrant the elimination of the teaching position for which the contract was made. The order of layoff and recall is a negotiable item in accordance with the procedures set forth in Title 26, chapter 9-A. In any negotiated agreement, the criteria negotiated by the school board and the bargaining agent to establish the order of layoff and recall must include the teacher's effectiveness rating pursuant to chapter 508 as a factor and may also include, but may not be limited to, seniority.

Sec. A-3. 20-A MRSA c. 508 is enacted to read:

CHAPTER 508

EDUCATOR EFFECTIVENESS

§ 13701. Definitions

As used in this chapter, unless the context otherwise indicates, the following terms have the

following meanings.

1. Educator. "Educator" means a teacher or a principal.

2. Effectiveness rating. "Effectiveness rating" means the level of effectiveness of an educator derived through implementation of a performance evaluation and professional growth system.

3. Performance evaluation and professional growth system. "Performance evaluation and professional growth system" or "system" means a method developed in compliance with this chapter by which educators are evaluated, rated on the basis of effectiveness and provided opportunities for professional growth.

4. Professional improvement plan. "Professional improvement plan" means a written plan developed by a school or district administrator with input from an educator that outlines the steps to be taken over the coming year to improve the effectiveness of the educator. The plan must include but need not be limited to appropriate professional development opportunities.

5. Summative effectiveness rating. "Summative effectiveness rating" means the effectiveness rating of an educator that is assigned at the end of an evaluation period. Ratings or comments provided to the educator during the evaluation period for the purpose of providing feedback, prior to assignment of a final effectiveness rating, are not summative effectiveness ratings.

§ 13702. Local development and implementation of system

Each school administrative unit shall develop and implement a performance evaluation and professional growth system for educators. The system must meet the criteria set forth in this chapter and rules adopted pursuant to this chapter and must be approved by the department.

§ 13703. Use of effectiveness rating; grievance

A superintendent shall use effectiveness ratings of educators to inform strategic human capital decision making, including, but not limited to, decision making regarding recruitment, selection, induction, mentoring, professional development, compensation, assignment and dismissal.

Receipt of summative effectiveness ratings indicating that a teacher is ineffective for 2 consecutive years constitutes just cause for nonrenewal of a teacher's contract unless the ratings are the result of bad faith.

Any appeal of, or grievance relating to, an evaluation conducted pursuant to this chapter or an effectiveness rating resulting from implementation of a system is limited to matters relating to the implementation of the system or the existence of bad faith in an evaluation or the assignment of a rating. The professional judgment involved in an evaluation or implementation of the system is not subject to appeal or grievance.

§ 13704. Elements of system

A performance evaluation and professional growth system consists of the following elements:

1. Standards of professional practice. Standards of professional practice by which the performance of educators must be evaluated.

A. The department shall provide, by rule, a set of standards of professional practice or a set of criteria for determining acceptable locally determined standards for teachers and a set of standards of professional practice or a set of criteria for determining acceptable locally determined standards for principals;

2. Multiple measures of effectiveness. Multiple measures of educator effectiveness, other than standards of professional practice, including but not limited to student learning and growth;

3. Rating scale. A rating scale consisting of 4 levels of effectiveness.

A. The rating must be based on standards of professional practice and measures of educator effectiveness. The proportionate weight of the standards and the measures is a local decision, but measurements of student learning and growth must be a significant factor in the determination of the rating of an educator.

B. The rating scale must set forth the professional growth opportunities and the employment consequences tied to each level.

C. At least 2 of the levels must represent effectiveness, and at least one level must represent ineffectiveness;

4. Professional development. A process for using information from the evaluation process to inform professional development;

5. Implementation procedures. Implementation procedures that include the following:

A. Evaluation of educators on a regular basis, performed by one or more trained evaluators. The frequency of evaluations may vary depending on the effectiveness level at which the educator is performing, but observations of professional practice, formative feedback and continuous improvement conversations must occur throughout the year for all educators;

B. Ongoing training on implementation of the system to ensure that all educators and evaluators understand the system and have the knowledge and skills needed to participate in a meaningful way;

C. A peer review component to the evaluation and professional growth system and opportunities for educators to share, learn and continually improve their practice; and

D. Formation of a steering committee composed of teachers, administrators and other school administrative unit staff that regularly reviews and refines the performance evaluation and professional growth system to ensure that it is aligned with school administrative unit goals and priorities; and

6. Professional improvement plan. The opportunity for a educator who receives a summative effectiveness rating indicating ineffectiveness in any given year to implement a professional improvement plan.

§ 13705. Phase-in of requirements

The requirements of this chapter apply to all school administrative units beginning in the 2015-2016 school year. In the 2013-2014 school year, each unit shall develop a system that meets the standards of this chapter, in collaboration with teachers, principals, administrators, school board members, parents and other members of the public. In the 2014-2015 school year, each unit shall operate as a pilot project the system developed in the prior year by applying it in one or more of the schools in the unit or by applying it without using results in any official manner or shall employ other means to provide information to enable the unit to adjust the system prior to the first year of full implementation. Nothing in this section prohibits a unit from fully implementing the system earlier than the 2015-2016 school year.

§ 13706. Rules

The department shall adopt rules to implement this chapter, including but not limited to a rule relating to the method of identifying the educator or educators whose effectiveness ratings are affected by the measurement of learning or growth of a particular student. The department shall also adopt rules pertaining to the approval of performance evaluation and professional growth systems pursuant to section 13702. Rules adopted pursuant to this section are major substantive rules pursuant to Title 5, chapter 375, subchapter 2-A.

Sec. A-4. 20-A MRS §15681, sub-§1, ¶D is enacted to read:

D. To receive targeted educator evaluation funds, a school administrative unit must have or be in the process of developing a performance evaluation and professional growth system pursuant to chapter 508 and the rules adopted pursuant to that chapter.

Sec. A-5. 20-A MRS §15681, sub-§6 is enacted to read:

6. Targeted funds for educator evaluation. For educator evaluation funds beginning with the 2013-2014 school year, the commissioner shall calculate the amount available to assist school administrative units in developing and implementing performance evaluation and professional growth systems pursuant to chapter 508.

Sec. A-6. Council created. The Maine Educator Effectiveness Council, referred to in this section as "the council," is created to make recommendations regarding implementation of the Maine Revised Statutes, Title 20-A, chapter 508 to the Commissioner of Education and the Joint Standing Committee on Education and Cultural Affairs.

1. Members. The council consists of the Commissioner of Education or the commissioner's designee and the following members, appointed by the Commissioner of Education:

- A. A member of the State Board of Education, nominated by the state board;
- B. Four public school teachers, at least one of whom is a special education teacher, appointed from a list of names provided by the Maine Education Association;
- C. A member representing educators in tribal schools in this State, appointed from a list of names provided by the respective tribal schools that are affiliated with Maine Indian Education;
- D. Two public school administrators, appointed from a list of names provided by the Maine Principals' Association and the Maine School Superintendents Association;
- E. Two members of school boards, appointed from a list of names provided by the Maine School Boards Association;
- F. One faculty member representing approved educator preparation programs;
- G. Two members of the business community; and
- H. Two members of the general public with interest and experience in the education field.

The council must be cochaired by the Commissioner of Education and one other council member elected by the full membership of the council. The council may establish subcommittees and may appoint persons who are not members of the council to serve on the subcommittees as needed to conduct the council's work.

2. Duties. The council shall recommend standards for implementing a system of evaluation and support of teachers and principals consistent with the requirements of Title 20-A, chapter 508. The council shall:

- A. Recommend a set of professional practice standards applicable to teachers and a set of professional practice standards applicable to principals;
- B. Recommend a 4-level rating scale with clear and distinct definitions applicable to teachers and principals;
- C. Recommend potential measures of student learning and growth;
- D. Recommend the major components of an evaluation process, including but not limited to:
 - (1) Ongoing training to ensure that evaluators and teachers and principals have a full understanding of the evaluation system and its implementation;
 - (2) Methods of gathering evidence for the evaluation, which may include observation by

supervisors and peers, self-reflection, student or parent surveys, analysis of artifacts and evidence portfolios;

- (3) Methods of providing feedback to teachers and principals for formative evaluation purposes;
 - (4) Weighting of measures used in evaluating teachers and principals, which must provide that student learning and growth indicators inform a significant portion of the effectiveness rating;
 - (5) Methods for aligning district, school and classroom goals using the evaluation system; and
 - (6) Methods for linking summative effectiveness ratings to human capital decisions; and
- E. Recommend a system of supports and professional development linked to effectiveness ratings for teachers and principals, including a process for developing and implementing a professional improvement plan.

