

REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY– JUNE 8, 2016
FREEPORT HIGH SCHOOL– LIBRARY
6:30 P.M. REGULAR SESSION
AGENDA

I. The meeting was called to order at ___ p.m. by Chair Michelle Ritcheson

II. Attendance:

___ Louise Brogan	___ John Morang
___ Kathryn Brown	___ Beth Parker
___ Jeremy Clough	___ Brian Pike
___ Candace deCsipkes	___ Michelle Ritcheson
___ Naomi Ledbetter	___ Lindsay Sterling
	___ Valeria Steverlynck

III. Pledge of Allegiance:

IV. Consideration and approval of the Minutes of May 10, 2016, May 11, 2016, May 16, 2016 and May 25, 2016.

A. Consideration and approval of the Minutes of May 10, 2016, May 11, 2016, May 16, 2016 and May 25, 2016 as presented barring any errors or omissions.

Motion: _____ 2nd: _____ Vote: _____

V. Adjustments to the Agenda:

VI. Public Comments:

VII. Superintendent's Report

A. Items for Information

1. *Board and Administrator*, May 2016
2. Resignation of FHS Guidance Counselor Brian Farley

B. Administrator Reports

1. PLC SMART Goal Results – Morse Street School, Mast Landing School, Pownal Elementary School, Durham Community School, Freeport Middle School, Freeport High School

VIII. Unfinished Business:

A. Update on concussions from School Nurse.

B. Consideration and approval of Policy JJIF – Management of Concussions and Other Head Injuries (2nd Read)

Motion: _____ 2nd: _____ Vote: _____

C. Consideration and approval to adopt the revised RSU5 Professional Growth and Evaluation Handbook for 2016-2017.

Motion: _____ 2nd: _____ Vote: _____

D. Consideration and approval to adopt the revised RSU5 Principal Evaluation Handbook for 2016-2017

Motion: _____ 2nd: _____ Vote: _____

E. Consideration and approval to complete preliminary site design work at Freeport High School at the request of the Tri-Town Track and Field committee.

Motion: _____ 2nd: _____ Vote: _____

IX. New Business:

A. Consideration and approval of the revised RSU5 Technology Plan.

Motion: _____ 2nd: _____ Vote: _____

B. Consideration and approval of the Comprehensive Education Plan.

Motion: _____ 2nd: _____ Vote: _____

C. Consideration and approval to employ a Gifted and Talented Teacher for the 2016-2017 school year.

Motion: _____ 2nd: _____ Vote: _____

D. Consideration and approval to employ a Third Grade Teacher at Durham Community School for the 2016-2017 school year.

Motion: _____ 2nd: _____ Vote: _____

X. Public Comments:

XI. Board Comments (Reports from Sub-Committees):

A. Finance Committee

B. Strategic Communications

XII. Adjournment:

Motion: _____ 2nd: _____ Vote: _____ Time: _____

RSU No. 5 Board of Directors Meeting
Wednesday, May 10, 2016 – 4:30 p.m.
Superintendent's Office - Conference Room
Meeting Minutes

IV.A.

(NOTE: These Minutes are not official until approved by the Board of Directors. Such action, either to approve or amend and approve, is anticipated at the June 8, 2016 meeting).

CALLED TO ORDER:

Chair Michelle Ritcheson called the meeting to order at 4:42 p.m.

MEMBERS PRESENT: Louise Brogan, Kathryn Brown (arrived at 5:01 p.m.), Jeremy Clough, Candace deCsipkes, Naomi Ledbetter (arrived at 4:48 p.m.), John Morang, Beth Parker, Brian Pike, Michelle Ritcheson, Lindsay Sterling, Valeria Steverlynck

MEMBERS ABSENT:

III. PLEDGE OF ALLEGIANCE:

IV. EXECUTIVE SESSION:

A. VOTED: (1) To enter into Executive Session pursuant to 1 M.R.S.A § 405(6)(A): discussions relating to the appointment of officials. (Steverlynck – Morang) (9 – 0)

Time In: 4:43 p.m.


Time Out: 8:37 p.m.

V. ACTION AS A RESULT OF EXECUTIVE SESSION:

No action taken.

VI. ADJOURNMENT:

VOTED: (2) To adjourn at 8:38 p.m. (Clough – Steverlynck) (11 – 0)



Edward R. McDonough
Superintendent of Schools

RSU No. 5 Board of Directors Meeting
Wednesday, May 11, 2016 – 6:30 p.m.
Freeport High School - Library
Meeting Minutes

6:00-6:30 p.m. Q&A with Board Members on FY17 Budget

(NOTE: These Minutes are not official until approved by the Board of Directors. Such action, either to approve or amend and approve, is anticipated at the June 8, 2016 meeting).

CALLED TO ORDER:

Chair Michelle Ritcheson called the meeting to order at 6:30 p.m.

MEMBERS PRESENT: Louise Brogan, Kathryn Brown, Jeremy Clough, Candace deCsipkes, Naomi Ledbetter, John Morang, Beth Parker, Brian Pike, Michelle Ritcheson, Lindsay Sterling, Valeria Steverlynck

MEMBERS ABSENT:

III. PLEDGE OF ALLEGIANCE:

IV. ADJUSTMENTS TO THE AGENDA:

V. MINUTES:

VOTED: (1) To approve the Minutes of Minutes of April 27, 2016 and May 4, 2016.
(Pike – Brown) (11 – 0)

VI. PUBLIC COMMENT:
None

VII. GOOD NEWS & RECOGNITION:
A. Art Donation – Tom Edwards spoke about gifts of art for the RSU5 schools.

VIII. SUPERINTENDENT'S REPORT:
A. Items for Information
1. Proficiency Based Steering Committee Update
2. Correspondence from MDOE: Special Education Corrective Action Plan
3. *Superintendent's Update*, May 2016
4. Resignation of FHS Principal Brian Campbell

IX. UNFINISHED BUSINESS:
A. Update on Fields: Maintenance and Scheduling Calendar – Athletic Director Craig Sickels shared information regarding the costs associated with grass playing fields and projected costs for turf. Mr. Sickels also presented a draft schedule of field use.

B. **VOTED: (2)** To approve completing soil testing at Freeport High School at the request of and payment by the Tri-Town Track and Field committee. (Pike – Parker) (11 – 0)

X. NEW BUSINESS:

- A. 1. VOTED: (3)** To accept the nomination of the following personnel and to authorize the Superintendent of Schools to issue a contract for the 2016-2017 school year.
(Steeverlynck – Brown) (11 – 0)

Educators for 2nd Year Probationary Contracts:

- A. Rocco Abbatemarco
- B. Kelly Barton
- C. Laura Bubar
- D. Jody Caulfield
- E. Brian Farley
- F. Tatiana Green
- G. Matt Halpern
- H. Cynthia Hjorth
- I. Cindy Kivler
- J. Ingrid Kupka
- K. Sarah Mason
- L. Heidi McCarthy
- M. Stephanie Merrill
- N. Heidi Miller
- O. Chelsea Morley
- P. Kaitlin Richwalder
- Q. David Whiting

- A. 2. VOTED: (4)** To accept the nomination of the following personnel and to authorize the Superintendent of Schools to issue a contract for the 2016-2017 school year.
(Ledbetter – Sterling) (11 – 0)

Educators for 3rd Year Probationary Contracts:

- A. Margaret Chalmers
- B. Elizabeth Clark
- C. Susan Dee
- D. Patricia Francis
- E. James Gale
- F. Colleen Gridley
- G. Terrence Hickey
- H. Tess Hoffmann
- I. Lisa Hogan
- J. Halie Lyons
- K. Simon Skold
- L. Carolyn Vavro
- M. Paul White

- A. 3. VOTED: (5)** To accept the nomination of the following personnel and to authorize the Superintendent of Schools to issue a contract for the 2016-2017 school year.
(Steverlynck – Clough) (11 – 0)

Educators for 1st Year Continuing Contracts:

- A. Trevor Bean
- B. Aja Darak
- C. Sarah Duffy
- D. Paige Fournier
- E. Timothy Grivois
- F. Jacqueline Hammond
- G. Natasha Jimenez
- H. Brooke Rich
- I. Alejandra Rodriguez
- J. Melanie Taylor
- K. Marcia Wood

- B. MLTI and Apple 2016 Refresh Options – Technology Director Seth Thompson reported the decision has been made to transition to laptops.

XI. PUBLIC COMMENTS:

None

XII. BOARD COMMENTS (Reports from Sub-Committees):

- A. Strategic Communications – Candy deCsipkes provided a summary of the April 28, 2016 meeting.
- B. Update on Administrative Searches – Chair Ritcheson reported there are two administrative searches taking place, the FHS Principal and Superintendent.

XIII. EXECUTIVE SESSION:

- A. VOTED: (6)** To enter into Executive Session pursuant to 1 M.R.S.A § 405(6)(A): discussions relating to the appointment of officials. (Ledbetter – Pike) (11 – 0)

Time In: 8:01 p.m.


Time Out: 10:13 p.m.

XIV. ACTION AS A RESULT OF EXECUTIVE SESSION:

No action taken.

XV. ADJOURNMENT:

VOTED: (7) To adjourn at 10:14 p.m. (Ledbetter – Brown) (11 – 0)



Edward R. McDonough
Superintendent of Schools

RSU No. 5 Board of Directors Meeting
Wednesday, May 16, 2016 – 4:45 p.m.
Superintendent's Office - Conference Room
Meeting Minutes

(NOTE: These Minutes are not official until approved by the Board of Directors. Such action, either to approve or amend and approve, is anticipated at the June 8, 2016 meeting).

