

*RSU #9*  
*Professional Staff*  
*Evaluation Handbook*

Performance Evaluation /  
Professional Growth System

November 2025

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Dear RSU #9 professional staff member:

The Professional Staff Evaluation Committee has been meeting since the fall of 2013 to revise the Professional Evaluation/Professional Growth System (PE/PG) evaluation system. As you may be aware, the committee has offered training since the 2015-16 school year for all professional staff members. We will continue to offer training for the staff-and provide initial, in-depth training for all new professional staff, as well as attempt to meet needs on an individual and small group basis.

We offer this handbook to you as a guide to our evaluation system. The committee will continue to meet and revise the system, as this is part of the statute. We encourage you to speak with committee members if you have questions or concerns. We would like to remind you that one of the administrators' responsibilities is to observe and support you. That means that any administrator can enter your room and observe you at any time, regardless of where you are in your three year cycle.

Teacher Evaluation Committee Members  
Monique Poulin and Doug Hodum - Co-Coordinators

**Academy Hill**  
Sofie Mattens

**Mallett School**  
Stacey Augustine

**Cascade Brook School**  
Dr. Nichole Goodspeed  
Erika Burns

**Mt. Blue Middle School**  
James Black  
Carl Backman

**Cushing**

**Mt. Blue Campus**  
Sara Spear  
Chris Davis  
Doug Hodum

**Cape Cod Hill School**  
Courtney Schools

### **Philosophy**

Mt. Blue Regional School District is committed to providing structures that enhance student learning through effective curriculum delivery, whole learner support, and supplemental learning opportunities. To best serve our community and its diverse needs, the professional staff will utilize an evaluation system that encourages growth and enhances their instructional practices

and techniques to promote positive student experiences. Through this collaborative and reflective process, the professional staff will work with peers and administrators to create a culture of learning and growth, which will enhance their craft.

### **IMPORTANT DATES**

Growth plans are due by the Friday following Indigenous People's Day (10 October). They will be returned to staff by administrators by the Monday before Veteran's Day (10 November).

All supporting documentation must be submitted by the third Friday of May (15 May 2025). This includes all artifacts, optional student learning objectives (SLO) data and peer observation information.

### **Observation and Feedback Schedule For Professional Staff**

Professional staff will be formally evaluated on a rotating three-year cycle after their probationary period. This does *not* apply to professional staff on improvement plans. All probationary teachers should be aware that they will be required to work on element 1 (Planning Standards-Based Lessons/Units) and element 17 (Classroom procedures and protocols) for their action steps and may be during year 2 if they have not scored applying. No such requirements exist for non-classroom professional staff.

Year 1 will be the year during which professional staff will be formally evaluated by administrators. Administrators will conduct **a minimum of 3** observations (including post-conferences). More than 3 observations may be done at the discretion of the administrator.

\*Probationary professional staff will remain on Year 1 for the duration of their probationary period.

\*\*Professional staff who are identified as being Ineffective in the Summative Evaluative Score (SER) or cumulative score will remain on the Year 1 track and can be placed on an action/improvement plan if there are administrative concerns about their practice and/or performance. This is NOT limited to just those staff whose scores are ineffective.

As a reminder, outside of the official year 1 track observations, administrators will enter and observe all professional staff at least once and at any point in time, regardless of the year in the evaluation cycle. These observations are intended to give feedback on the professional staff member's practice. Feedback may also include discussions regarding any component of the PE/PG plan. It is recommended that, for classroom observations, pre-, and post-conferences, either in person or digitally, be conducted. These observations **must** be done through iObservation.

A peer component must be included during years 2 and 3 of the cycle. That collaborative piece may come in any number of forms. The following list is NOT intended to be exhaustive, and professional staff members are encouraged to discuss their ideas with peers first and then with administrators for their approval.