3. Report. The Commissioner of Education shall submit a report regarding the work of the council to the Joint Standing Committee on Education and Cultural Affairs no later than November 1, 2012. The report must include the council's recommendations regarding implementation of the requirements set forth in Title 20-A, chapter 508 and recommendations regarding the continuing work of the council.

4. Staff assistance. The Department of Education shall provide staff assistance to the council. The department may seek and employ grant funds to provide additional assistance.

5. Council continuation. The council is authorized to continue meeting, if it so desires, 90 days after adjournment of the First Regular Session of 126th Legislature.

PART B

Sec. B-1. 20-A MRSA §13008 is enacted to read:

§ 13008. Educator preparation program data

1. Definitions. As used in this section, unless the context otherwise indicates, the following terms have the following meanings.

A. "Educator preparation program" means a public or private baccalaureate-level or postbaccalaureate-level program approved by the state board to recommend graduates for certification pursuant to chapter 502 as prekindergarten to grade 12 teachers, educational specialists or school leaders.

B. "Program completer" means a person who, by successfully completing all of an educator preparation program's requirements, has qualified for a recommendation for certification as a

prekindergarten to grade 12 teacher, an educational specialist or a school leader.

2. Data collection. The department shall collect data relating to educator preparation programs, including but not limited to the following information with respect to each educator preparation program:

A. The number of program completers;

B. The number of program completers who pass certification tests and the number of those who attain provisional licensure in the State;

C. The number of program completers who proceed from provisional licensure to professional licensure; and

D. The number of program completers who are teaching in schools in this State 3 and 5 years after they complete that educator preparation program.

3. Report. The department shall annually report the data collected under this section to the Governor, the state board and the joint standing committee of the Legislature having jurisdiction over education matters.

Sec. B-2. 20-A MRS §13011, sub-§6, as enacted by PL 1989, c. 889, §8, is repealed and the following enacted in its place:

6. Alternative pathways to certification. The state board shall develop and adopt rules providing a method for a person who has not completed an approved educator preparation program as defined under section 13008 to obtain provisional educator certification through an alternative pathway that:

A. Is designed for candidates who can demonstrate subject matter competency that is directly related to the certificate endorsement being sought and obtained through prior academic achievement or work experience;

B. May feature an accelerated program of preparation;

C. Uses mentorship programs that partner teacher candidates with mentor teachers; and

D. Includes accountability provisions to ensure that teacher candidates demonstrate the knowledge and skills established pursuant to section 13012, subsection 2-B prior to issuance of a provisional teacher certificate.

Sec. B-3. 20-A MRS §13011, sub-§10, as enacted by PL 2003, c. 445, §2, is amended to read:

10. Conditional certificate; transitional endorsement; exception. A conditional certificate is a certificate for teachers and educational specialists who have not met all of the

requirements for a provisional or professional certificate. A school administrative unit may employ a conditionally certified teacher or educational specialist who is in the process of becoming professionally certified notwithstanding the availability of provisionally or professionally certified teachers or educational specialists. Any amendment to the rules adopted pursuant to this chapter that revises the qualifications for a conditional certificate or transitional endorsement does not apply to a person who was issued a conditional certificate or transitional endorsement prior to or during the school year preceding the adoption of revisions to the rules as long as the holder of the conditional certificate or transitional endorsement annually completes the required course work and testing as determined by the department for the school year preceding the adoption of revised rules.

Sec. B-4. 20-A MRSA §13012, sub-§2-A, as enacted by PL 2001, c. 534, §2 and amended by PL 2005, c. 397, Pt. D, §3, is further amended to read:

2-A. Qualifications. State board rules governing the qualifications for a provisional teacher certificate must require that a certificate may only be issued to an applicant who meets the requirements of subsection 2-B, has successfully completed a student teaching experience of at least 15 weeks and:

A. For elementary school, has met academic and preprofessional requirements established by the state board for teaching at the elementary school level and has graduated from an accredited, degree-granting educational institution upon completion of:

- (1) A bachelor's degree from a 4-year accredited college or university;
- (2) A 4-year program in liberal arts and sciences; or
- (3) An approved 4-year teacher preparation program and has majored in the subject area to be taught or an interdisciplinary program in liberal arts;

B. For secondary school, has met academic and preprofessional requirements established by the state board for teaching at the secondary school level and has graduated from an accredited, degree-granting educational institution upon completion of:

- (1) A bachelor's degree from a 4-year accredited college or university;
- (2) A 4-year program in liberal arts and sciences; or
- (3) An approved 4-year teacher preparation program and has majored in the subject area to be taught;

C. Is otherwise qualified by having met separate educational criteria for specialized teaching areas, including, but not limited to, special education, home economics, agriculture, career and technical education, art, music, business education, physical education and industrial arts, as established by the state board for teaching in these specialized areas; or

D. Has completed 6 credit hours of approved study within 5 years prior to application, has met entry-level standards and has held either a professional teacher certificate that expired more than 5 years prior to the application date or a provisional teacher certificate issued prior to July 1, 1988 that expired more than 5 years prior to the application date.

Sec. B-5. Certification rules. The State Board of Education shall amend its rules relating to certification of educators under the Maine Revised Statutes, Title 20-A, section 13012 to require that any person seeking an endorsement to teach kindergarten to grade 8 students must demonstrate proficiency in math and reading instruction, including evidence-based reading instruction. For the purposes of this section, "evidence-based reading instruction" means instructional practices that have been proven by systematic, objective, valid and peer-reviewed research to lead to predictable gains in reading achievement. The requirement must apply to all teachers and educational specialists, including teachers in special education and teachers of English language learners.

Sec. B-6. Alternative certification working group. The State Board of Education shall establish a working group to develop one or more alternative certification pathways that meet the standards set forth in the Maine Revised Statutes, Title 20-A, section 13011, subsection 6. Members of the State Board of Education shall participate in the working group, and the State Board of Education shall invite the participation of representatives of the Maine Education Association, the Maine School Superintendents Association, the Maine Principals' Association, the Maine School Boards Association, Maine Administrators of Services for Children with Disabilities and Maine Administrators of Career and Technical Education, representatives of approved educator preparation programs, parents and the business community and other interested parties. The working group shall submit a report describing one or more alternative certification pathways to the State Board of Education and the Commissioner of Education. The State Board of Education shall submit the report to the Joint Standing Committee on Education and Cultural Affairs no later than November 1, 2012. The report must include pathway descriptions, the working group's recommendations and any draft legislation or rules needed to implement the recommendations.

Effective 90 days following adjournment of the 125th Legislature, Second Regular Session, unless otherwise indicated.

**Key Elements of LD 1858 (Part A), Public Law 2011, Chapter 635
Title 20-A chapter 508**

1. Each school administrative unit must develop and implement a performance evaluation and professional growth system for educators.
 - Prior law did not require evaluations for any staff other than probationary teachers.
 - As under prior law, the school board determines the “method” of evaluation and the superintendent is responsible for implementing the school-board-adopted evaluation method.
2. The performance evaluation and professional growth system developed and implemented by SAUs must:
 - A. Comply with criteria set forth in Maine law, Title 20-A chapter 508;
 - B. Comply with department rules to be developed over the next year; and
 - C. Be approved by the Maine Department of Education.
3. Under Title 20-A, chapter 508, the elements of an evaluation and growth system include:
 - A. Standards of professional practice by which teachers and principals are evaluated;
 - B. Multiple measures of effectiveness, including student learning and growth;
 - C. Four-level rating system that differentiates among educators based on standards of professional practice (A) and multiple measures (B), and attaches consequences to each level;
 - D. A process for using information from the evaluations to inform professional development;
 - E. 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
 - F. The opportunity for an educator rated “ineffective” to implement a professional improvement plan.
4. Connection to professional development and to personnel decisions
 - Information from the evaluations must be used to inform professional development
 - An educator rated Ineffective must have an opportunity to develop and implement a professional improvement plan
 - Two consecutive years of an ineffective rating constitutes “just cause” for nonrenewal of a teacher’s contract, unless the ratings are the result of bad faith
 - Grievances regarding an evaluation are limited to the process used in the evaluation (whether it was implemented in a manner consistent with the evaluation system) and the existence of bad faith on the part of the evaluator. Professional judgment of the evaluator cannot be grieved.
 - A teacher’s summary effectiveness rating must be one of the factors taken into account in determining the order of layoff and recall of teachers.
5. There is a 4-year phase-in for the requirement:
 - During the 2012-13 school year, the Department, in collaboration with stakeholders and the Legislature, will flesh out the requirements for the systems, and will collect and/or create model systems