CALLED TO ORDER:

Chair Michelle Ritcheson called the meeting to order at 4:57 p.m.

MEMBERS PRESENT: Louise Brogan, Kathryn Brown (arrived at 5:11 p.m.), Jeremy Clough, Candace deCspikes, Naomi Ledbetter, John Morang, Beth Parker, Brian Pike, Michelle Ritcheson, Lindsay Sterling, Valeria Steverlynck

MEMBERS ABSENT:

III. PLEDGE OF ALLEGIANCE:

IV. EXECUTIVE SESSION:

A. VOTED: (1) To enter into Executive Session pursuant to 1 M.R.S.A § 405(6)(A): discussions relating to the appointment of officials. (Steverlynck – Parker) (10 – 0)

Time In: 4:58 p.m.

Time Out: 9:41 p.m.

V. ACTION AS A RESULT OF EXECUTIVE SESSION:

No action taken.

VI. ADJOURNMENT:

VOTED: (2) To adjourn at 9:42 p.m. (Steverlynck – Parker) (11 – 0)



Edward R. McDonough
Superintendent of Schools

RSU No. 5 Board of Directors Meeting
Wednesday, May 25, 2016 – 5:30 p.m.
Durham Community School - Gymnasium
Meeting Minutes

(NOTE: These Minutes are not official until approved by the Board of Directors. Such action, either to approve or amend and approve, is anticipated at the June 8, 2016 meeting).

CALLED TO ORDER:

Chair Michelle Ritcheson called the meeting to order at 5:42 p.m.

MEMBERS PRESENT: Louise Brogan, Kathryn Brown, Jeremy Clough, Candace deCsipkes, Naomi Ledbetter, John Morang, Beth Parker, Brian Pike, Michelle Ritcheson, Lindsay Sterling, Valeria Steverlynck

MEMBERS ABSENT:

III. PLEDGE OF ALLEGIANCE:

IV. ADJUSTMENTS TO THE AGENDA:

V. OLD BUSINESS:

- A. VOTED: (1)** In consideration of the Tri-Town Track and Field Project advancing up to \$30,000 to the RSU for the cost of soils analysis and site design work necessary for construction of a track and field at Freeport High School, the RSU agrees to reimburse the Tri-Town Track and Field Project for all such monies advanced to the RSU, such reimbursement to be made at such time as RSU5 votes to proceed to a referendum to approve the construction of the project. (Parker – Brogan) (11 – 0)

VI. NEW BUSINESS:

- A. VOTED: (2)** To elect Dr. Becky J. Foley as Superintendent of Schools.
(Parker – Ledbetter) (11 – 0)
- B. VOTED: (3)** To employ the following teachers for the 2016-2017 school year:
Cheryl Sleeper as a .7 Time RTI Title I Teacher at Mast Landing School
Jessica Montgomery as a Life Science Teacher at Freeport High School
Lindsay Carter as a Special Education Teacher at Durham Community School
Nicola Westberry as an English Teacher at Freeport High School
Jan Bessey as a Social Studies Teacher at Freeport High School
Sasha Levasseur as a 4th Grade Teacher at Mast Landing School
Conor Casey as a 6th Grade Teacher at Durham Community School (one year only position)
Rosemarie Lawrence as a Music Teacher at Mast Landing School
Kelli Wedgewood as a Social Worker at Durham Community School
Kara Constantine as a Physical Science Teacher at Freeport High School
Melissa Shaw as a Literacy Specialist at Morse Street School
Margaret Mountcastle as a .9 Time Art Teacher (one year only position)


(Pike – Ledbetter) (11 – 0)

VII. BOARD COMMENTS:

- A. Update on Administrative Searches – Superintendent McDonough provided an update on the searches for FHS Principal and Assistant Superintendent of Curriculum, Instruction, and Assessment.

VIII. ADJOURNMENT:

VOTED: (4) To adjourn at 5:55 p.m. (Pike – Parker) (11 – 0)



Edward R. McDonough
Superintendent of Schools

Board & Administrator

FOR SCHOOL BOARD MEMBERS

May 2016 Vol. 30, No. 1

Editor: Jeff Stratton

Board use of social media: Rules for sound communication apply here, too

Today's tech tools make it easier than ever for school districts and board members to engage community members and stakeholders. But trustees should think before they press "send" with their social media communications, said attorney Peter Fagen of Fagen, Friedman & Fulfroft LLP.

Fagen advises board members to avoid getting swept up in the ease of use technology offers and remember that all trustee communication should be mindful that the same rules that apply to any form of board communication should apply to social media as well.

The board does not need policies for each communication tool that becomes popular, Fagen said. "I don't like the idea of device-specific policies or media-specific regulations," he said. "The technology will always be changing, and your policies won't be able to keep up with the technology," he said.

The best way to approach the issue is through training and consistency. "Embed the principles of the way people are supposed to behave and interact, and apply them across all communication platforms," Fagen said.

The need for established principles can play out with social media just like it does in other areas of communication that can potentially create violations of open meetings law. "You want to guard against even the slightest perception that you are conducting work, deliberating, and discussing items through social media," Fagen said.

"There is nothing wrong with having a Facebook page and being friends with board colleagues," he added.

Problems can arise for board members when two or more trustee-colleagues are followers and someone attempts to influence a school board vote, he said.

"It's all about board member judgment," Fagen said. Board members should understand their potential audience, and concepts such as that when a trustee posts, she loses control of the message.

For example, when a board member posts something on social media and a follower or friend of the board member shares it, the information gets moved on to others. "This could potentially be a violation," Fagen said.

Communication about the schools should be left to the superintendent. The administrator should publicize news about education, great programs at the elementary schools, and pictures of classrooms. "Districts do that all the time, but that should be left to the staff, not board members," Fagen said. He explained that the overarching theme when posting on social media is to use good judgment. Think about what you post, he said.

"Even if I 'like' something, I am very conscious about it," he explained.

Proofread a post several times before you submit the item. "And when doing this, consider how your message will be received," he said.

This holds doubly true these days for public officials and the superintendent, too, Fagen said. Across all forms of communication, thoughtfully consider your messages and be mindful that you can build or compromise confidence in the school district, he said.

For information, visit f3law.com. ■

'Best practice' is for superintendent to start job in May

When Superintendent Eugene Schmidt took a new job with the Farmington, N.M., Municipal Schools, the board asked him to start in May.

"I consider this a national best practice," he said.

It allowed Schmidt to meet with principals, walk the classrooms, and speak at three graduation ceremonies.

"This enabled me to build rapport, participate in the budget process, jump right into the restructure of central office, and select four new principals," Schmidt said.

"Building trust works two ways as the school board must extend a hand as well," he said. "In this case, the extended hand gave me two months' head start on superintendents that traditionally start on July 1." ■

Agree to these points in a board-superintendent relationship policy

In order to foster an effective relationship, the board and superintendent need to come to agreement on how they will interact and engage. Many school boards put this into writing, in the form of a board-and-superintendent relationship policy. Here are the key points the board and superintendent should consider when developing this type of policy:

- The board governs, while the superintendent manages the day-to-day affairs of the district.
- The board should respect the superintendent's knowledge of educational matters.
- The superintendent should respect the board's responsibility to stakeholders.
- Both parties should honor confidentiality requirements.
- Both parties should seek to create an environment of openness, honesty, and trust.
- The superintendent works for the full board, not the board president or any other individual member.
- Decisions made by the full board at a board meet-

ing are the only ones that bind the superintendent.

- Board members request information through the superintendent. When one board member requests information, the superintendent copies all board members on the response.

- The superintendent treats all board members equally.

- When the board sets goals for the district, it considers available resources.

- The superintendent manages the district's staff.

- Individual board members do not "give orders" to district staff.

- The board evaluates the superintendent each year.

- The board evaluates itself every two to three years.

- Stakeholder concerns and comments are handled at the appropriate level in the district, and not by board members. Board members should pass citizen concerns on to the superintendent. ■

Most boards use operating principles

A set of operating principles can go a long way in helping the board and superintendent agree on matters of who does what.

The role of the school board is to:

- Prioritize and keep district resources focused on student learning.
- Set policies.
- Approve the budget.
- Hire and evaluate the superintendent.
- Listen to and represent the community.
- Be an advocate for public education.
- Be supportive of students, staff, and administration.
- Support participation and involvement in decision-making.
- Direct concerns or criticisms to the superin-

tendent in a timely manner.

- Support actions taken by the board and clearly differentiate personal opinion from board decisions when speaking in the minority.

The role of the school board is not to:

- Carry out policies or micromanage.
- Create surprises.
- Abdicate board responsibility.
- Press narrow personal agendas.
- Make promises as an individual board member that would appear to be binding upon the board and/or district.

In the *Board & Administrator* network, nearly 90 percent of boards are using operating principles, according to data from B&A's *Survey on School Boards* conducted late last year. ■

Survey of Professional Staff on Professional Learning Communities

This year, the administrative team set a SMART goal to get to scale with PLC practice.

By May 2016, 100% of professional staff will report they participated in a PLC.

Moreover, the RSU5 School Board set a goal under Teacher and Administrator Effectiveness recognizing that student achievement goals are a key characteristic of high performing schools.

** Assess efforts to get to scale across RSU5 with Professional Learning Communities by setting SMART goals and reviewing the results.*

Earlier in the year, principals shared the goals developed by teacher teams and principals will share the results at the June 8th School Board meeting. We did a quick survey and heard back from 76 professional staff.