- Peer observation (in iObservation or in some other recorded format)
- Student learning objectives (preferably in a way that teachers are already tracking student growth)
- Common assessment development and/or implementation
- Curriculum work across a grade or throughout the district
- Development of growth plans and action steps

## Protocol for Year 1

Professional staff who are on Year 1 include the following --

- Continuing contract staff members on a three year rotation
- Probationary staff members for two years until they become continuing contract teachers
- Professional staff members who are on an improvement plan

Year 1 includes the following components --

- Self-assessment (optional)
- Completed and approved growth plan
  - For probationary teachers, Standards-Based Planning of Units/Lessons and Classroom Procedures and Protocols must be chosen and may be required in the second probationary year unless they are identified as “Applying.”
- At least 3 observations with post- conferences (at least 1 formal and 2 informal)
- Observations may include feedback on and the scoring of any elements at any time
- By the end of the year, teachers will reflect upon each action step, using the comments field or through attachments
- Include evidence showing growth on the chosen elements in alignment with the action steps

Establishing and acknowledging adherence to rules and procedures (element 17) is mandatory for probationary staff for the first year. Planning Standards-Based Lessons/Units (element 1) is mandatory for probationary staff for the first year. Probationary staff will be expected to work on either or both of these elements unless they have been scored as effective (Applying) on each. Administrators may use their discretion in mandating these two elements during the second probationary year.

During Year 1, professional staff will be expected to develop a growth plan through the iObservation platform. Continuing contract staff members may choose one element, with prior permission from their administrator, and develop at least two (2) action steps OR may simply choose two (2) elements and include at least one (1) action step for each element.

This process may begin with a self-assessment, which will help teachers identify areas in which they have room to improve their craft. The self-assessment is entirely optional. For the chosen element(s), the teacher will have at least one measurable action step and include at least one artifact supporting growth in that element that aligns with the action step over the course of the year. For those who are approved to work on one element, they must include at least 2 action steps.

### End-of-Year Process

1. The growth plan is scored by the administrator.
2. The final evaluation will be electronically acknowledged by the teacher, signed and submitted to the evaluating administrator.

3. The administrator will send a copy to the human resource specialist to be placed in the personnel file.

Please see the Year 1 one pager on page 21.

## Protocol for Years 2 and 3

During Years 2 and 3, professional staff will be expected to develop a growth plan through the iObservation platform. A professional staff member may choose to work on one element including at least two action steps (with administrator approval) or two elements. This process may begin with an *optional* self-assessment, which will help staff identify areas in which they have room to improve their craft. Peer collaboration is required by statute, but that may take any number of forms, including, but not limited to, data analysis, peer observation, development of growth plans and action steps, curriculum work or professional learning community (PLC) work.

By the end of each year (Year 2 and Year 3), professional staff will reflect upon each goal and action step, using the iObservation and any other appropriate, documented means in iObservation to track progress.

For teachers in year 1 (meaning you will receive a 3 year score this year), you may still use SLOs for 20% of your final score. Student learning objectives (SLOs) are entirely optional. If a teacher chooses to use SLOs, they will count for 20% of the final rating at the end of the three year process. If a teacher chooses to use an SLO, they MUST follow the same protocol as used before (see pages 9 and 10) and must inform their administrator when they submit their growth plan for approval. If a teacher who was formally evaluated during the last two years would like to use SLOs, they may, but they will need to include them as an action step in their growth plan and will be counted towards the growth plan percentage (50%).

At least one observation will be conducted every year. Administrators may record observations at any time during a staff's professional duties. These observations will be included in your summative evaluation rating (SER) at the end of the three years.

### End-of-Year Process

The teacher will not be responsible for doing anything during years 2 and 3 other than completing their action plan with artifacts or evidence of growth. This information will be scored annually and used to calculate the summative effectiveness rating (SER).

Please see the Years 2 and 3 one pager on page 22.

## Sources of Evidence to Support Growth Plan for All Professional Staff

Professional staff must supply at least one artifact (piece of evidence) for each element. The following list of items are *possible* sources of evidence, provided by the professional staff member, that may be utilized when evaluating teacher performance. This is **not** an exhaustive criteria list. If you have other ideas, please feel free to contact your administrator *beforehand* and discuss them.

- Portfolios, lesson plans, student work samples
- Parent surveys
- Student surveys
- Observations outside the classroom
- Live classroom observations
- Observations of video recorded instruction

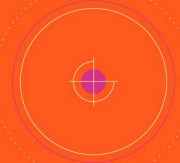


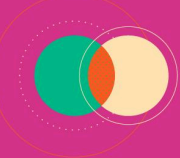

## **WRITING AN EFFECTIVE GROWTH PLAN**

First, once you log into iObservation, please click on your name in the upper right corner of the page and select My Settings. On that page, where you see a list of check boxes under Email Preferences, please select all of them. This will enable you to receive notifications when work has been done on your evaluation.