- During the 2013-14 school year, each SAU will develop and adopt their locally-determined evaluation systems, and seek approval of the system from the Maine Department of Education.
- During the 2014-15 school year, each SAU will pilot its evaluation system, and adjust if needed based on the pilots
- During the 2015-16 school year, all educators must be evaluated and provide professional growth opportunities under a system that meets the criteria set forth in the statute and the rule, and that is approved by the Department of Education

6. Criteria will be fleshed out by Department of Education rules. The rules will be proposed by the Department, and will be based on recommendations from a 15-member stakeholder group, the Maine Educator Effectiveness Council (Council or "MEEC"). The Council is created in LD 1858.

- The Council is appointed by the Commissioner of Education and includes 4 teachers, 2 administrators, 2 school board members, a member of the State Board of Education, a representative of the tribal schools, an educator preparation program faculty member, 2 business members and 2 members of the general public
- The Council must submit a report to the Commissioner by November 1, 2012. The report will include recommendations regarding the required elements of an evaluation and professional growth system. For example, the Council will recommend either a single named set of professional practice standards (e.g., InTASC or ValEd), a list of specific standards from which SAUs may choose, or a set of standards that could be incorporated into a locally-developed or an established set of standards.
- The Department will begin a rulemaking process based on the recommendations (although the proposed rule may differ in some aspects from the recommendation). The public will have an opportunity to comment on the proposed rule in the Administrative Procedures Act (APA) process within the Department.
- After considering public comments and amending the rule, if needed, the Department will submit the rule to the Legislature, early in the next legislative session. The Legislature's Education Committee will then hold a public hearing on the rule and determine whether to allow the department to finally adopt the rule

7. The Essential Programs and Services (education funding) law is amended to create a targeted fund category entitled "Targeted funds for educator evaluation."

- The Department will determine an amount available to assist SAUs in developing and implementing performance evaluation and professional growth systems that comply with Title 20-A, chapter 508

8. The Department will adopt rules relating to determination of a "teacher of record" for each student, as required to be able to link student achievement or growth to a specific teacher or teachers.

PART B: Educator Preparation

1. The Department of Education will collect data and report it to the public, regarding educator preparation programs. The data will indicate, for each program, student:

- Program completion rates;
- Certification status; and
- Rates of 3-year and 5-year retention in the teaching profession.

2. Alternative certification pathways will be developed for persons who do not complete an educator preparation program.

- The State Board will adopt rules allowing a person to obtain certification through a method other than completion of an educator preparation program.
- The Board must establish a stakeholder working group to develop alternative certification pathways, and to make recommendations to the Board and the Commissioner of Education.
- The State Board must submit a report to the Legislature's Education Committee by November 1, 2012 including pathway descriptions, recommendations and draft legislation or rules needed to implement the recommendations

3. School administrative units may employ a conditionally certified teacher or educational specialist who is in the process of becoming certified, regardless of the availability of certified teachers or educational specialists

- Prior law allowed employment of conditionally certified teachers or educational specialists only if certified teachers or educational specialists were not available.

4. Fifteen weeks of student teaching will be required, by statute, as a condition of provisional licensure for a teacher. That requirement was required in rule, but not in statute.

5. A person seeking a certification endorsement to teach kindergarten through grade 8 students will be required to demonstrate proficiency in math and reading instruction.

- This requirement takes effect when the State Board of Education amends its rules to incorporate this requirement
- The requirement applies to all teachers and educational specialists

APPENDIX C
Department of Education Strategic Plan
Core Priority 2
“Great Teachers and Leaders”

Core Priority Area 2: Great Teachers and Leaders

Systemic changes to standards, curricula, instructional practices and assessment will achieve little if efforts are not made to ensure that every learner has access to highly effective teachers and school leaders.

Research from around the globe makes clear that educator effectiveness has a profound effect on achievement. Indeed, the findings suggest that no other school-based factor is more important to learner outcomes than the effectiveness of teachers and school leaders. In a recent report, the Washington-based Center for American Progress found that “effective teachers are critical to raising achievement and closing longstanding gaps among student subgroups. Indeed, the research on this point has become absolutely clear: Students who have three or four strong teachers in a row will soar academically, regardless of their racial or economic background, while those who have a sequence of weak teachers will fall further and further behind.” The impact of effective school leaders is just as profound.

As a consequence of these findings, teacher and leader effectiveness have become a central focus of federal education policy in recent years. At the center of the Obama administration’s Race to the Top initiative was a significant emphasis on policy related to teacher and leader effectiveness. States wishing to take advantage of the flexibility the administration is now offering around some key aspects of the federal Elementary and Secondary Education Act will be required to develop detailed guidelines related to teacher and leader evaluation and require that local districts adopt evaluation systems consistent with state guidelines.

Improving teacher and leader effectiveness will require the development of a comprehensive system of training and support that begins with rigorous preparation programs and follows teachers and leaders throughout their careers.

Within this core priority area are four subcategories related to different aspects of teacher and leader effectiveness:

- Common standards for teacher and leader effectiveness
- Initial preparation and professional development programs that are rigorous, relevant, and data driven
- Next-generation evaluation systems for teachers and leaders
- Communities of practice designed to foster continuous improvement

Great Teachers and Leaders

1. Common standards for teacher and leader effectiveness

Advancing the cause of teacher and leader effectiveness means first defining what effective teaching and school leadership looks like. Through our *Learning Results*, Maine set standards for what its students should know and be able to do. It has not, however, established in law what its teachers and school leaders should know and be able to do.

Fortunately, educators across the nation have done a significant amount of work in this area, and several Maine school districts are piloting efforts to define performance expectations for their educators. In 2011, the Council of Chief State School Officers released an updated version of the core teaching standards adopted by the

Interstate Teacher Assessment and Support Consortium (InTASC). This effort comes on the heels of the release, in 2008, of an updated version of the Interstate School Leaders Licensure Consortium standards for school leaders (ISLLC). Other national organizations, such as the National Board for Professional Teaching Standards, have developed and released standards of their own.

Maine should take advantage of these efforts and join the community of states that have adopted clear standards for teacher and school leader effectiveness. Next, efforts should be undertaken to use these standards as the basis for aligning the state's policies regarding approval of teacher preparation programs, teacher and leader certification and recertification, the employment of educational personnel and their evaluation, mentoring, and ongoing professional development. This work should be done in close collaboration with stakeholder groups, especially those representing teachers and school leaders.

Goal: Educator preparation, training and evaluation are informed by a common understanding of effective teaching and leadership.

Objective: Adopt state standards for teacher and leader effectiveness and align state statute and rules accordingly.

Action Steps: Strategy	Action Step	Responsible party	Deadline:
Policy	Develop state standards for teacher and leader effectiveness for adoption by the Maine Legislature.	Maine DOE, in collaboration with stakeholders	By completion of 2012 legislative session
Policy	Establish plan to update related rule chapters in order to ensure that effectiveness standards are fully implemented in rule and policy. Goal to have all rules and policy updated within five years.	Maine DOE, State Board of Education, stakeholders	Implementation plan due September 1, 2012
Collaboration and Communication	Develop plan to publicize effectiveness standards; feature examples of effective teaching and school leadership in online Communities of Practice.	Maine DOE communications team to develop publicity plan	Plan due September 1, 2012

Great Teachers and Leaders

2. Initial preparation and ongoing professional development programs that are rigorous, relevant, and data-driven

Today, the availability and effectiveness of both initial preparation and professional development programs for teachers and leaders vary dramatically. The goal should be to have high-quality initial preparation programs that are research-driven and classroom-based, as well as ongoing professional development opportunities for in-service educators that are rigorous, relevant, and directed, as much as possible, by real-time data on the needs of both learners and educators. The state's recent struggles with learner outcomes in reading, for example, might be addressed by strengthening pre-service and in-service educator training in evidence-based reading instruction and implementing the other recommendations of Maine's forthcoming comprehensive state literacy plan.