	# of responses	# who participated & set goal	Frequency PLC met	Tasks performed at PLC meetings	PLC results
TOTALS	76	66 – Yes 10 – No	62 Weekly	41- Examine student data 65- Share strategies 50-Monitor student progress 48-Focus on student learning	48- Yes 28- No

Observations and Comments from Survey Respondents:

- Classroom teachers, K-8, meet weekly and set goals. Comments ranged from “*we shared many strategies and saw growth in our students*” to “*reflecting throughout the year on our SMART goal kept our focus strong and our motivation high toward achievement.*”
- Classroom teachers still struggled with time. For example: “*our meetings were incredibly beneficial to all; however scheduling did not allow us to meet during school hours.*” “*PLC time cut significantly into prep time.*”
- Teachers at the high school used PLC time to work on PBE, learning targets, assessment and alike. Goals were created independently. “*The focus of the PLC was implementation of PBE protocols / practices.*”
- Specialists met as a PLC, but struggled to identify a shared goal. “*Specialists met as a PLC, but because of different disciplines we teach it was hard to find common applications and measuring assessments for our goal.*” A few suggestions: “*As a specialist, it would have been helpful to have a smart goal with other teachers in my discipline rather than having one with specialists across disciplines.*” “*It would be nice if the specialists were able to meet once a week / during the day as a PLC.*”
- On the whole, teachers were positive about the process: “*It helped me focus on one thing over the year and track progress more specifically. Our results were strong and strategies effective.*” “*The process of establishing a team goal worked well. The discussions and work we did around the implementation of the goal were very helpful. We took on a new aspect of our curriculum and were able to explore it and try to figure out what worked best for our students.*”

Morse Street School –

RSU5 Professional Learning Communities (PLC) Goal Setting and Results (Specific, Measurable, Attainable, Results-Oriented, Time-bound)

Grade 2 Team SMART Goal	Strategies & Action Steps	Evidence of Student Learning – Report Results	Analysis of Student Learning (Effectiveness)	Learning on the PLC process
<p>By June 2016 at least 85% of our students will score a 3 or above on the Open Response assessment on the EOY EM assessment</p> <p>Baseline: 50% of students met or exceeded the expectation on the Unit 1 EM Open Response assessment</p>	<ol style="list-style-type: none"> 1. Consult with our math strategist every 3 weeks during PLC time. 2. Provide explicit instruction during mid-unit O.R. lessons. 3. Schedule Day 1 O.R.'s before PLC to review student performance, misconceptions, and to choose student examples for re-engagement. 4. Schedule Day 2 O.R.'s for the day after PLC's 5. Create a child friendly rubric 6. Plan for strategy groups for students who need additional support. 	<p>EOY EM assessment results not available yet.</p> <p>Progress towards EOY goal: Unit 3 - 78% of students scored at or above. 71% of students made growth or stayed the same at a 3</p> <p>Unit 5 - 75% of students scored at or above. 70% made growth or stayed the same at a 3</p> <p>Unit 7 - 65% students scored at or above. 61% made growth or stayed the same at a 3</p>	<p>At the end of Unit 7, 65% of children scored a 3 or 4. The goal was met for this unit.</p> <p>After an analysis of results, we noticed that we have not seen a gradual trend of improvement from one unit to the next as we predicted would be the case.</p> <p>Through analysis of the questions and content we have learned that the degree of difficulty of mathematical content on the different Open Response questions was a possible factor in our varying percentages. There were students who received a 4 on the Unit 1 assessment, and a 2 on the Unit 7 assessment.</p> <p>We have not completed instruction in Unit 9. We will administer the Unit 9 (EOY) OR assessment after the reporting out.</p>	<p>Setting a Smart Goal has allowed us to focus our second grade PLC work. As a team through discussion of results and observations of student work we have identified areas of strengths, weakness and confusion throughout the open response process. In response we have designed and implemented valuable strategies to help students be successful when explaining their thinking in an open response math problem.</p> <p>Looking closely at data helped us form strategy groups to target areas for growth, and provide specific support to those not meeting the expectation.</p> <p>Students who were already at a 4 (exceeding the expectation) were encouraged to extend their language and push their thinking to build on their initial response.</p> <p>We would like to re-examine this goal next year, using this year's data as a baseline. We might want to consider refocusing the</p>

			<p>Implications for instruction: Creating a child-friendly rubric for students to reference was extremely valuable. It provided our second graders clearly defined expectations. The rubric coupled with exemplars of 2,3 and 4 responses was successful.</p> <p>We used what we know to be successful in Reading and Writing Workshop and created an anchor chart of possible sentence starters using mathematical vocabulary.</p> <p>We need to improve our consistency in the delivery of the assessment. Delivering the directions strictly according to the EM guidelines may not be adequate to ensure all students understand what is required.</p> <p>Moving forwards we will need to backwards plan, in order to scaffold learning and to design organizational supports to help students organize their mathematical thinking.</p>	<p>goal on student growth unit by unit instead of overall achievement.</p>
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Other Team SMART GOALS	Result
<p>Kindergarten: By June 2016, 90% of kindergarten students will attain a score of 5 or 6 on each subtest on the P.A.S.T. (Total 40 to 48)</p> <p>By June 2016, 90% of kindergarten students will meet or exceed the expectation for conservation of number on the EOY EM assessment</p>	<p>In May 94% of our kindergarten students passed with a score of 40 to 48.</p> <p>In May 100% of kindergarten students passed the end-of-year standard: <i>Count to Tell the Number of Objects</i>.</p>
<p>Grade 1 By June 2016 at least 80% of first grade students will meet or exceed on the SMP items on the EOY EM assessment</p>	<p>98% of first graders met or exceeded on SMP items on the EOY assessment</p>
<p>Specialists By June 2016 100% of Specialists teachers will consistently use positive reinforcing and reminding language and score 5 on the <i>Responsive Classroom</i> assessment tool for teachers in these two sections</p>	<p>100% of Specialists teachers scored a 5 on the <i>Responsive Classroom</i> assessment tool for teachers in both sections on reinforcing and reminding language.</p>

RSU5 Professional Learning Communities (PLC) Goal Setting and Results: Mast Landing School

4th Grade Team SMART Goal	4th Grade: Students will make one point of growth in their ability to identify the main ideas and supporting details in nonfiction text between each each pre- and post-assessment.
4th Grade Results	4 th grade students grew an average of 0.99 and 0.87 points between the pre- and post-writing in each unit of study in writing (using Teachers' College learning progressions).
Strategies and Action Steps	<ul style="list-style-type: none"> • <i>Writing about Reading</i> book study • Refer to Jen Serravallo's <i>Reading Strategies Book</i> chapters 8, 9 and 13 for strategy lessons/ conferring. • Responsive instruction via individual conferring and strategy groups
Analysis of Student Learning	<ul style="list-style-type: none"> • One challenge is not having a specific structure for written response like "Better Answers." Once they learn the structure in writing essays they do not always transfer the skill to other tasks/lessons- in writing and reading. • Students have grown in the areas of identifying a topic and although still challenging, are growing in the skill of identifying the main idea. Their ability to identify the main idea is dependent on their ability to comprehend the text. • We have found that individual conferring and strategy groups is not always enough time to meet the needs of striving readers. They need additional scaffolds and support with comprehension. • Giving kids time for "writing in the air" (discussion and orally rehearse what they are going to write) helps foster their ability to produce theories and grow their thinking. Kids help support the work of their peers by raising the level of conversation. • We recognize that kids need time to rehearse and are able to be more successful with main idea and supporting details when they are held accountable through debate and discussion. • Classroom debates offered a new and exciting way for kids to deepened their level of understanding on their chosen non-fiction topic. • Students are now choosing to read nonfiction texts for choice reading.

	<ul style="list-style-type: none"> • Students have more stamina in writing and reading • Students are including more details both orally and in written responses. • Students are using the Learning Progressions to lift the level of writing about main idea and supporting details.
Learning on the PLC process	<ul style="list-style-type: none"> • SMART goal process presented a challenge for PLCs without shared content/curriculum (desire for vertical, content-focused PLCs) • Challenge in scheduling everything in (student focus vs. logistics focus) • Some of the most valuable time the teams have spent together has been unpacking units together (particularly during half-day release time) • Valuable, desire to continue

Other Team SMART GOALS	Result
3rd Grade: To improve student performance on Open Response Everyday Math open response assessments taught during the 2015-2016 school year. 80% of all students will demonstrate growth by moving up one level on the EDM OR rubrics.	82% of students demonstrated growth by moving up at least one level on the Everyday Math open response rubrics.
5 th Grade: Our goal is to improve the level of student discussion through accountable talk in reading. Ultimately, we will be creating more student-centered whole/small group discussions and less teacher-centered discussion. By April 1, 80% of 5 th grade students will show improvement in their level of discussion as demonstrated by a score of 6 or above on the Accountable Talk Rubric.	58% of 5th graders scoring a 6 or above on the Accountable Talk Rubric by April. 96% of 5th graders showed growth in their score on the Accountable Talk Rubric from October to April.
Specialists: We will use strategies around accountable talk to have students create their own knowledge and taking ownership for their learning through talking about their thinking. It is more about building independence, agency, responsibility and more student talk/less teacher talk.	We successfully infused more opportunities for students to turn and talk with their neighbor to provide more opportunities for all students' voices to be heard in order to deepen their understanding of their learning.