Next, you need to choose the element or elements you are going to focus on during this school year. If you are a probationary teacher, those elements have been chosen for you. If you are on a continuing contract, you may either do the self-assessment in order to help identify your element(s) or you can select either one or two from the model for your field.

When you are scoring yourself initially, please be realistic and accurate as to where you are in your actual practice. If you are concerned about scoring yourself too highly and not showing adequate growth on a particular element, please have a conversation with your administrator and determine how best to proceed. Growth can still occur even if you do not move steps on the rubric. In other words, there is room for growth within each step of the rubric.

As you consider what facet of your craft you would like to hone this year, please keep in mind the fact that your action steps must align with SMART goals (see graphic on the following page). To help with writing your growth plan and your action steps, please keep the following infographic in mind.

<b>S</b>	<b>Specific</b>	Make your goals specific and narrow for more effective planning.	
<b>M</b>	<b>Measurable</b>	Define what evidence will prove you're making progress and reevaluate when necessary.	
<b>A</b>	<b>Attainable</b>	Make sure you can reasonably accomplish your goal within a certain timeframe.	
<b>R</b>	<b>Relevant</b>	Your goals should align with your values and long-term objectives.	
<b>T</b>	<b>Time-based</b>	Set a realistic, ambitious end-date for task prioritization and motivation.	

Copied from

<https://www.indeed.com/career-advice/career-development/how-to-write-smart-goals>

If you have been approved for one element, you must have at least two action steps.  
 If you have chosen two elements, you must have at least one action step per element.

As you craft your action steps, please consider the type of artifact or evidence that you might produce to show your growth over the course of the year.

## Student Learning Objective Guidance Information

- Student Learning Objective (SLO) -- This information is included below (page 11); if staff choose to do the optional SLO, they **MUST** get prior approval from their administrator
- Classroom Based -- The assessment used for this method must be approved by a PLC, a community, or a department and then approved by the administrator.
- The block of instruction **MUST** extend for a minimum of 3 weeks, and 4 to 6 weeks is preferable.
- Teacher of Record - students who are enrolled in a course or learning experience taught by that teacher; are present and subject to instruction by that teacher at least 80% of the instructional time; participate in the pre- and the post-assessment designed to measure achievement in that course or learning experience.
- There must be a minimum of 1 student in a cohort. It is advisable, when possible, to have more students in a cohort, though, as it makes it more likely that higher percentages of students will meet their growth goal.
- For truant and transient students, the teacher and administrator will review the attendance to ensure 80% is met.
- Percentage Met Model - The method of calculating student growth when using a benchmarked assessment. This is a method that measures meeting individual student's needs.
  - Using this model, you and your collaborator(s) **set growth targets** based on the pre-assessment scores to determine the individual student target growth.
  - From there, you decide upon a certain level of growth to be attained.
    - For example, a student who earned a 1 on the pre-assessment might be expected to earn a 2 on the post assessment.
    - Another student who earned a 1 on the pre-assessment might, in your opinion, be able to earn a 3 on the post assessment.
  - After the post-assessment you calculate growth and compare it to the target. Then you assign a binary (yes or no) to each child to determine if they met the target. Then you calculate percent met for the cohort, using the rating scale to determine the teacher effectiveness.
    - For example, for a cohort of 20 students
      - If 17 students met the target (85%), the teacher rating would be a 4 (high).
      - If 15 students met the target (75%), the teacher rating would be a 3.3 (moderate).