Such training opportunities should take place, as often as is practical, in the schools where educators do their work. Effective preparation and ongoing training for Maine's early childhood educators are especially critical needs.

Providing leadership training and development has been a challenge as well. While preparation programs for school leaders tend to focus on administration and management, a more pressing need in an era of real change is training and support related to leadership in executing transformations. Moving from a century-old model of schooling to a proficiency-based, learner-centered model of education will require fundamental change, and such change will require training in change leadership.

Making high-quality training and support for teachers and leaders more readily available will almost certainly require building some regional capacity to deliver it. The state should pursue the creation of regional teacher development centers as a means of maximizing training and professional development resources, while still connecting such opportunities to the specific instructional needs of local teachers and school leaders.

Goal: Maine educators are consistently supported through high-quality training and professional development.

Objective: Expand access to high-quality initial and ongoing training and professional development for teachers and school leaders, with a specific emphasis on transformation leadership and on effectively and efficiently meeting the training and support needs of all educators.

Action Steps: Strategy	Action Step	Responsible party	Deadline:
Policy	Amend the Chapter 114 rules governing state approval of teacher preparation programs, with the goal of improving the rigor and relevance of such programs.	Chapter 114 stakeholder group, Maine DOE, State Board of Education	By completion of 2012 legislative session
Planning and Implementation	Complete Maine's comprehensive state literacy plan and implement its recommendations.	Maine DOE, in cooperation with stakeholders	Plan under development; implementation to begin fall of 2012
Regionalization	Develop and provide support for regional teacher development centers to coordinate and conduct regional professional development opportunities for teachers and school leaders.	Development supported through Fund for Efficient Delivery of Education Services	Upon budget approval, state funding available beginning July 1, 2012
DOE Initiative	Develop an annual state-level "leadership academy" for school and district leaders, with a specific focus on change leadership.	Maine DOE, in collaboration with stakeholders, business leaders	Initial leadership academy to take place summer, 2012

Great Teachers and Leaders

3. Next-generation evaluation systems for teachers and leaders

In its landmark 2009 study of educator evaluation systems, *The Widget Effect*, The New Teacher Project concluded that current educator evaluation systems "fail to differentiate performance among teachers," with the result that "a teacher's effectiveness—the most important factor for schools in improving student achievement—is not measured, recorded, or used to inform decision-making in any meaningful way." The same could be said for the evaluation of school and district leaders.

Effective teaching and school leadership require meaningful evaluation of teachers and school leaders. This in turn requires high-quality evaluation systems, administered by trained evaluators, that are fair and that provide clear and constructive feedback, which is then used to improve professional practice. Consistent with the principles outlined in the U.S. Department of Education’s ESEA waiver framework, the State should adopt a common set of guidelines that inform the development, at the district level, of teacher and leader evaluation systems.

The state should also work with districts to develop regional teacher development centers that not only support the training of the evaluators themselves, but make use of evaluation data to design and implement targeted professional development.

Goal: Highly effective educator evaluation systems are in place in every Maine school district.

Objective: Adopt statewide guidelines for locally developed teacher and leader evaluation systems, and support the development of a network of trained evaluators based in regional teacher development centers.

Action Steps: Strategy	Action Step	Responsible party	Deadline:
Policy	In consultation with stakeholders, adopt statewide guidelines for teacher and leader evaluation systems, consistent with ESEA flexibility guidance from USDOE.	Maine DOE, in cooperation with stakeholders, Maine Legislature	Statutory changes made by completion of 2012 legislative session; stakeholder panel to develop detailed guidelines; guidelines in place by January 1, 2013
Collaboration and Communication	Develop teacher and principal evaluation models consistent with adopted state guidelines and post to Maine DOE website.	Maine DOE, in cooperation with stakeholders	Evaluation models posted to web by April 1, 2013
Regionalization	Develop and provide support for regional teacher development centers to coordinate and conduct training of teacher and leader evaluators, and to design and implement training and professional development activities.	Development supported through Fund for Efficient Delivery of Education Services	Upon budget approval, state funding available beginning July 1, 2012

Great Teachers and Leaders

4. Communities of practice designed to foster continuous improvement

As Harvard’s Tony Wagner argues in his book *The Global Achievement Gap*, teaching has been and continues to be a largely solitary practice providing few opportunities for collaboration and sharing of best practices. With the advent of the Internet, the sharing of new ideas and new approaches to teaching can be far more readily

facilitated. Instructional materials, research on best practices, and even videos of effective instructional methods can be shared instantly across the state and around the world. Today, though, no single statewide library of such materials exists. At the same time, large volumes of materials are available, but the absence of “curation,” context and discussion make it extremely challenging to professionals seeking the right resource.

The Department is already at work developing an online “Communities of Practice” collaboration platform that will allow the state’s educators to post instructional resources of various kinds, indexed to the state’s *Learning Results*, and available anytime, day or night. The online collaboration platform will allow visitors to browse the work of various practice groups, participate in conversations about the materials and educational practice challenges, and join practice groups where they can more actively participate in ongoing development of education solutions. The platform could facilitate the development of a resource directory of best practices and become home to a collection of webinars and videos on effective instructional practices, while also connecting educators to like sites and resources centers in other states and around the globe. While in development at the moment, an early version of the site should be developed and deployed soon. Growing the platform to allow an unlimited number of self-formed and managed practice groups is the goal of this effort.

Additionally, the state should pursue development of “best practice schools” that can be centers both for research on best practices and for the sharing of effective instructional practices with visiting educators.

Goal: Maine’s educators participate easily and often in statewide sharing of instructional best practices and professional development opportunities.

Objective: Develop a state-level, online resource center devoted to the sharing of effective educational practices and professional development resources. Form a network of regional “best practice” schools that develop, implement and promote effective practices.

Action Steps: Strategy	Action Step	Responsible party	Deadline:
Collaboration and Communication	Use the online Communities of Practice to facilitate the development of a resource directory for instructional resources and professional development materials.	Maine DOE communications team, in cooperation with the state’s educators	Initial launch of resource directory by April 1, 2012
Best Practices	Develop a “Best Practice School” designation for schools undertaking research and development on effective instructional practices.	Maine DOE, in collaboration with stakeholders	Implementation plan to be developed by September, 2012

APPENDIX D
Maine ESEA Wavier Principle 3 Submission

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

<p>Option A</p> <p><input checked="" type="checkbox"/> If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none">i. the SEA’s plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2012–2013 school year;ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; andiii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2012–2013 school year (see Assurance 14).	<p>Option B</p> <p><input type="checkbox"/> If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none">i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students;ii. evidence of the adoption of the guidelines (Attachment 11); andiii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.
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Maine policymakers this year took great strides toward measuring and improving the effectiveness of teachers and school leaders, with passage of LD 1858, “An Act to Ensure Effective Teaching and School Leadership” (Appendix XX). That legislation lays the groundwork for Maine’s plan to meet the requirements of and develop a high-quality plan for Principle 3 of the ESEA Flexibility Request.

Prior to passage of LD 1858, “local control” of most education matters meant that there was little coordinated, clear policy regarding educator effectiveness. While state law provided that superintendents were responsible for evaluating staff, there was no specific requirement for evaluation of all teachers or school leaders, much less standards for doing so. The state’s only “definition” of an effective teacher was laid out in the “Ten Initial Standards for Educator Certification,” the minimal requirements to become a teacher. Past the stage where a teacher earned professional licensure, there were no statewide policies or efforts to ensure effective teachers or administrators.

LD 1858 enacted a new chapter in Maine's Education Law, Title 20-A of the Maine Revised Statutes. This new chapter, "Chapter 508, Educator Effectiveness," requires each of the State's school administrative units (SAUs) to develop and implement a "performance evaluation and professional growth (PE/PG) system" for all teachers and principals. Each "system" must meet state standards and be approved by the state Department of Education. This system requires:

- A clear set of professional practice standards that educators will be expected to meet
- Multiple ways of measuring an educator's effectiveness, including evaluation of professional practices and a look at the educator's impact on student achievement
- Opportunities for educators to improve their effectiveness by understanding where they fall short of expectations, and a clearly spelled-out professional improvement plan designed to enable them to meet expectations

LD 1858 lays out the basic structure of the PE/PG system, creates a process for fleshing out the details of the state standards and sets forth a timeline for development and implementation of systems on the local level.