Pownal Elementary School

RSU 5 Professional Learning Communities (PLC) Goal Setting and Results (Specific, Measureable, Attainable, Results-oriented, Time-bound)

Team SMART Goal	Strategies and Action Steps	Evidence of Student Learning-Report Results	Analysis of Student Learning (Effectiveness)	Learning on the PLC process
2nd & 3rd Grade Team In our current 2nd/3rd grade classrooms we have 43% of students who struggle with reading engagement. Our goal is to decrease the number of disengaged readers from 43% down to 20%.	Administer Engagement and Interest Inventories 3x this year. Confer with students using Reading Logs Conduct strategy group and individual lessons using <u>The Reading Strategies Book</u> by Jen Serravallo at least once a week.	The percentage of disengaged students moved from 43% to 20% over the course of 7 months.	Our data collected on engagement inventories, shows that The strategies we employed from Serravallo's text have proved to increase the engagement and stamina of 2nd and 3rd grade students. By meeting with individuals and small groups we were able to target specific goals/activities that increased engagement. We have found that student's are also taking ownership in their reading lives, reading logs have helped students see their potential.	Establishing a SMART goal and dedicating the time to regularly evaluate and adjust our teaching based on this SMART goal increased students' engagement. The PLC process helped us systematically examine our practice and how students were responding to our instruction so we could adjust strategies accordingly. Working together we could act as critical friends and generate alternatives when the primary teacher was stumped for strategies.

Other Team SMART GOALS	Results
K-1 Increase automaticity of high frequency words so that 80% of striving readers reach Spring HFW expectation.	78% of students met or exceeded district standards, 55% of striving students met or exceeded district standards for HFW.
4-5 To improve fluency in 80% of students who are identified as needing RTI reading support.	50% of students increased their reading rate to meet the standard on the TC rubric.
Specialists Increase the frequency of students using safe, respectful and responsible behavior in all Specials by using the same behavior management language. Decrease blurting, off task behavior, interrupting etc. by 50% between October and April.	There was a 66% decrease in disruptive behavior from the first set of observations to the final observation.
Strategists By March 2016, 75% of the teachers in our sample will either: <ol style="list-style-type: none"> 1. Maintain a score of at least 3 or 2. Improve by 1 point On the Marshall Rubric under C. Delivery of Instruction, letters <i>e. Clarity</i> and <i>g. Engagement</i> 	100% of teachers maintained an effective rating (3) or improved by 1 point on the rubric.

Freeport Middle School

RSU5 Professional Learning Communities (PLC) Goal Setting and Results (Specific, Measurable, Attainable, Results-Oriented, Time-bound)

Team SMART Goal	Strategies & Action Steps	Evidence of Student Learning – Report Results	Analysis of Student Learning (Effectiveness)	Learning on the PLC process
<p>Improve students' informational literacy skills as measured on the spring F & P test with 85% of the students showing one year or more growth</p>	<p>Create an interdisciplinary unit that is rich in nonfiction reading selections (All Teams)</p> <p>As a team look to have an improved balance of fiction and nonfiction reading texts (All ELA teachers)</p>	<p>We are in the process of finishing up F and P testing for all students. Currently 91% of the students in the building have made one year or more growth on the F and P test.</p> <p>6th - 89% 7th - 96% 8th - 91%</p>	<p>Focusing on informational reading in multiple academic classes and having multiple hands on interdisciplinary units has proven successful.</p> <p>The variables that helped to improve test scores were:</p> <p>* Time dedicated in content area classes</p> <p>* Improved quality of the instruction.</p>	<p>An incredible amount of time is needed to create interdisciplinary units. If the building does not dedicate time, it will not be successful.</p> <p>Teachers created assessments that assess multiple standards in multiple subject areas.</p> <p>Teachers created hands on learning opportunities for students.</p> <p>Teachers increased the nonfiction reading selections for students and focused on direct instruction on how to pull content information out of the reading.</p>

RSU5 Professional Learning Communities (PLC) Goal Setting and Results (Specific, Measurable, Attainable, Results-Oriented, Time-bound):

Freeport High School

Team SMART Goal	Strategies & Action Steps	Evidence of Student Learning - Report Results	Analysis of Student Learning (Effectiveness)	Learning on the PLC process
<p><u>School-wide instructional Goal (All staff through grade level PLCs):</u> To develop summative assessments that are rigorous, complex and require higher order thinking, to use assessment to drive both deeper student learning and teacher daily lessons and instruction, and to see teachers open to and actively reaching out for support in planning, implementation, reflection and revision of their practice.</p>	<p><u>Student Action:</u> Students in grades 9-12 will engage in multiple performance assessments over the course of the year and will demonstrate progress and growth on the scoring criteria or content area rubrics that are attached to each performance assessment.</p> <p><u>Teacher action:</u> Teachers will plan, implement, reflect on and refine a minimum of two summative performance assessments aligned to standards by June 2016. Teachers will meet two or three times each week on a PLC team to develop the assessments as well as give each other feedback on assessments and lessons.</p>	<p>Analyzing the performance task in terms of level of rigor, complex thinking, and clarity.</p> <p>Analyzing the alignment between the performance assessment and alignment to standards.</p> <p>Sharing and analyzing student work in PLC meetings using a protocol.</p>	<p>Sharing and analyzing student work in PLC meetings using a protocol.</p> <p>Classroom observations and post-observation meetings with admin and teachers</p> <p>Reflection of student scores on scoring criteria (individual and teams of teachers)</p>	<p>Using protocols to solicit feedback and drive conversation</p> <p>Using protocols to analyze student work</p> <p>Collaborative time to plan assessments, receive feedback and make revisions</p>

	Teachers will also analyze student work in PLCs using protocols in order to refine assessments, inform reteaching and reassessment for students and to inform upcoming assessments.			
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Other Team SMART GOALS	Result
<p>9th grade: 100% of 9th grade students will participate in the NWEA test twice during the 2015-2016 school year. At least 80% of students will increase their score by at least 5% from the first to the second test administration. 100% of 9th grade students who were identified as performing below grade level during their 8th grade year will demonstrate at least 10% growth by the spring 2016 NWEA test administration.</p>	<p>Reading: 98%/96% participation</p> <p>53% increased score (by less than 5%) 9% met target of 5% growth</p> <p>Grade 9 identified cohort: 56% increased score (by less than 5%) 6% met target of 5% growth</p> <p>Math: 99%/92% participation</p> <p>59% increased score (by less than 5%) 6% met target of 5% growth</p>

	<p>Grade 9 identified cohort: 58% increased score (by less than 5%) 0% met target of 5% growth</p>
<p>10th Grade: 100% of 10th grade students will participate in the NWEA test twice during the 2015-2016 school year. At least 80% of students will increase their score by at least 5% from the first to the second test administration.</p>	<p>Reading: 100%/100% participation</p> <p>43% increased score (by less than 5%) 3% met target of 5% growth</p> <p>Math: 99%/98% participation</p> <p>63% increased score (by less than 5%) 15% met target of 5% growth</p>
<p>11th Grade: 100% of 11th grade students will participate in the SAT during the 2015-2016 school year. 75% will score at above the Maine state average on the SAT test.</p>	<p>99% participation Test results not yet released</p>
<p>12th Grade : 100% of 12th graders will engage in at least 2 performance assessments during the 2015-2016 school year. Student progress and growth will be measured by student work and scores on the content area rubrics for each performance assessment</p>	<p>100% participation, growth rates are anecdotal (lack of indicator-based scoring system)</p>



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VIII B.

TO: Louise Brogan, Kathryn Brown, Jeremy Clough, Candace deCsipkes, Naomi Ledbetter, John Morang, Beth Parker, Brian Pike, Michelle Ritcheson, Lindsay Sterling, Valeria Steverlynck

CC: Julie Nickerson, Lisa Demick, Hiram Sibley, Ray Grogan, Kim Austin, Dennis Ouellette, Will Pidden, Craig Sickels, Brian Campbell, Seth Thompson, Kelly Wentworth, Beth Willhoite, David Watts, Jen Gulko, Bonnie Violette, Emily Grimm, Anne-Marie Spizzuoco, Beth Daniels, Deanna Coro, Diana Pasmore, Dorothy Curtis, Eugenia O'Brien, Hank Ogilby, Kristy Johnson, Laurie Allen, Linda Pritchard, Liza Moore, Nancy Drolet, Nancy Dyer, Geoff Dyhrberg Sally Martin, Jessica Sturges, Karen Sylvain, Tiffany Blanchard

FROM: Edward R. McDonough Superintendent of Schools

DATE: May 25, 2016

RE: Policy Adoption

At the June 8, 2016 RSU5 Board of Directors Meeting, the following policy will be on the agenda for 2nd Read/Adoption. The Policy is attached.

1. JJIF – Management of Concussions and Other Head Injuries

MANAGEMENT OF CONCUSSIONS AND OTHER HEAD INJURIES

The Board recognizes that concussions and other head injuries are ~~potentially~~ serious and ~~may~~ could result in significant brain damage and/or death if not recognized and managed properly. The Board adopts this policy to promote the safety of students participating in RSU5 school-sponsored ~~extracurricular athletic activities~~, including but not limited to extracurricular athletic activities and interscholastic sports.

TRAINING

~~All coaches, including volunteer coaches, must undergo training in the identification and management of concussive and other head injuries prior to assuming their coaching responsibilities. Teachers and other school personnel will be provided the necessary information regarding strategies for addressing concussion symptoms at school and in the classroom. Prior to the beginning of each sports season, school personnel, including volunteers, identified by the RSU5 Concussion Policy Management Team must be made aware of the school policy and protocols related to the management of concussive injuries and participate in concussive awareness training that includes recognizing signs and symptoms that may suggest a concussive or other head injury. The~~ This training must be consistent with ~~such protocols as may be as~~ identified or developed by the Maine Department of Education (DOE) and include instruction in the use of such reporting forms as the required by the DOE may develop or require.

Coaches ~~shall be~~ are required to undergo refresher training every two years or based on the recommendations of the DOE and/or when protocols and forms have been revised.