- If 10 students met the target (50%), the teacher rating would be a 2.3 (low).
  - If 5 students met the target (25%), the teacher rating would be a 1.6 (negligible).
- Gap Reduction Model -- The method of calculating student growth when using local assessments; or assessments that are designed to demonstrate student growth that are NOT based on a five to seven point rubric. This is a method that measures whole group performance and gives every student the same goal of getting 50% closer to the perfect score.
  - Every student takes a pre-assessment. From the pre-assessment score, you calculate the total possible points needed to score to reach the max score. Then you divide that number in half to determine the growth target for each student.
    - In order to calculate the targets, the following equations should be used.
      - The student's pre-assessment score is subtracted from the perfect score to determine the gap.
      - Perfect score - student score = gap
      - The target is the gap divided in half and added to the student's initial score.
      - $\text{Gap} / 2 + \text{student score} = \text{target}$
      - Example calculations.
        - If student A earns a 10 out of 20, the gap reduction score would be calculated in the following manner.
          - $20 \text{ (perfect score)} - 10 \text{ (student score)} = 10 \text{ (gap)}$ .
          - The target is the gap divided in half and added to the student's initial score.
          - $10 \text{ (gap)} / 2 = 5 + 10 \text{ (student score)} = 15 \text{ (target)}$
        - If a student earns an 80 out of 100, the gap reduction score would be calculated in the following manner.
          - $100 \text{ (perfect score)} - 80 \text{ (student score)} = 20 \text{ (gap)}$
          - $20 \text{ (gap)} / 2 = 10 + 80 \text{ (student score)} = 90 \text{ (target)}$
  - Teach unit
  - From there, you give the post-assessment and determine if the student has met the growth target. You calculate the number of students that met the growth target to determine the impact rating of the teacher using the scales.
    - Identify the number of students who met their target, divide that number by the number of students in the cohort and multiply by 100.

**Percent met rating scale**

<b>Expanded Percent Met Rating Scale</b>			
<b>% students meeting growth targets</b>	<b>Rating</b>	<b>% students meeting growth targets</b>	<b>Rating</b>
85+	4	53-55.99	2.4
83.6-84.99	3.9	50-52.99	2.3
82.2-83.59	3.8	47-49.99	2.2
80.8-82.19	3.7	44-46.99	2.1
79.4-80.79	3.6	41-43.99	2.0
78-79.39	3.5	36.9-40.99	1.9
76.6-77.99	3.4	32.8-35.89	1.8
75.2-76.59	3.3	28.7-32.79	1.7
73.8-75.19	3.2	24.6-28.69	1.6
72.4-73.79	3.1	20.5-24.59	1.5
71-72.39	3.0	16.4-20.49	1.4
68-70.99	2.9	12.3-16.39	1.3
65-67.99	2.8	8.2-12.29	1.2
62-64.99	2.7	4.1-8.19	1.1
59-61.99	2.6	0-4.09	1.0
56-58.99	2.5		

## Student Learning Objective - Explanation and Form

The Student Learning Objective form that follows is intended to be a guide to assist teachers when they identify the cohort of students they will be using for student growth AND have determined assessment measures. This form or something comparable is to accompany the evaluation. This work is NOT included anywhere in iObservation.

This form or something comparable is to be completed regardless of the type of assessment being used. Any locally developed assessments **MUST** be done collaboratively and approved by the building administrator PRIOR to final usage of the assessment with students. In this case, two or more teachers must work together to develop the assessments and accompanying rubrics (scoring guides). That work should then be piloted and reviewed by the developing teachers for validity and to revise the assessment as deemed necessary.

### Student Learning Objective (SLO) Directions

1. Choose/Develop your assessment with your colleague(s).
2. Determine the cohort (student group) for which you will collect data.
  - Will include students for whom the teacher is the teacher of record.
  - The cohort will include a minimum of 1 student but may not be students who are hand chosen from a larger class.
  - There is no maximum number of students in a cohort.
3. Give the pre-assessment to the students.
4. Score the assessments and record them in a table.
5. Determine the target for each student in conjunction with your collaborator(s).
6. Complete the Student Learning Objective form (OR some other format that includes the pre-assessment scores and targets for each student), including the timeframe (a minimum of 3 weeks) of instruction, and **submit to your evaluator for approval** electronically if possible.
7. Instruct your students.
8. Following your block of instruction, administer the post-assessment (typically the same as the pre-assessment unless otherwise agreed upon with collaborators prior to instruction).
9. Score and document your post-assessment data following the guidelines for Percentage Met.
10. Complete the SLO form (or some other tracking format), including your percentage of students meeting their targets and your converted score (see table on page 10).
11. Send data and all forms to the building administrator electronically if possible.