Key Elements of the System

The basic structure of the new Maine PE/PG system is set forth in Chapter 508 of Title 20-A. Under Chapter 508, a PE/PG system consists of the following elements:

1. Standards of professional practice by which the performance of educators must be evaluated;
2. Multiple measures of educator effectiveness (in addition to professional practice evaluations) including but not limited to student learning and growth;
3. A rating scale consisting of 4 levels of effectiveness (at least 2 levels for "effective" educators and one level for "ineffective" educators), based on multiple measures, with the professional growth opportunities and employment consequences tied to each level;
4. A process for using information from the evaluation process to inform professional development;
5. Implementation standards that include trained evaluators, evaluation on a regular basis, training of educators to enable them to participate in the system in a meaningful way, peer review components and a local steering committee to review and refine the local system; and
6. Opportunities for educators rated as "ineffective" to implement a professional improvement plan.

These basic structural components are designed to ensure that systems are transparent, fair and meaningful, and to ensure that the PE/PG systems meet the criteria for ESEA Flexibility requests.

Timeline for Implementation

LD 1858 lays out a process for developing and implementing PE/PG systems over a four-year period. This period complies with the ESEA flexibility request requirements, as well as providing a reasonable length of time for further state policymaking as well as local adoption, piloting and adjustment.

- In the first year following passage of LD 1858 (2012-2013), stakeholders and policymakers at the State level will work together to flesh out details of the required systems.
- In the second year, 2013-2014, local SAUs must develop local systems that comply with the state requirements. There is likely to be some flexibility within the state standards, to allow variations among SAUs, so this year would be the time for local policymakers, parents, administrators and educators to create the best system for local conditions.
- In school year 2014-15, local SAUs will pilot their systems, either by using them only in certain schools, with a portion of educators or with all educators but without "counting" the results. The

pilot allows people to see how the system works, and make adjustments to ensure that it meets expectations.

- In school year, 2015-16, local systems must be fully implemented.

The Statute

LD 1858, which enacted Chapter 508 into law, earned a unanimous favorable vote of the Legislature's Joint Standing Committee on Education and Cultural Affairs, and was ultimately passed by unanimous vote of both houses of Maine's legislature, demonstrating that key state policymakers understand the need to for the state to address educator effectiveness in a comprehensive way. LD 1858 also directed the Department to create a stakeholder group to recommend ways to identify the details of the system, and to work with the Department and the Legislature to put the finishing touches on the system over the upcoming year.

The Maine Educator Effectiveness Council (MEEC) is the 16-member stakeholder group created in LD 1858. It includes teachers, administrators, state policymakers, school board members and representatives of the business community, the general public, and teacher preparation programs. Members were nominated by professional associations and other stakeholder groups and appointed by the Commissioner of Education.

MEEC was assigned the general task of recommending standards for implementing a system of evaluation and support of teachers and principals consistent with the requirements of Title 20-A, chapter 508. MEEC recommendations will be sent to the Joint Standing Committee on Education and Cultural Affairs by November 1, 2012. Based on those recommendations, the Department of Education will also begin a rulemaking process to place the details of the new systems into Department rule. The proposed rule, and the MEEC recommendations will be reviewed by the Legislature in the First Regular Session of the 126th Legislature, beginning in January, 2013. The Department will work diligently to have final legislative approval of the rule before the end of the 2012-2013 school year.

MEEC Discussions to Date

The Council has met several times regularly since the end of May, formulating its governing structure and work plan, and making some significant decisions about the structure of the developing systems. More work is ahead, but the group has demonstrated its commitment to work hard, to productively address concerns and to work toward consensus on all issues.

One over-arching issue that the Council will continue to struggle with is the need to find the right balance between uniformity and flexibility. With its history of local control of education matters, Maine leans toward supporting local flexibility. An additional concern leaning toward flexibility is that many SAUs, including those participating in the State's Maine Schools for Excellence initiative, have already spent significant resources creating robust evaluation and support systems, and the Council is reluctant to force them to throw out the work already done. But with the desire for greater coordination and equity across the state, there is also a desire for creating more uniformity of PE/PG systems.

One of the Council's earliest decisions concerns the set of professional practice standards for both teachers and principals. The Council acknowledged that many districts already have systems in place or in development which may or may not share common features. While aware and supportive of local governance and the valuable work underway, the Council also seeks to encourage greater uniformity. For example, the Council will recommend that districts use one particular set of the professional practice

standards along with a related set of observation rubrics. However, because there are a handful of such standards currently in use with sufficient level of alignment between them, districts will also be able to select from among a small set of other standards as long as they are closely aligned with those recommended by the Council.

Further work will be done by MEEC during the coming months. Their meetings are open to public and there will be opportunities to comment through the rulemaking Legislative processes.

.B ENSURE LEAS IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

3.B Provide the SEA’s process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA’s adopted guidelines.

The following High Quality Table outlines the significant series of steps the Maine DOE and the Maine Educator Effectiveness Council will undertake over the next several years to develop and implement a Performance Evaluation and Professional Growth (PE/PG) system that meet the requirements of state statute and rule.

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (e.g., staff time, additional funding)	Significant Obstacles
Enact legislation laying out basic principles for a PE/PG system, and a process for fleshing out the system	Done	Commissioner	Public Law 2011, chapter 635 (LD 1858), see Appendix 4		Accomplished
Appoint members of the Maine Educator Effectiveness Council (MEEC), pursuant to membership list in PL 2011, chapter 635	Done	Commissioner; Policy & Programs Director; Professional Associations (MEA, MSSA, MSBA, MPA, MADSEC)	Membership List		Accomplished

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (e.g., staff time, additional funding)	Significant Obstacles
Schedule, plan and implement MEEC meetings	The MEEC has met on May 29 th ; June 20 th ; July 9 th ; July 27 th ; August 10 th ; August 24 th . Future meetings are scheduled for September 14 th and 28 th . October schedule is TBD.	Commissioner; Policy & Programs Director; Council Co-chair Grace Leavitt; Mark Kostin; MEEC members	Agendas	Significant staff time of Commissioner, Policy & Programs Director; Mark Kostin will continue to be needed to staff the Council	Time commitment of members, now that the school year has started.
Review and track progress of school districts participating in the "Maine Schools for Excellence" (MSFE) project, funded by a federal TIF grant	Ongoing; MSFE Director made presentation to MEEC at June 20 th meeting; Department and professional association heads receive quarterly updates through MSFE Executive Committee meetings	MSFE Project Director; professional association directors, Commissioner; Policy & Programs Director; MEEC members	Lewiston School District TIF Progress Report Other progress reports during throughout the year	N/A	N/A
Prepare and submit report to the Joint Standing Committee with MEEC recommendations	Report is due November 1, 2012. Drafts will be reviewed in late October.	Commissioner; Policy & Programs Director; Council Co-chair Grace Leavitt; Mark Kostin; MEEC members	Report document, when submitted	Significant staff time of Commissioner and Policy & Programs Director	N/A

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (e.g., staff time, additional funding)	Significant Obstacles
<p>Begin Department rulemaking process to provide detailed standards for the PE/PG system, including:</p> <p>Professional practice standards</p> <p>Implementation requirements</p> <p>Teacher of record determinations</p>	<p>The Department will begin the rulemaking process with the goal of completing the <u>administrative portion</u> of the process by December 31st. This will require that a draft rule be proposed not later than November 1st, with a public hearing and comment period during the month of November, followed by review of comments, revision of the rule as needed in response to the comments, and approval by the Attorney General and the Office of the Governor, prior to submittal to the Legislature.</p>	<p>Policy & Programs Director, Commissioner, utilizing available recommendations from the MEEC</p>	<p>Timeline for Administrative Rulemaking Process; Statute regarding Legislative Review of Major Substantive Rules; Department's Regulatory Agenda indicating rulemaking pursuant to Public Law 2011, chapter 635</p>	<p>Significant DOE Staff Time will be needed to complete the proposed rules and to respond to public comment.</p>	<p>N/A</p>
<p>Submit provisionally adopted rule to the Legislature by legislative deadline (likely to be early to mid-January)</p>	<p>DOE must complete the administrative rulemaking process and file the "provisionally adopted" rule with the Legislature by early to mid-January.</p>	<p>Policy & Programs Director; Commissioner</p>	<p>Rulemaking documents, including proposed rule, public comments and responses and provisionally adopted rule</p>	<p>N/A</p>	<p>N/A</p>