STUDENT AND PARENTS INFORMATION-/ GUARDIANS

Prior to the beginning of each sports season, students ~~and parents of students who will be intending to participating in school-sponsored athletic activities, and parents/guardians of these students,~~ will be provided information ~~regarding including:~~

- A. The risk of concussion and other head injuries and the dangers associated with continuing to participate when a concussion or other head injury is suspected;
- B. The signs and symptoms ~~of~~ associated with concussion and other head injuries; and
- C. The school administrative unit's protocols for:
 - 1) Removal from the activity when a student is suspected of having sustained a concussion or other head injury;
 - 2) Evaluation; and
 - 3) Return to full participation in ~~the activity~~ school activities (refer to "Return to Play Activity Progression" which is in the Athletic Handbook).

The student participating in sports and his/her parent(s)/guardian(s) must sign a statement acknowledging that they have received and read this information before the student ~~will be~~ is allowed to participate in any school-sponsored athletic activity.

~~MANAGEMENT OF CONCUSSIVE AND OTHER HEAD INJURIES~~

It is the responsibility of ~~the athletic trainer and coach of the~~ staff members involved in school activity activities to be trained in the signs and symptoms related to concussion or other head injury, and to act in accordance with this policy when ~~they~~ the staff member recognizes that a student may be exhibiting such signs and symptoms and behaviors associated with a concussion or other head injury.

Any student suspected of having sustained a concussion or other head injury during a school-sponsored athletic activity including but not limited to ~~competition, practice or scrimmage~~, participation in interscholastic sports, must be removed from the activity immediately. The student and his/her parent(s)/guardian(s) will be informed ~~if there is a~~ of the need for further medical an evaluation for brain injury before the student ~~will be~~ is allowed to return to ~~the activity~~. full participation in school activities including learning.

No student ~~will be~~ is permitted to return to the activity or to participate in any other school-sponsored athletic ~~activity activities~~ on the day of the suspected concussion.

Any student ~~who is suspected of having sustained a concussion or other head injury shall be~~ is prohibited from further participation in any school-sponsored athletic activities until he/she ~~has been~~ is evaluated ~~and received written medical clearance to do so from a qualified and licensed health care provider~~. for concussion. If a concussion is suspected, the student must be removed from school activities and referred to a licensed health care provider trained in concussion management.

If a concussion is confirmed, the student is not permitted to return to full participation in any school activities until medically cleared to do so by a licensed health care provider trained in concussion management. More than one evaluation by the student's health care provider may be necessary before the student is cleared for full participation.

~~The athletic trainer, Coaches and other school personnel shall~~ must comply with the recommendations of the student's health care provider's recommendations in regard regarding to gradual return to participation. ~~No student will be permitted to return to full participation (competition) until cleared to do so. More than one evaluation by the student's health care provider may be necessary before the student is cleared for full participation.~~ If at any time during the return to ~~play protocol~~ full participation in school activities the student exhibits signs or symptoms of a concussion ~~are observed~~, the student must be removed from the activity and ~~may be referred to his/her health care provider for re-evaluation~~. re-evaluated by the treating licensed health care provider trained in concussion management.

COGNITIVE CONSIDERATIONS

~~Classroom teachers and other School personnel~~ should be alerted to cognitive and academic issues that may be experienced by a students who have has suffered a concussion or other head injury, including but not limited to difficulty with concentration, organization, long-and-short term memory and sensitivity to bright lights and sounds. School personnel shall accommodate a gradual return to full participation in academic and physical activities as appropriate, based on the recommendations of the student's health care provider and appropriate designated school personnel (e.g., 504 Coordinator, School Nurse, Athletic Trainer).

CONCUSSION POLICY MANAGEMENT TEAM

The Superintendent will appoint a Concussion Policy Management Team including a school administrator to be responsible, under the administrative supervision of the Superintendent, to make recommendations related to the implementation of this policy. The Concussion Policy Management Team will include the Athletic Director, Athletic Trainer, and School Nurse and may include one or more Principals or Assistant Principals, the School Physician, and such other school personnel or consultants as the Superintendent deems appropriate.

The team shall oversee and implement this policy and related protocols for concussive head injuries based on the generally accepted protocols. This team will identify the school personnel who shall be trained in concussion signs and symptoms and the school activities covered by this policy. The policy and/or related protocols should be reviewed when generally accepted protocols change.

Adopted: November 28, 2012

Revised: _____

**RSU 5 PROFESSIONAL GROWTH AND EVALUATION
2016 -2017 HANDBOOK**

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Introduction

The Professional Growth and Evaluation System steering committee continues to work to develop an evaluation plan for RSU 5 that emphasizes professional growth and continuous improvement while meeting the requirements of Maine law. For next year the committee recommends the return to a 3-year cycle with some modifications and additions, intended to make the model more efficient, transparent, and valuable for educators.

The model continues to include the Marshall rubrics to guide goal setting and for framing discussions between evaluator and educator. Additions to the model include Student Growth Measures and Peer Review activities that meet requirements set forth by the Maine DOE.

The steering committee is also interested in exploring the use of surveys of administrators and educators to inform goal setting and identify trends.

The Stakeholder Group

The committee met five times during the 2015-16 school year. Small groups met additional time to work on this handbook and the State survey. Jessica Sturges led a group of educators through a year-long pilot to develop and implement SLOs. Together with that group, she created the SLO Handbook and Template, an appendix to this handbook.

In June 2014, what had been the initial stakeholder group since 2010 was renamed the PG&E Steering Committee. The members were approved, according to the guidelines from the State, by a vote of the RSU 5 professional staff. There has been little turnover to date until now. During the 2016-17 school year the committee will seek a few new members to represent the views and experiences of educators across the district.

2015-16 Steering Committee Members

Candace Decsipkes, Board Member
Nancy Drolet, Educator
Tom Edwards, Community Member
Michael Lafortune, Interim Curriculum Director
Liza Moore, Educator
Hank Ogilby, Educator
Will Pidden, Administrator
Jessica Sturges, Educator
Beth Willhoite, Administrator
Gayle Wolotsky, Educator

Development of the Model

The model has evolved since 2010 when we first decided to adopt the National Teachers Board Standards and created rubrics based on them for the evaluation tool. At first we envisioned a 3 year cycle, but then decided it would be better to have an annual review that would include a 40-minute long observation with pre- and post conferences, a goal-setting phase involving peer review and some sort of survey tool for feedback from students. Six years later our model has morphed into a system that relies on Professional Learning Communities (PLCs) (and in some instances, content area and grade level teams) providing the collaborative platform for the development of student growth measures and an appraisal tool, based on the Marshall rubrics, which requires multiple, unannounced mini-observations each year and a summative appraisal in year 3. The current model also works to incorporate the use of peer observation and student surveys to provide the educator with additional formative data to support continuous improvement.

2016-17 - Pilot year

Educators will be evaluated based on their professional practice (4-5 mini observations) and professional growth (goal setting). Educators will work within their PLC to develop and implement one Student Learning Objective (SLO) to measure student growth between November 2016 and March 2017. A pilot group will develop and implement student surveys. All classroom educators (grades K-5) and Math/Language Arts educators (grades 6-12) will pilot an SLO.

All other educators (grades K-12) will pilot the to-be-developed student surveys.

All educators will engage in Peer Review activities.

2017-18 Full Implementation, Year 1

Educators will be evaluated based on their professional practice (4-5 mini observations) and professional growth (goal setting).

Educators within their PLC will identify and implement an SLO between November and March.

Educators will participate in student surveys.

Educators will engage in the peer review process, with no less than two documented interactions between Oct 2017 and May 2018. Educators

Continuing contract educators will be assigned to Cohort A, B, or C. They will continue in this cohort as long as the model exists.

Probationary educators will be on a one-year cycle.

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2018-19

Full Implementation, Year 2.

Full implementation includes: 4-5 mini-observations by administrator; participation in 2-3 peer observations (observer/observee); professional goal; an SLO where applicable; participation in student survey.

2019-20

Full Implementation, Year 3.

Cohort A will receive a summative rating.

The Model

On an annual basis, educators engage in all components of the model (**Professional Practice, Professional Growth, Student Growth Measures (SLOs), Peer Review, and Student Surveys**). In year three of the cycle a continuing contract educator will receive a **Summative Effectiveness Rating**. Probationary educators will receive a summative appraisal annually. Educators who are on a Directed Growth Plan will be on an annual review cycle if growth targets are not met within the first year's timeline.

Professional Practice

Observation of the professional practice, the educator's work in the classroom, is the predominant component of the system. The Teacher Evaluation Rubrics developed by Kim Marshall serve as the basis for evaluating professional practices. These rubrics are focused on classroom teacher practices and do not address the specific roles of all professional staff. For those educators, separate rubrics have been and are being developed. (For a list of roles and their respective rubrics see Appendix.)

The evaluator will conduct four to five mini observations each year. After each mini-observation, the evaluator and educator will meet to have a short dialogue about the professional practices seen during the mini-observation. The evaluator will enter brief observations, comments and/or questions in the educator's shared e-portfolio. The educator may add comments at any time, before or after the conversation.

At the annual review with his/her evaluator, the educator will complete a self-assessment using the Marshall rubrics. For Years 1 and 2, the evaluator will write a brief year end summary, to be entered in the educator's e-portfolio. The evaluator may make recommendations for goal setting.

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In Year 3 of the cycle, the evaluator will determine the summative effectiveness rating using the data collected in the educator's e-portfolio during the cycle and SLO data. A copy of the Summative Effectiveness Rating sheet will be put in educator's personnel file in the Central Office.