RSU #9 Student Learning Objective

Teacher Name:	Gr / Course
Student Cohort:	Instruction Timeline:
School Name:	Date:

Attach student roster

Content Standard/Learning Target	Assessment Title
Pre- Assessment & Results Summary:	Post Assessments & Results Summary:

Summarize Identified Student Needs (from Pre-Assessment)
--

Percentage of students meeting target:
Converted score (from page 13 of the handbook):

Collaborators on SLO development and goal setting:
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Attach Percent Met Model targets for this cohort / this assessment

Notes / Comments to aid supervising administrator in understanding:
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## MBRSD Teacher Summative Evaluation Rating (SER) Scale

**If a staff member is rated as HIGHLY EFFECTIVE (3.5-4.0 on the SER Matrix) in their summative evaluation, then:**

- They enter the self-directed professional growth cycle. This applies to continuing contract professional staff only.
- They develop an annual self-directed professional growth plan and review it with the evaluating administrator.
- They must provide evidence of reflection each year.
- If goals change during a school year, those changes must be justified by the staff member and administrator collaboratively.
- At the end of three self-directed professional growth cycles unless placed on year 1, the staff member receives a summative evaluation that determines their new rating.

**If a staff member is rated as EFFECTIVE (2.5-3.4 on the SER Matrix) in their summative evaluation, then:**

- They enter the self-directed professional growth cycle .
- They develop an annual self-directed professional growth plan and review it with the evaluating administrator. The plan should include specific elements from a domain area(s) targeted for growth, based on the staff member's previous summative evaluation.
- They must provide evidence of reflection each year.
- If goals change during a school year, those changes must be justified by the staff member and administrator collaboratively.
- At the end of three self-directed professional growth cycles unless placed on year 1, the staff member receives a summative evaluation that determines their new rating.

**If a teacher is rated as PARTIALLY EFFECTIVE (1.5-2.4 on SER Matrix) in their summative evaluation, then:**

- They enter the monitored professional growth cycle with added support (as follows).
- They may develop and implement an annual monitored professional growth plan (aka known as an action plan) in collaboration with the evaluating administrator. The plan should include specific elements in a domain area targeted for growth, based on the staff member's previous summative evaluation.
- They may meet on a regular basis, for a "check-in" with an administrator for feedback on progress.
- They will be asked to reflect on their practice and growth during "check-ins."
- At the end of the three year monitored professional growth cycle, the staff member receives a summative evaluation that determines their new rating. An administrator can either place a staff member on an action plan or will, at the minimum, help develop the growth plan for the following year

- Based on administrator determination, a staff member with a partially effective rating may work with a peer whose rating is effective or highly effective to provide feedback. This will lead up to an observation in iObservation (for non-evaluative purposes) in the last quarter of the school year.

OR

- Based on administrator determination, a staff member with a partially effective rating may produce relevant sources of evidence to present and discuss at the quarterly check-in meetings with the administrator. The teacher is expected to show evidence in an element where they are rated as not using, beginning, or developing.

**If a staff member is rated as INEFFECTIVE (0-1.4 on the SER Matrix) in their summative evaluation, then:**

- They enter the directed improvement cycle.
- They must develop and implement a directed improvement plan in collaboration with their supervisor or administrator. The improvement plan must include domain area(s) targeted for growth.
- They meet at least quarterly to “check-in” with their administrator for feedback on progress.
- They will be asked to provide and share evidence of reflection during “check-ins,” which occur at least quarterly.
- If goal(s) change during a school year, it is done at the administrator’s discretion with teacher input.
- A summative evaluation will be completed at the end of the one year directed improvement cycle by the evaluating administrator. This evaluation will determine their new rating.
- If the staff member continues to be rated as ineffective at the end of directed improvement cycle year two, termination of employment is possible.

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**Summative Effectiveness Rating (SER) -- Professional Practice & Growth**

The SER is based on two or three areas --

1. Professional Practice -- This is the observation, evaluation, and feedback using iObservation with any of the appropriate standards/elements that apply to the staff member’s profession. (40% OR 50%)
2. Professional Growth -- This is the growth plan that is created in iObservation and approved and assessed by your administrator. It is partially informed by any administrative observations. (40% OR 50%)
3. Student Growth -- This score is based on students meeting their growth target. For those professional staff who are receiving an SER in 2026, this may count for either 20% OR 0%. For all others, SLOs may be included as part of the growth plan as an action step.