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (e.g., staff time, additional funding)	Significant Obstacles
<p>Work with the members of the Joint Standing Committee on Education and Cultural Affairs to obtain passage of a Legislative Resolve authorizing final adoption of the rule implementing the PE/PG system</p>	<p>Once the provisionally adopted rule is filed with the Legislature (mid-January), the Revisor's Office prepares a Resolve authorizing adoption of the rule. This Resolve is referred to the Education Committee, which holds a public hearing and as many work sessions as needed to make its decision. The timing of the public hearing, and the number of work sessions required is a matter of legislative discretion. The Department will encourage review early in the Legislative session (February), with a goal of obtaining passage of the Resolve by the end of March, and final adoption of the rule by the Department in April or May 2013, depending on whether the Legislature directs the Department to make significant changes to the rule.</p>	<p>Commissioner; Policy & Programs Director; professional associations, MEEC members</p>	<p>Legislative Resolve – original and enacted</p>	<p>Significant staff time of Commissioner and Policy & Programs Director</p>	<p>N/A</p>

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (e.g., staff time, additional funding)	Significant Obstacles
Identify Targeted Funds local implementation	Section A-5 of PL 2011, c. 635 requires the Commissioner to calculate the amount available to assist SAUs in developing and implementing PE/PG systems. Targeted funds will be available beginning in the 2013-14 school year. The budget for school funding for 2013-14 will be included in the Governor's proposed Budget Bill for Fiscal Years 2014 and 2015. This bill is generally submitted to the Legislature in _____ of the First Regular Session of the Legislature. The Department will work with finance experts to determine the amounts currently calculated for evaluations, and determine potential additional amounts for that purpose.	Commissioner; Deputy Commissioner	Inclusion of targeted funds in budget bill (school funding section)	Significant staff time of Commissioner and Deputy Commissioner	N/A

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (e.g., staff time, additional funding)	Significant Obstacles
Provide ongoing opportunities for involvement of all stakeholders in the development and implementation of PE/PG systems that meet the requirements of state statute and rule	The November 1 st MEEC report to the Legislature may ask for continuation of the Council's role in development of the PE/PG system extending it beyond its initially stated duration	MEEC Co-Chairs	Legislative authority extending MEEC operations	Significant staff time of Commissioner, Policy & Programs Director; Mark Kostin will continue to be needed to staff the Council	N/A
Provide guidance and technical assistance to the field in development of PE/PG systems that meet the requirements of state statute and rule	The weekly Commissioner's Update will include ongoing reports of rulemaking and legislative action on PE/PG system requirements. Once the Legislature authorizes final rule adoption, the Department will provide information through several media, which may include Webinars, conferences, and written materials.	Office of the Commissioner	Communications and materials	Significant DOE staff time	N/A
Implement a process for Department approval of local PE/PG systems	Local development and DOE approval is expected to occur during the 2013-14 school year	Office of the Commissioner	Documentation of DOE approval process described in proposed rule	Significant DOE staff time	N/A
Local system pilots occur, with a clear process for evaluating and adjusting systems as needed	School year 2014-15	LEAs and Office of the Commissioner	Guidance to LEAs on evaluating and adjusting systems	Significant DOE staff and LEA time	N/A

APPENDIX E
Council Decision Matrix

Maine Educator Effectiveness Council Decision Matrix -- November 1, 2012

ISSUE: General; Coverage of the Law

Statutes, Title 20-A

§13702:

“Each school administrative unit shall develop and implement a performance evaluation and professional growth system for educators.”

§13701:

‘Educator’ means a teacher or a principal.

Charge to the Council:

The Council shall recommend standards for implementing a system of evaluation and support of teachers and principals consistent with the requirements of Title 20-A, chapter 508.

ESEA Waiver Requirement:

To receive flexibility, an SEA and each LEA must commit to develop, adopt, pilot and implement, with the involvement of teachers and principals, teacher and principal evaluation and support systems that: ...

The terms “teacher” and “principal” are not defined

Key Questions	Working Definitions (July 9, 2012)
<p>How should we define “Teacher” and “Principal” as used in Title 20-A, 13702?</p> <p>In addition to classroom teachers (regular education and special education), what other certified or licensed educational personnel, if any, should be covered?</p> <ul style="list-style-type: none"> • Literacy Specialists? Guidance Counselors? • Assistant principals, teaching principals? • Other administrators – curriculum coordinator? Special education administrators? <p>What guiding criteria should be used to determine who is covered?</p>	<p>MEEC will proceed for now with a broad definition of both terms – and consider excluding types of staff if their inclusion seems inappropriate or unworkable as MEEC develops the system</p> <p>“Teacher” includes all teachers and educational specialists listed in sections 1, 2 and 3 of DOE Certification Rule, Chapter 115, Part II</p> <p>“Principal” includes all administrators in Section 4 of DOE Rule Chapter 115, Part II, EXCEPT superintendents and assistant superintendents</p>

ISSUE: Professional Practice Standards

Statutes, Title 20-A

§13704(1): A PE/PG system consists of...

1. Standards of professional practice by which the performance of educators must be evaluated.

A. The department shall provide, by rule, a set of standards of professional practice or a set of criteria for determining acceptable locally determined standards for teachers and a set of standards of professional practice or a set of criteria for determining acceptable locally determined standards for principals.

Charge to the Council:

The Council shall ... recommend a set of professional practice standards applicable to teachers and a set of professional practice standards applicable to principals;

ESEA Waiver Requirement:

The evaluation and support system must (3) use multiple valid measures in determining performance levels, including ... measures of professional practice (which may be gathered through multiple formats and sources, such as observations based on rigorous teacher performance standards, teacher portfolios and student and parent surveys)

Key Questions	Consensus Recommendation
<p>Should there be a single set of "Professional Practice Standards" for teachers and a single set for principals, or should there be some level of local flexibility?</p> <p>What should the professional practice standards be? If nationally recognized standards are allowed, which ones? If state-developed standards, what should they be?</p>	<p>Consensus on use of InTASC standards for teachers and ISLLC standards for principals, plus standards that are aligned with InTASC and ISLLC -- NBPTS, Marzano, Danielson, NBPTS-principals,</p> <p>Consensus on the use of associated descriptors for the standards and rubrics for each standard that are aligned with the adopted standard.</p> <p>Consensus that any SAU may use any set of standards that is aligned with InTASC (teachers) or ISLLC (principals), as demonstrated to Maine DOE by the SAU</p> <p>Need to discuss further the questions:</p> <ul style="list-style-type: none">• What forms of evidence can/must be used in measuring performance against the standards?

ISSUE: Measures of Student Learning and Growth

Statutes, Title 20-A

§13704(2). A PE/PG system consists of ...

2. Multiple measures of educator effectiveness, other than standards of professional practice, including but not limited to student learning and growth;

Charge to the Council:

The Council shall ...

Recommend potential measures of student learning and growth;

ESEA Waiver Requirement:

The evaluation and support system must (3) use multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students (including English learners and students with disabilities) ...