Classroom instruction is the predominant source for mini observations. Other potential sources for mini observations may include:

Teacher websites

IEP meetings

PD days

Review of portfolios

Planning meetings (lesson plans; short term and long term)

Attendance at parent conferences

PLC meetings

Evidence of parent communication (newsletters)

Professional Growth

Each year educators will identify one or two goals from the individual indicators within the six domains of the Marshall Rubrics. These goals should address areas of need, and may also be identified with the input of the building administrator. Educators will enter the goal statement into their shared e-portfolio by September 30th each year. Educators will complete a mid-year reflection on their goal progress by January 31 and a year-end reflection by June. Evidence of meeting the goal will be demonstrated through the professional practice mini observations.

Student Growth Measures

Student growth or student learning outcomes (SLO) will constitute 20% of the final summative effectiveness rating in the future. During the 2016-17, an identified group of educators will learn how to develop and implement SLOs, working within their PLC. The RSU5 SLO Handbook provides the guidelines and templates for educators developing SLOs. (see Appendix)

Not all professional educators are in roles for which student growth measures must be developed. For a list of roles that do not require student growth measures see Appendix.

Peer Review

Annually an educator will both observe a colleague's classroom and invite a colleague to observe his/her classroom. The purpose will be for sharing, reflection, and improving practice. Educators will be responsible for providing documentation of a peer observation in his/her e-portfolio. In lieu of a classroom observation, peer review may include, but is not limited to, review of portfolios and other evidence offered to demonstrate an educator's performance.

Scheduling these opportunities will require flexibility and support from administrators and PLC members. Peer review is for formative evaluation purposes only, and is not included in determining the summative effectiveness rating.

Student Surveys

Student surveys will be provided to students as another measure of effectiveness. These surveys will be grade-appropriate. All educators will be surveyed by students in an anonymous fashion.

During the 2016/17 school year, educators who will not be participating in an SLO will instead pilot a student survey. These surveys will be designed in the fall of 2016 by a small group that will then work with educators on implementation in spring 2017.

Summative Effectiveness Rating

The summative effectiveness rating will be determined using a decision matrix. The weighting is 80% on professional practices and growth, and 20% on student growth (SLOs). During the year end review meeting in Year 3, the evaluator will use the Summative Effectiveness Rating sheet to document the educator's rating.

Using the Marshall Rubrics, the evaluator determines the educator's professional practice and growth rating. With data from 3 years of observations and goal setting, the evaluator provides a rating for each of the six domains, weighted evenly: Planning and Preparation for Learning; Classroom Management; Delivery of Instruction; Monitoring, Assessment, and Follow-Up; Family and Community Outreach; and Professional Responsibilities. Then a final rating is determined based on an average of the ratings in each domain. The four-level rating scale is "4- Highly Effective", "3- Effective", "2-Improvement Necessary", "1-Does Not Meet Standards." See "Teacher Evaluation Rubrics - Domains and Rating Scale," later in this handbook, for more details.

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The evaluator will apply the decision matrix together with professional practice rating and the SLO rating to determine whether an educator is Highly Effective, Effective, Needs Improvement or Ineffective.

Decision Matrix

		Student Growth 20% Rating			
		1	2	3	4
	1	Ineffective	Ineffective	Review	Review
Instructional and Professional Practice (80%)	2	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement
	3	Review	Effective	Effective	Effective
	4	Review	Effective	Highly Effective	Highly Effective

*In case of any scores are significantly discrepant (2 or more levels difference), the evaluator and teacher will review specific evidence to assist in determining a Summative Effectiveness Rating. *Review could move into intensive growth cycle.

Note: Under Chapter 180, two summative ratings of ineffective may lead to dismissal.

Implementing the Model

Professional Learning Community (PLC)

This model presupposes that all RSU5 educators are members of a Professional Learning Community (PLC) and that during the school year members will have time during their scheduled meetings to focus on their PG&E work. During the 2016-17 year, K-5 and 6-12 ELA and Math teachers will be learning about and developing an SLO. Those not developing SLOs will be developing a plan to use student surveys to inform instruction. All educators will engage in Peer Review activities, most typical being non-evaluative observations in the classroom (or work space) with pre and post-observation discussions.

Professional Development for Educators

As in previous years, time will be dedicated at the beginning of the school year, before students return, for all educators to review the PG&E plan and to learn about updates so that all will understand the expectations for the year. Additional time will be required in the Fall to get

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started on the SLO and student survey work, as well as regularly scheduled time throughout the year for peer review, collaboration, and reflection. Administrators need to identify time for this work during weekly PLC meetings, monthly staff meetings, and district PD days.

All educators new to RSU5 will be introduced to the PG&E plan during New Educator Orientation, prior to the start of the school year. Training will include:

- The Marshall Rubrics
- The Educator's E- Portfolio (which includes the observation, goal setting, and self-reflection templates)
- Overview of SLO writing and example
- Assignment to a Professional Learning Community (PLC)

Training of Evaluators

Building principals and other administrators will meet in the summer to review the components of the model. Three times during the year they will meet to review and calibrate mini observations, post observation meetings, and rubric ratings for inter-rater reliability and agreement.

Directed Growth Plan

The Directed Growth Plan is for continuing contract educators who need improvement and/or who may benefit from more support in meeting the RSU5 Professional Teaching Standards. Being placed on a Directed Growth Plan does not mean the educator is being considered for termination. This plan provides a good-faith effort to support and guide the educator to effectively meet the Standards set forth in the RSU5 Professional Growth and Evaluation System.

Purpose

The purpose of the Directed Growth Plan is to:

- Enable a continuing contract educator to seek assistance in any of the RSU5 Professional Teaching Standards.
- Provide a structured process for a continuing contract educator, who by the determination of the administrator, needs improvement and/or may benefit from more support.
- Provide due process for disciplinary action.

The Directed Growth Plan is intended to provide the best possible likelihood for professional improvement. This more structured supervision is characterized by recognition on the part of

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the administrator that the educator needs assistance with one or more of the RSU5 Professional Teaching Standards. This process may be initiated at any time throughout the year. It will be clear at the end of the initial timeline whether the educator will continue on a Directed Growth Plan into a second year.

Process

The administrator shall provide a written identification of the problem and expectations for improvement in performance based on classroom observations and/or other identified problem areas with colleagues, students, or parents, using the Marshall rubrics as the reference point for effectiveness. The written statement shall be discussed with the educator within five (5) days of its receipt.

Directed Growth Plan

The administrator and educator will develop a written Directed Growth Plan that will assist the educator in improving the identified problem areas using the Marshall rubrics as a guide.

This plan will include:

- Specific measurable goals relating to areas needing improvement
- Action steps/strategies for resolution of concerns. Possible action steps include analysis of student growth data, analysis of student/parent survey data, attendance at professional development workshops, visiting classrooms, working with strategists and/or coaches etc.
- Resources needed to accomplish goals
- Timeline for completion
- Evidence

Mini observations and follow up conversations will continue throughout the process. Progress toward meeting the goals as outlined within the plan will be monitored and documented. While the educator is on the directed growth plan, another building administrator will conduct a minimum of two mini observations with follow up conversations.

If the goals are met at the completion of the time line, the educator will no longer be on a Directed Growth Plan. If there is evidence of significant progress in meeting the goals, the timeline may be extended. If there is no progress on meeting the goals, the educator's summative rating will be ineffective. Next steps will be determined in meeting with administration.

Teacher Evaluation Rubrics - Domains and Rating Scale

The RSU 5 teacher evaluation rubrics are those of Kim Marshall and his work on a teacher evaluation and supervision model.

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Organization, Rationale, and Suggestions for Implementation

1. The rubrics have six domains covering all aspects of a teacher's job performance:

- A. Planning and Preparation for Learning
- B. Classroom Management
- C. Delivery of Instruction
- D. Monitoring, Assessment, and Follow-Up
- E. Family and Community Outreach
- F. Professional Responsibilities

2. The rubrics use a four-level rating scale:

4 – *Highly Effective* – Master teacher performance that meets very demanding criteria

3 – *Effective* – Solid, expected professional performance; teachers should feel good about scoring at this level

2 – *Improvement Necessary* – Performance is mediocre; no teacher should be content to remain at this level

1 – *Does Not Meet Standards* – Unacceptable performance leading to an improvement plan, intensive support, and, if improvement isn't made within a reasonable amount of time, dismissal

3. These rubrics aim to provide a shared definition of the work teachers do with students and colleagues. To gather the information needed to fill out the rubrics at the end of a school year, supervisors make frequent, short, unannounced classroom visits (at least four to five per teacher per year); have a face-to-face coaching conversation after each one; regularly observe teachers in team meetings and other settings; and possibly look at student survey data. **The rubrics should not be used as checklists during classroom visits or in post-observation conferences – their comprehensive scope and evaluative tone are likely to hamper thoughtful observation and effective coaching. Rather, the rubrics should inform teachers' work and supervisors' observations throughout the year and serve as a memory prompt and structuring protocol when it's time to evaluate the year's work.**

4. The rubrics should be used formally at two points: (a) As school opens, teachers self-assess, meet with their supervisor, and set 1-2 improvement goals; (b) At the end of the year, teacher and supervisor repeat this process and reach closure on the year's ratings.

5. The rubrics synthesize an extensive research base on classroom and professional practices that affect children's learning. Although student achievement is not evaluated by the rubrics, it's reasonable to assume that in a well-run school (positive climate, professional working conditions, aligned curriculum, etc.) the more Effective and Highly Effective ratings a teacher has, the better students will do.

Adapted from Marshall, K. *Rethinking Teacher Supervision and Evaluation* (Jossey-Bass, 2nd edition, 2013,).