## Calculation of Summative Effectiveness Rating Score

Teacher evaluation scoring combination worksheet										
Total score										
4.00	<b>Highly effective</b>	With SLO data	<b>Examples</b> Teachers 1-3 used SLO data. Teachers 4 and 5 did NOT use SLO data.							
3.90										
3.80										
3.70			<b>Prof. Practice Score</b>	<b>Prof. Growth Score</b>	<b>Weighted Prof.</b>	<b>Student Growth Score</b>	<b>Weighted Student Growth</b>	<b>Total Score</b>		
3.60			Teacher 1	3.00	3.50	2.60	2.00	0.40	3.00	
3.50										
3.40										
3.30		Teacher 2	2.50	2.50	2.00	3.50	0.70	2.70		
3.20										
3.10										
3.00	<b>Effective</b>	Teacher 3	3.50	3.50	2.80	3.90	0.78	3.58		
2.90										
2.80		To calculate combined score WITH SLO data:								
2.70		Practice Score * 0.4 + Professional Growth Score * 0.4 + Student Growth Score * 0.2 = Total score (SER)								
2.60										
2.50		Without SLO data								
2.40			<b>Prof. Practice Score</b>	<b>Prof. Growth Score</b>	<b>Weighted Prof.</b>	<b>Student Growth Score</b>	<b>Weighted Student Growth</b>	<b>Total Score</b>		
2.30		Teacher 4	2.50	3.50	3.00	-	-	3.00		
2.20										
2.10										
2.00	<b>Partially effective</b>	Teacher 5	3.00	3.50	3.25	-	-	3.25		
1.90										
1.80		To calculate combined score WITHOUT SLO data:								
1.70		Practice Score * 0.5 + Professional Growth Score * 0.5 = Total score (SER)								
1.60										
1.50										
1.40	<b>Ineffective</b>									
1.30										
1.20										
1.10										
1.00										
0.90										
0.80										
0.70										
0.60										
0.50										
0.40										
0.30										
0.20										
0.10										

The above table includes the scoring guide for all three components of the system. Please use one of the following formulas to calculate the summative effectiveness rating (SER) score.

With SLO data:

SER = Profess. practice score \*0.4 + Profess. growth score \* 0.4 + Student Growth score \* 0.2

Without SLO data:

SET = Profess. practice score \* 0.5 + Profess. growth score \*0.5

The addition of those components results in the overall cumulative score (SER).

Review Required -- If a staff member has scored highly effective in either SLO data OR professional practice and professional growth but is ineffective in the other, the data should be reviewed, and a conversation must be had between the teacher and the evaluator.

## DEFINITIONS

**growth plan-** A written set of goals/plans all professional staff members create annually. The staff member creates their plan collaboratively with the administrator. The goals of a staff member's growth plan are based on prior summative evaluations, observations, and self-evaluation using the appropriate set of evaluation elements/standards. Goals are used to support professional staff in improving effectiveness. Professional staff are encouraged to try new strategies outside of those indicated in the summative evaluation.

**self-directed professional growth cycle-** A reflective growth cycle for staff members who are rated as HIGHLY EFFECTIVE or EFFECTIVE. Peer observations providing formative observations with feedback, collaboration on planning or SLOs or any number of other ways to support peer assistance meet the law.

**monitored professional growth cycle-** A reflective growth cycle for staff members who are rated as PARTIALLY EFFECTIVE.

**directed improvement cycle-**A more intensely supported growth cycle for staff members who are rated as INEFFECTIVE as defined by the summative evaluation prepared by the evaluating administrator.

**action plan (directed improvement plan (DIP))-** A written set of goals/plan for staff members who are rated as INEFFECTIVE or as identified by an administrator. It is based on summative evaluations/observations and the appropriate set of evaluation elements/standards. The DIP is created at the evaluating administrator's discretion with professional staff input. The DIP must include clear, measurable objectives and deadlines. In addition, according to Maine State Law, the DIP ***must*** be focused on improving professional staff effectiveness in the areas specifically identified in the summative evaluation.

**domain area(s) targeted for growth-** See iObservation for the standards for each professional role.

**evidence of reflection-** Artifacts presented by the staff member to the evaluating administrator that demonstrate a reflection routine and/or process that the staff member engages in to improve their effectiveness and that align with their action steps. Some examples include, but are not limited to: a reflection journal or similar documents, videos, blog, portfolio, audio recordings, planning records, data, student work.

**added support-** Additional activities or tasks that help a staff member improve their effectiveness. Added support activities or tasks may be determined by the staff member in collaboration with the evaluating administrator ***or*** may be determined on behalf of the staff member by the evaluating administrator, depending on the circumstance. "Some metrics could include: indicator ratings during classroom observations and mid-year evaluations; student

feedback; and administrator or mentor review of lesson and unit plans. In addition to these regular check-ins, they may decide to implement additional processes to monitor growth areas, like periodic meetings with the teacher, any mentor teachers, and the administrator.” (Newark Public Schools Teacher Performance Evaluation Guidebook)

**learning scale** - A scale used in a summative evaluation that represents a professional staff member’s overall rating level of effectiveness.