Key Questions	Consensus Recommendation (October 12, 2012)
<p>What measures of student learning and growth should be allowed or required to be used in determining teacher and principal ratings?</p>	<p>Statewide, Standardized Tests (NECAP, SBAC) and other commercially available tests (e.g., NWEA) are a potential measure of student learning and growth that may be an indicator of educator effectiveness, provided:</p> <ul style="list-style-type: none">• Test results are included in the evaluation of a teacher or principal only if the test measures <u>growth</u> of a student after having been taught by that teacher, or being led by that principal;• Pre- and post-tests are administered (e.g. fall-to-spring, or spring-to-spring);• Results are included for a student only if the student took both the pre-test and the

	<p>post-test;</p> <ul style="list-style-type: none"> • The test/assessment measures intended curriculum, and measures only things that are subject to instructional effectiveness (e.g., not student attendance); • The results are used in a way that accounts for differences in growth at ends of the spectrum (e.g., higher-achieving students shouldn't be expected to make the same quantity of growth as lowest-achieving students); and • The data used in the evaluation is a statistically reliable sample, (which may require 3-5 years of data, a power-analysis, etc). <p>District and school-developed assessments may also be potential measures of student learning and growth that may be indicators of student learning and growth provided they meet the bulleted criteria above and</p> <ul style="list-style-type: none"> • They are developed collaboratively (with administrators and/or other teachers); and • There is an adequate level of validation <p>Student learning objectives (SLOs) and Individual Education Plan (IEP) goals may establish an appropriate basis for measuring student growth and educator effectiveness, provided that program toward the objective or goal can be, and is assessed according to the criteria set forth above for standardized, commercially available or district-developed assessments.</p> <p>The following are <u>not</u> potential measures of student learning and growth: high school graduation rates; student, parent or community perception surveys.</p> <p>The following are <u>not</u> potential measures of student learning and growth for <u>teachers</u>: the "School Accountability Index" and the "Achievement Gap Measure," which are two school-wide measures proposed as part of Maine's ESEA/NCLB accountability system.</p> <p><i>The Council <u>divided</u> evenly (5-5 vote) on the question of whether the School Accountability Index is a potential measure of student learning and growth that might be an indicator of effectiveness for <u>principals</u>, and did not fully discuss the use of an Achievement Gap Measure as a potential measure of student learning and growth with regard to principals.</i></p>
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ISSUE: Levels of Effectiveness/ Rating Scale

Statutes, Title 20-A

§13704 (3). A PE/PG system consists of ...

3. A rating scale consisting of 4 levels of effectiveness.

A. The rating must be based on standards of professional practice and measures of educator effectiveness. The proportionate weight of the standards and the measures is a local decision, but measurements of student learning and growth must be a significant factor in the determination of the rating of an educator.

B. The rating scale must set forth the professional growth opportunities and the employment consequences tied to each level.

C. At least 2 of the levels must represent effectiveness, and at least one level must represent ineffectiveness;

Charge to the Council:

The Council shall ...

- Recommend a 4-level rating scale with clear and distinct definitions applicable to teachers and principals
- Recommend major components of an evaluation process, including:

(4)Weighting of measures used in evaluating teachers and principals, which must provide that student learning and growth indicators inform a significant portion of the effectiveness rating.

ESEA Waiver Requirements:

The evaluation and support system must (2) meaningfully differentiate performance using at least 3 performance levels; and (3) use multiple valid measures in determining performance levels ... including student growth and other measures of professional (see above sections)

Key Questions	Initial thoughts; Clarifying questions; pros and cons of options	Information Needs/ Models	Decisions: Tentative/ Final
<p>What should the levels be called? How does one determine what level a teacher or principal is assigned to? What weight should be assigned to the measures used in the evaluation?</p> <p>What are the implications of being in each of the levels?</p> <p>What other measures of educator effectiveness should systems be able to use, or required to use (in addition to professional practice standards and measures of student learning and growth)</p>			

ISSUE: Implementation, including Evaluation frequency; training; evidence; peer review and collaboration; Steering Committee

Statutes, Title 20-A

§13704(5). A PE/PG system consists of ...

5. Implementation procedures that include the following:

- A. Evaluation of educators on a regular basis, performed by one or more trained evaluators. The frequency of evaluations may vary depending on the effectiveness level at which the educator is performing, but observations of professional practice, formative feedback and continuous improvement conversations must occur throughout the year for all educators;
- B. Ongoing training on implementation of the system to ensure that all educators and evaluators understand the system and have the knowledge and skills needed to participate in a meaningful way;
- C. A peer review component to the evaluation and professional growth system and opportunities for educators to share, learn and continually improve their practice; and
- D. Formation of a steering committee composed of teachers, administrators and other school administrative unit staff that regularly reviews and refines the PE/PG system to ensure that it is aligned with school administrative unit goals and priorities;

Charge to the Council:

The council shall:

D. Recommend the major components of an evaluation process, including but not limited to:

- (1) Ongoing training to ensure that evaluators and teachers and principals have a full understanding of the evaluation system and its implementation;
- (2) Methods of gathering evidence for the evaluation, which may include observation by supervisors and peers, self-reflection, student or parent surveys, analysis of artifacts and evidence portfolios;
- (3) Methods of providing feedback to teachers and principals for formative evaluation purposes;

ESEA Waiver Requirements:

The evaluation and support system must (4) evaluate teacher and principals on a regular basis; (5) provide clear, timely and useful feedback , including feedback that identifies needs and guides professional development

Key Questions	Initial thoughts; Clarifying Q's; pros and cons of options	Info Needs/ Models	Decisions Tentative/Final
<p>What is the frequency of evaluation? The frequency of different components, e.g., observations?</p> <p>What type of training is required for evaluators? For evaluated staff?</p> <p>How should evidence be gathered for an evaluation – e.g., portfolio, peer observations, surveys, etc?</p> <p>How can feedback be provided for formative purposes?</p> <p>How will steering committees be formed and what is their role? What role does peer review play?</p> <p>How will educators be provided opportunities to share, learn and continually improve their practice?</p>			

ISSUE: Link between effectiveness ratings and professional growth

Statutes, Title 20-A

§13703

A superintendent shall use effectiveness rating of educators to inform strategic human capital decision making, including ... induction, mentoring, professional development...

§ 13704(4) and (6)

A PE/PG system consists of the following elements:

- 4. A process for using information from the evaluation process to inform professional development.
- 6. The opportunity for an educator who receives a summative effectiveness rating indicating ineffectiveness in any given year to implement a professional improvement plan.

§13701(4) defines professional improvement plans as a written plan developed by a school or district administrator with input from an educator that outlines the steps to be taken over the coming year to improve the effectiveness of the educator. The plan must include but need not be limited to appropriate professional development opportunities.

Charge to the Council:

The Council shall:

- E. Recommend a system of supports and professional development linked to effectiveness ratings for teachers and principals, including a process for developing and implementing a professional improvement plan.

ESEA Waiver Requirement:

The evaluation and support system must (1) be used for continual improvement of instruction; (5) provide clear, timely and useful feedback , including feedback that identifies needs and guides professional development

Key Questions	Initial thoughts; Clarifying Q's; pros	Info Needs/Models	Decisions: Tentative/ Final
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	and cons of options		
What system of supports and professional development should be linked to the system?			
How should a professional improvement plan be developed and implemented?			

ISSUE: Link between effectiveness ratings and human capital decisions

Statutes, Title 20-A

§13201:

In any negotiated agreement, the criteria negotiated by the school board and the bargaining agent to establish the order of layoff and recall must include the teacher’s effectiveness rating pursuant to chapter 508 as a factor and may also include, but not be limited to, seniority.

§13703

A superintendent shall use effectiveness ratings of educators to inform strategic human capital decision making, including but not limited to decision making regarding recruitment, selection, induction, mentoring, professional development, compensation, assignment and dismissal.

Receipt of summative effectiveness ratings indicating that a teacher is ineffective for 2 consecutive years constitutes just cause for nonrenewal of a teacher’s contract unless the ratings are the result of bad faith.

Charge to the Council:

The Council shall...

- E. Recommend the major components of an evaluation process, including but not limited to
- (6) Methods for linking summative effectiveness ratings to human capital decisions

ESEA Waiver Requirement:

The evaluation and support system must (6) be used to inform personnel decisions.

Key Questions	Initial thoughts; Clarifying questions; pros and cons of options	Information Needs/ Models	Decisions: Tentative/ Final

ISSUE: Link between evaluation and support system and other goals

Charge to the Council:

The Council shall...

- D. Recommend the major components of an evaluation process, including but not limited to:
- (5) Methods for aligning district, school and classroom goals using the evaluation system

Key Questions	Decision Process	Initial thoughts; Clarifying questions; pros and cons of options	Information Needs/ Models

Additional Issues Raised at Council Meetings, But Not Included in the Statute or Charge to the Council

ISSUE: Status of ratings as public documents or confidential personnel records

Key Questions	Initial thoughts; Clarifying questions; pros and cons of options	Information Needs/ Models	Decisions: Tentative/ Final
Are ratings of teachers and principals under a PE/PG system public information – permitted to be released, required to be released, or prohibited from being released?			