RSU5 PROFESSIONAL GROWTH AND EVALUATION HANDBOOK - APPENDIX A

RSU5 Professional Growth and Evaluation 3 year cycle

Staff years 1-3 (Probationary): **timeline is for each year for the first 3 years*

TIMELINE	TEACHER ACTION	ADMIN ACTION
Spring/Sept.	Professional Practice goal creation possibly based on self-assessment on rubric SLO creation with PLC team	Goal discussion/feedback, approval
Sept.-April	Post-observation meetings with admin after administrator mini-observations	6-8 mini observations w/ debrief and written feedback
Jan.	Mid-year written goal reflection	(feedback/support on goal reflection if requested)
By April 1	Goal reflection and self-assessment on rubric (in preparation for summative meeting with administrator) Complete SLO process	Summative evaluation Summative meeting to discuss admin assessment and teacher self-assessment on rubric and goals/SLOs

RSU5 PROFESSIONAL GROWTH AND EVALUATION HANDBOOK - APPENDIX A

Staff years 4+

Years 1 and 2

TIMELINE	TEACHER ACTION	ADMIN ACTION
Spring/Sept.	Professional Practice goal creation (can be based on spring self-assessment on rubric) SLO creation with PLC team	Goal discussion/feedback, approval
Sept.-May	2-3 Peer observations (minimum of 1 as observer and 1 as observee) with written self-reflection (after being observed) Post-observation meetings with admin after administrator mini-observations	4-5 mini observations w/ debrief and written notes for principal review at rubric time
Jan.	Written mid-year goal reflection	(feedback/support on goal reflection if requested)
Between April 15 - June 15	Goal reflection and self-assessment on rubric (in preparation for formative meeting with administrator) Complete SLO process	Formative rating on rubric Formative meeting to discuss admin assessment and teacher self-assessment on rubric and goals/SLOs, written notes in e-portfolio

Year 3

TIMELINE	TEACHER ACTION	ADMIN ACTION
Spring/Sept.	Professional Practice goal creation (can be based on spring self-assessment on rubric) SLO creation with PLC team	Goal discussion/feedback, approval
Sept.-May	Post-observation meetings with admin after administrator mini-observations	4-5 mini observations w/ debrief and written feedback
Jan.	Written mid-year goal reflection	(feedback/support on goal reflection if requested)
Between April 15 - June 15	Goal reflection and self-assessment on rubric (in preparation for summative meeting with administrator) Complete SLO process	Summative evaluation Summative meeting to discuss admin assessment and teacher self-assessment on rubric and goals/SLOs, complete Summative Effectiveness Rating

RSU5 PROFESSIONAL GROWTH AND EVALUATION HANDBOOK - APPENDIX B: CLASSROOM TEACHER RUBRICS

A. Planning and Preparation for Learning

The teacher:		4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Knowledge	Is expert in the subject area and up to date on authoritative research on child development and how students learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Has little familiarity with the subject matter and few ideas on how to teach it and how students learn.	
b. Standards	Has a detailed plan for the year that is tightly aligned with high standards and ensures success on standardized assessments.	Plans the year so students will meet high standards and be ready for standardized assessments.	Has done some thinking about how to cover high standards and test requirements this year.	Plans lesson by lesson and has little familiarity with state standards and tests.	
c. Units	Plans almost all units with big ideas, essential questions, knowledge, skill, transfer, and non-cognitive goals covering most Bloom levels.	Plans most units with big ideas, essential questions, knowledge, skill, and non-cognitive goals.	Plans lessons with some thought to larger goals and objectives and higher-order thinking skills.	Teaches on an <i>ad hoc</i> basis with little or no consideration for long range curriculum goals.	
d. Assessments	Prepares diagnostic, on-the-spot, interim, and summative assessments to monitor student learning.	Plans on-the-spot and unit assessments to measure student learning.	Drafts unit tests as instruction proceeds.	Writes final tests shortly before they are given.	
e. Anticipation	Anticipates students' misconceptions and confusions and develops multiple strategies to overcome them.	Anticipates misconceptions that students might have and plans to address them.	Has a hunch about one or two ways that students might become confused with the content.	Proceeds without considering misconceptions that students might have about the material.	
f. Lessons	Designs each lesson with clear, measurable, achievable goals closely aligned with standards and unit outcomes.	Designs lessons focused on measurable, achievable outcomes aligned with unit goals.	Plans lessons with some consideration of long-term goals.	Plans lessons aimed primarily at entertaining students or covering textbook chapters.	
g. Engagement	Designs highly relevant lessons that will motivate virtually all students and engage them in active learning.	Designs lessons that are relevant, motivating, and likely to engage most students.	Plans lessons that will catch some students' interest and perhaps get a discussion going.	Plans lessons with very little likelihood of motivating or involving students.	
h. Materials	Designs lessons that use an effective mix of high quality, multicultural learning materials and technology.	Designs lessons that use an appropriate, multicultural mix of materials and technology.	Plans lessons that involve a mixture of good and mediocre learning materials.	Plans lessons that rely mainly on mediocre and low quality textbooks, workbooks, or worksheets.	
i. Differentiation	Designs lessons that break down complex tasks and address students' learning needs, styles, and interests.	Designs lessons that target several learning needs, styles, and interests.	Plans lessons with some thought as to how to accommodate special needs students.	Plans lessons with no differentiation.	
j. Environment	Uses room arrangement, materials, and displays to create an inviting climate and maximize student learning.	Organizes classroom furniture, materials, and displays to support unit and lesson goals.	Organizes furniture and materials to support the lesson, with only a few decorative displays.	Has a conventional furniture arrangement, hard-to-access materials, and few wall displays.	

Overall rating: _____ **Comments:** _____

**RSU5 PROFESSIONAL GROWTH AND EVALUATION HANDBOOK - APPENDIX B: CLASSROOM TEACHER
RUBRICS**

B. Classroom Management

The teacher:		4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Expectations	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.	Clearly communicates and consistently enforces high standards for student behavior.	Announces and posts classroom rules and consequences.	Comes up with <i>ad hoc</i> rules and consequences as events unfold during the year.	
b. Relationships	Shows warmth, caring, respect, and fairness for all students and builds strong relationships.	Is fair and respectful toward students and builds positive relationships.	Is fair and respectful toward most students and builds positive relationships with some.	Is sometimes harsh, unfair, and disrespectful with students and/or plays favorites.	
c. Respect	Creates a climate of respect and buy-in such that disruption of learning is virtually unthinkable.	Wins almost all students' respect and discipline problems are few and far between.	Wins the respect of some students but there are regular disruptions in the classroom.	Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.	
d. Social-emotional	Implements a program that successfully develops positive interactions and social-emotional skills.	Fosters positive interactions among students and teaches useful social skills.	Often lectures students on the need for good behavior and makes an example of "bad" students.	Publicly berates "bad" students, blaming them for their poor behavior.	
e. Routines	Successfully inculcates class routines up front so that students maintain them throughout the year.	Teaches routines and has students maintain them all year.	Tries to train students in class routines but many of the routines are not maintained.	Does not teach routines and is constantly nagging, threatening, and punishing students.	
f. Responsibility	Gets virtually all students to be self-disciplined, take responsibility for their actions, and have a strong sense of efficacy.	Develops students' self-discipline and teaches them to take responsibility for their own actions.	Tries to get students to be responsible for their actions, but many lack self-discipline.	Is unsuccessful in fostering self-discipline in students; they are dependent on the teacher to behave.	
g. Repertoire	Has a highly effective discipline repertoire and can capture and hold students' attention any time.	Has a repertoire of discipline "moves" and can capture and maintain students' attention.	Has a limited disciplinary repertoire and some students are not paying attention.	Has few discipline skills and constantly struggles to get students' attention.	
h. Efficiency	Skillfully uses coherence, momentum, and transitions so that almost every minute of classroom time produces learning.	Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, inefficient transitions, and off-task teacher behavior.	Loses a great deal of instructional time because of confusion, interruptions, ragged transitions, and off-task teacher behavior.	
i. Prevention	Is alert, poised, dynamic, and self-assured and nips virtually all discipline problems in the bud.	Has a confident, dynamic presence and nips most discipline problems in the bud.	Tries to prevent discipline problems but sometimes little things escalate into big problems.	Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate.	
j. Incentives	Gets students to buy into a highly effective system of incentives linked to intrinsic rewards.	Uses incentives wisely to encourage and reinforce student cooperation.	Uses extrinsic rewards in an attempt to get students to cooperate and comply.	Gives out extrinsic rewards (e.g., free time) without using them as a lever to improve behavior.	