3.5-4.0 HIGHLY EFFECTIVE: Shows Evidence of Exceeding Essential Target Knowledge

2.5-3.4 EFFECTIVE: Shows Evidence of Essential Target Knowledge

1.5-2.4 PARTIALLY EFFECTIVE: Shows Evidence of Essential Foundational Knowledge

0-1.4 INEFFECTIVE: Lacks Sufficient Evidence of Foundational Knowledge

## Year 1 - Formal Evaluation Year

Please use this as a guide to work through your formal evaluation year.

1. Log into iObservation (online tracking system)
2. ***OPTIONAL*** - Complete the self-assessment
3. Choose your element(s) to focus on this year
  - a. For probationary teachers year 1 - you will choose both Element 1 (Planning Standards-Based Lessons/Units) and Element 17 (Establishing and Acknowledging Adherence to Classroom Rules and Procedures). You will continue to work on each if you have not been scored as “applying” during year 2 of probation..
  - b. For continuing contract professional staff, choose 1 (with prior permission from your evaluator) or 2 elements to focus on over the course of this year
4. Develop a growth plan on iObservation
  - a. You must have ***at least*** 2 action steps - either at least 1 per element (if you are working on 2 elements) OR 2 action steps for the 1 element you will address
5. Submit your growth plan for approval on iObservation **BY Friday, 10 October.**
6. Wait for feedback from your evaluator by Monday, 10 November.
  - a. If approved, please begin working on your action steps
  - b. If revision is needed, please edit your action step(s) per the comments provided by your evaluator and resubmit
7. Over the course of the year, document your work with evidence (artifacts) of your progress and growth and attach it within iObservation
8. You will be observed at least three times (at least 1 formal and 2 informal) by your evaluator(s). Post-conferences (preferably in person) will be conducted for each. Please remember that administrators can enter anyone’s room at any time and provide feedback and a score on any of the elements.
9. By the deadline in May (**Friday, 15 May**), be sure all your action steps include a reflection and that you have evidence of your progress for the element(s) you chose.

*Student Learning Objectives (SLO) - are NOT required but can be an action step. SLOs may still be used as 20% of the SER for staff receiving formal evaluations this year.*

*Peer collaboration in some form is expected every year (please see page 4).*

## Year 2 and Year 3 - Non-Evaluation Year

Please use this as a guide to work through your formal evaluation year.

1. Log into iObservation (online tracking system)
  2. ***OPTIONAL*** - Complete the self-assessment
  3. Choose your element(s) to focus on this year
    - a. If you want to work on only 1 element, speak with your administrator in order to gain approval
- OR**
- b. Choose 2 elements to work on
  4. Develop a growth plan on iObservation
    - a. You must have ***at least*** 2 action steps - either at least 1 per element (if you are working on 2 elements) OR 2 action steps for the 1 element you will address
    - b. One of your action steps ***may*** include student learning objectives or another form of peer collaboration
  5. Submit your growth plan for approval on iObservation **BY Friday, 10 October.**
  6. Wait for feedback from your evaluator by Monday, 10 November.
    - a. If approved, please begin working on your action steps
    - b. If revision is needed, please edit your action step(s) per the comments provided by your evaluator and resubmit
  7. If you choose to do peer observation, please arrange that and, over the course of the year, use iObservation to execute it.
  8. You will be observed at least once by your evaluator(s). Please remember that administrators can enter anyone's room at any time and provide feedback and a score on any of the elements.
  9. Over the course of the year, document your work with evidence (artifacts) of your progress and growth and attach it within iObservation
  10. By the deadline in May (**Friday, 15 May**), be sure all your action steps include a reflection and that you have evidence of your progress for the element(s) you chose.

*Remember, student learning objectives (SLOs) may only be done as action steps and will not be counted as 20% of your SER any longer (as of 2024).*

*Peer collaboration in some form is expected every year (please see page 4).*

## **Additional Resources**

[Start of the year slideshow](#)

[Crosswalk between Marzano and the RSU 9 strategic plan](#)

[Crosswalk between Marzano and the CoP](#)