ISSUE: Monitoring of Local Implementation

Key Questions	Initial thoughts; Clarifying questions; pros and cons of options	Information Needs/ Models	Decisions: Tentative/ Final
How will local implementation of PE/PG systems be monitored to ensure compliance with requirements and fidelity to the system?			

ISSUE: Evaluating the Effectiveness of the PE/PG System

Key Questions	Initial thoughts; Clarifying questions; pros and cons of options	Information Needs/ Models	Decisions: Tentative/ Final
How will we evaluate whether the PE/PG system is effective at fulfilling its purposes – e.g., improving instruction, and differentiating between effective and ineffective educators? How do we know if we are looking at the right factors?			

APPENDIX F

InTASC Standards for Teachers



InTASC Model Core Teaching Standards
April 2011

Standard #1: Learner Development

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

PERFORMANCES

1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

ESSENTIAL KNOWLEDGE

1(d) The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.

1(e) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

1(f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.

1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

CRITICAL DISPOSITIONS

1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.

1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.

1(j) The teacher takes responsibility for promoting learners' growth and development.

1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

Standard #2: Learning Differences

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

PERFORMANCES

2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

2(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

ESSENTIAL KNOWLEDGE

2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.

2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

2(i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

2(k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

CRITICAL DISPOSITIONS

2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

2(n) The teacher makes learners feel valued and helps them learn to value each other.

2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

Standard #3: Learning Environments

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

PERFORMANCES

3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.

3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.

3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

ESSENTIAL KNOWLEDGE

3(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.

3(k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.

3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

CRITICAL DISPOSITIONS

3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

3(o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

3(p) The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

3(q) The teacher seeks to foster respectful communication among all members of the learning community.

3(r) The teacher is a thoughtful and responsive listener and observer.

Standard #4: Content Knowledge

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

PERFORMANCES

- 4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.
- 4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
- 4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.
- 4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
- 4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.
- 4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.
- 4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.
- 4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.
- 4(i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

ESSENTIAL KNOWLEDGE

- 4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
- 4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.
- 4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.

4(m) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.

4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

CRITICAL DISPOSITIONS

4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.

4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.

4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

4 (r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

Standard #5: Application of Content

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

PERFORMANCES

5(a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).

5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.

5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

5(e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

5(g) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

5(h) The teacher develops and implements supports for learner literacy development across content areas.

ESSENTIAL KNOWLEDGE

5(i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.

5(j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

5(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.

5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

5(m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.

5(n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.

5(o) The teacher understands creative thinking processes and how to engage learners in producing original work.

5(p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

CRITICAL DISPOSITIONS

5(q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

5(r) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.

5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Standard #6: Assessment

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

PERFORMANCES

6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.

6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate modifications in assessments or testing conditions especially for learners with disabilities and language learning needs.

6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

ESSENTIAL KNOWLEDGE

6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.

6(k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

6(m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.

6(n) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

6(o) The teacher knows when and how to evaluate and report learner progress against standards.

6(p) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

CRITICAL DISPOSITIONS

6(q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.

6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.

6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.

6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.

6(u) The teacher is committed to making accommodations in assessments and testing conditions especially for learners with disabilities and language learning needs.

6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

Standard #7: Planning for Instruction

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

PERFORMANCES

7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

7(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs.

7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

ESSENTIAL KNOWLEDGE

7(g) The teacher understands content and content standards and how these are organized in the curriculum.

7(h) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.

7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

7(j) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

7(l) The teacher knows when and how to adjust plans based on assessment information and learner responses.

7(m) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

CRITICAL DISPOSITIONS

7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.

7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

Standard #8: Instructional Strategies

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

PERFORMANCES

8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

8(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.

8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

8(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

ESSENTIAL KNOWLEDGE

8(j) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

8(l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.

8(n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.

8(o) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

CRITICAL DISPOSITIONS

8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.

8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

Standard #9: Professional Learning and Ethical Practice

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

PERFORMANCES

9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

ESSENTIAL KNOWLEDGE

9(g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.

9(h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.

9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

9(j) The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

9(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

CRITICAL DISPOSITIONS

9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Standard #10: Leadership and Collaboration

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

PERFORMANCES

10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.

10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

10(c) The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being.

10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

10(h) The teacher uses and generates meaningful research on education issues and policies.

10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

10(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

ESSENTIAL KNOWLEDGE

10(l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

10(m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

10(n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

10(o) The teacher knows how to contribute to a common culture that supports high expectations for student learning.

CRITICAL DISPOSITIONS

10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

10(q) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

10(s) The teacher takes responsibility for contributing to and advancing the profession.

10(t) The teacher embraces the challenge of continuous improvement and change.

APPENDIX G
ISLLC Standards for Principals

Educational Leadership Policy Standards: ISLLC 2008

**as Adopted by
the National Policy Board for Educational Administration**

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Standard 1

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions:

- A. Collaboratively develop and implement a shared vision and mission
- B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- C. Create and implement plans to achieve goals
- D. Promote continuous and sustainable improvement
- E. Monitor and evaluate progress and revise plans

Standard 2

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions:

- A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- B. Create a comprehensive, rigorous, and coherent curricular program
- C. Create a personalized and motivating learning environment for students
- D. Supervise instruction
- E. Develop assessment and accountability systems to monitor student progress
- F. Develop the instructional and leadership capacity of staff
- G. Maximize time spent on quality instruction
- H. Promote the use of the most effective and appropriate technologies to support teaching and learning
- I. Monitor and evaluate the impact of the instructional program

Standard 3

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Functions:

- A. Monitor and evaluate the management and operational systems
- B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- C. Promote and protect the welfare and safety of students and staff
- D. Develop the capacity for distributed leadership
- E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard 4

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Functions:

- A. Collect and analyze data and information pertinent to the educational environment
- B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- C. Build and sustain positive relationships with families and caregivers
- D. Build and sustain productive relationships with community partners

Standard 5

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Functions:

- A. Ensure a system of accountability for every student's academic and social success
- B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
- C. Safeguard the values of democracy, equity, and diversity
- D. Consider and evaluate the potential moral and legal consequences of decision-making
- E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Functions:

- A. Advocate for children, families, and caregivers
- B. Act to influence local, district, state, and national decisions affecting student learning
- C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

APPENDIX H
Maine Educator Effectiveness Council Readings

Maine Educator Effectiveness Council Readings

A comprehensive list of materials distributed to Maine Educator Effectiveness Council members is provided on the Council's Website, at www.maine.gov/doe/accountability/meec. Internet links to the materials are also provided.

Among the material provided to the Council members is the following:

- Teacher & Leader Evaluation Framework, CCSSO
- State-by-state breakdown of Flexibility plans, Center on Education Policy.
- Summary of Round-One Flexibility Requests
- CCSSO Round-One Summaries
- Creating a Comprehensive System for Evaluating and Supporting Effective Teaching.
- Some of the nationally-recognized professional practice standards for teachers and for principals:
 - Teachers
 - National Board for Professional Teaching Standards (NBPTS)
 - InTASC standards
 - Danielson Framework
- Multiple models and other materials can be reviewed at the National Comprehensive Center for Teacher Quality.
- Principals
- ISLLC Standards
- National Board Certification for Educational Leaders

Other Materials

- Lewiston Public Schools - Teacher Evaluation and Professional Growth Program and MEEC Presentation
- Connecticut Performance Evaluation Advisory Council (PEAC) Recommendation
- InTASC Draft Learning Progressions for Teachers 1.0
- Kansas Educator Evaluation Protocol (KEEP)
- Wisconsin Educator Effectiveness Preliminary Report
- Danielson Framework Correlation with InTASC
- VAL-ED and ISLLC Alignment
- What Teachers Should Know and Be Able to Do - National Board for Professional Teaching Standards
- The Framework for Teaching Evaluation Instrument (Charlotte Danielson)
- System Level Names, Examples
- Final Rating, Examples
- Indicators, Examples
- Name of Level, Examples

- Maine DOE data collection (MEDMS) standards for teacher and principal evaluation
- Measures of Indirect Effects of Principal Performance, Examples
- Additional Measures of Teacher Performance, Examples
- CO and CT Comprehensive, Comparison of Educator Evaluation Systems
- DE and GA Comprehensive Comparison of Educator Evaluation Systems
- MA and NJ Comprehensive Comparison of Educator Evaluation Systems