Overall rating: _____ **Comments:** _____

**RSU5 PROFESSIONAL GROWTH AND EVALUATION HANDBOOK - APPENDIX B: CLASSROOM TEACHER
RUBRICS**

C. Delivery of Instruction

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
The teacher:				
a. Expectations	Exudes high expectations, urgency, and determination that all students will master the material.	Conveys to students: This is important, you can do it, and I'm not going to give up on you.	Tells students that the subject matter is important and they need to work hard.	Gives up on some students as hopeless.
b. Mindset	Actively inculcates a "growth" mindset: take risks, learn from mistakes, through effective effort you can and will achieve at high levels.	Tells students that effective effort, not innate ability, is the key.	Doesn't counteract students' misconceptions about innate ability.	Communicates a "fixed" mindset about ability: some students have it, some don't.
c. Goals	Shows students exactly what's expected by posing essential questions, goals, rubrics, and exemplars; virtually all students can articulate them.	Gives students a clear sense of purpose by posing the unit's essential questions and the lesson's goals.	Tells students the main learning objectives of each lesson.	Begins lessons without giving students a sense of where instruction is headed.
d. Connections	Hooks virtually all students in units and lessons by activating knowledge, experience, reading, and vocabulary.	Activates students' prior knowledge and hooks their interest in each lesson and new vocabulary.	Is only sometimes successful in making the subject interesting and relating it to things students already know.	Rarely hooks students' interest or makes connections to their lives.
e. Clarity	Presents material clearly and explicitly, with well-chosen examples and vivid, appropriate language.	Uses clear explanations, appropriate language, and examples to present material.	Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate.	Often presents material in a confusing way, using language that is inappropriate.
f. Repertoire	Uses a wide range of well-chosen, effective strategies, questions, materials, technology, and groupings to accelerate student learning.	Orchestrates effective strategies, questions, materials, technology, and groupings to foster student learning.	Uses a limited range of classroom strategies, questions, materials, and groupings with mixed success.	Uses only one or two teaching strategies and types of materials and fails to reach most students.
g. Engagement	Gets virtually all students involved in focused activities, actively learning and problem solving, losing themselves in the work.	Has students actively think about, discuss, and use the ideas and skills being taught.	Attempts to get students actively involved but some students are disengaged.	Mostly lectures to passive students or has them plod through textbooks and worksheets.
h. Differentiation	Successfully reaches virtually all students by skillfully differentiating and scaffolding and using peer and adult helpers.	Differentiates and scaffolds instruction and uses peer and adult helpers to accommodate most students' learning needs.	Attempts to accommodate students with learning deficits, but with mixed success.	Fails to differentiate instruction for students with learning deficits.
i. Nimbleness	Deftly adapts lessons and units to exploit teachable moments and correct misunderstandings.	Is flexible about modifying lessons to take advantage of teachable moments.	Sometimes doesn't take advantage of teachable moments.	Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments.
j. Closure	Consistently has students summarize and internalize what they learn and apply it to real-life situations and future opportunities.	Has students sum up what they have learned and apply it in a different context.	Sometimes brings closure to lessons and asks students to think about applications.	Moves on at the end of each lesson without closure or application to other contexts.

Overall rating: _____ **Comments:** _____

**RSU5 PROFESSIONAL GROWTH AND EVALUATION HANDBOOK - APPENDIX B: CLASSROOM TEACHER
RUBRICS**

D. Monitoring, Assessment, and Follow-Up

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
The teacher:				
a. Criteria	Consistently posts and reviews clear criteria for good work, with rubrics and exemplars of student work at each level of proficiency.	Posts criteria for proficiency, including rubrics and exemplars of student work.	Tells students some of the qualities that their finished work should exhibit.	Expects students to know (or figure out) what it takes to get good grades.
b. Diagnosis	Gives students a well-constructed diagnostic assessment up front, and uses the information to fine-tune instruction.	Diagnoses students' knowledge and skills up front and makes small adjustments based on the data.	Does a quick K-W-L (Know, Want to Know, Learned) exercise before beginning a unit.	Begins instruction without diagnosing students' skills and knowledge.
c. On-the-Spot	Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies.	Frequently checks for understanding and gives students helpful information if they seem confused.	Uses mediocre methods (e.g., thumbs up, thumbs down) to check for understanding during instruction.	Uses ineffective methods ("Is everyone with me?") to check for understanding.
d. Self-Assessment	Has students set ambitious goals, continuously self-assess, and take responsibility for improving performance.	Has students set goals, self-assess, and know where they stand academically at all times.	Urges students to look over their work, see where they had trouble, and aim to improve those areas.	Allows students to move on without assessing and improving problems in their work.
e. Recognition	Frequently posts students' work with rubrics and commentary to celebrate progress and motivate and direct effort.	Regularly posts students' work to make visible their progress with respect to standards.	Posts some 'A' student work as an example to others.	Posts only a few samples of student work or none at all.
f. Interims	Works with colleagues to immediately use interim assessment data to fine-tune teaching, re-teach, and help struggling students.	Promptly uses data from interim assessments to adjust teaching, re-teach, and follow up with failing students.	Returns tests to students and follows up by clarifying a few items that caused problems.	Is slow getting test results back to students and moves on without analyzing data and following up with students.
g. Tenacity	Relentlessly follows up with struggling students with personal attention so that virtually all reach proficiency.	Takes responsibility for students who are not succeeding and gives them extra help.	Offers students who fail tests some additional time to study and do re-takes.	Tells students that if they fail a test, that's it; the class has to move on to cover the curriculum.
h. Support	Makes sure that students who need specialized diagnosis and help receive appropriate services immediately.	When necessary, refers students for specialized diagnosis and extra help.	Sometimes doesn't refer students promptly for special help, and/or refers students who don't need it.	Often fails to refer students for special services and/or refers students who do not need them.
i. Analysis	Works with colleagues to analyze and chart data, draw action conclusions, and leverage student growth.	Analyzes data from assessments, draws conclusions, and shares them appropriately.	Records students' grades and notes some general patterns for future reference.	Records students' grades and moves on with the curriculum.
j. Reflection	Works with colleagues to reflect on what worked and what didn't and continuously improve instruction.	Reflects on the effectiveness of lessons and units and continuously works to improve them.	At the end of a teaching unit or semester, thinks about what might have been done better.	Does not draw lessons for the future when teaching is unsuccessful.

Overall rating: _____ **Comments:** _____

**RSU5 PROFESSIONAL GROWTH AND EVALUATION HANDBOOK - APPENDIX B: CLASSROOM TEACHER
RUBRICS**

E. Family and Community Outreach

The teacher:		4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Respect	Shows great sensitivity and respect for family and community culture, values, and beliefs.	Communicates respectfully with parents and is sensitive to different families' culture and values.	Tries to be sensitive to the culture and beliefs of students' families but sometimes shows lack of sensitivity.	Is often insensitive to the culture and beliefs of students' families.	
b. Belief	Shows each parent an in-depth knowledge of their child and a strong belief that he or she will meet or exceed standards.	Shows parents a genuine interest and belief in each child's ability to reach standards.	Tells parents that he or she cares about their children and wants the best for them.	Does not communicate to parents knowledge of individual children or concern about their future.	
c. Expectations	Gives parents clear, user-friendly learning and behavior expectations and exemplars of proficient work.	Gives parents clear expectations for student learning and behavior for the year.	Sends home a list of classroom rules and the syllabus for the year.	Doesn't inform parents about learning and behavior expectations.	
d. Communication	Makes sure parents hear positive news about their children first, and immediately flags any problems.	Promptly informs parents of behavior and learning problems, and also updates parents on good news.	Lets parents know about problems their children are having but rarely mentions positive news.	Seldom informs parents of concerns or positive news about their children.	
e. Involving	Frequently involves parents in supporting and enriching the curriculum for their children as it unfolds.	Updates parents on the unfolding curriculum and suggests ways to support learning at home.	Sends home occasional suggestions on how parents can help their children with schoolwork.	Rarely if ever communicates with parents on ways to help their children at home.	
f. Homework	Assigns highly engaging homework, gets close to a 100% return, and promptly provides helpful feedback.	Assigns appropriate homework, holds students accountable for turning it in, and gives feedback.	Assigns homework, keeps track of compliance, but rarely follows up.	Assigns homework but is resigned to the fact that many students won't turn it in, and doesn't follow up.	
g. Responsiveness	Deals immediately and successfully with parent concerns and makes parents feel welcome any time.	Responds promptly to parent concerns and makes parents feel welcome in the school.	Is slow to respond to some parent concerns and comes across as unwelcoming.	Does not respond to parent concerns and makes parents feel unwelcome in the classroom.	
h. Reporting	Uses student-led conferences, report cards, and informal talks to give parents detailed and helpful feedback on children's progress.	Uses conferences and report cards to give parents feedback on their children's progress.	Uses report card conferences to tell parents the areas in which their children can improve.	Gives out report cards and expects parents to deal with the areas that need improvement.	
i. Outreach	Successfully contacts and works with virtually all parents, including those who are hard to reach.	Reaches out to all parents and is tenacious in contacting hard-to-reach parents.	Tries to contact all parents, but ends up talking mainly to the parents of high-achieving students.	Makes little or no effort to contact parents.	
j. Resources	Successfully enlists classroom volunteers and extra resources from homes and the community to enrich the curriculum.	Reaches out to families and community agencies to bring in volunteers and additional resources.	Asks parents to volunteer in the classroom and contribute extra resources.	Does not reach out for extra support from parents or the community.	

Overall rating: _____ **Comments:** _____

**RSU5 PROFESSIONAL GROWTH AND EVALUATION HANDBOOK - APPENDIX B: CLASSROOM TEACHER
RUBRICS**

F. Professional Responsibilities

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
The teacher:				
a. Attendance	Has perfect or near perfect attendance (98-100%).	Has very good attendance (95-97%).	Has moderate absences (6-10%). If there are extenuating circumstances, state below.	Has many absences (11% or more). If there are extenuating circumstances, state below.
b. Language	In professional contexts, speaks and writes correctly, succinctly, and eloquently.	Uses correct grammar, syntax, usage, and spelling in professional contexts.	Periodically makes errors in grammar, syntax, usage and/or spelling in professional contexts.	Frequently makes errors in grammar, syntax, usage, and/or spelling in professional contexts.
c. Reliability	Carries out assignments conscientiously and punctually, keeps meticulous records, and is never late.	Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.	Occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines.	Frequently skips assignments, is late, makes errors in records, and misses paperwork deadlines.
d. Professionalism	Presents as a consummate professional and always observes appropriate boundaries.	Demonstrates professional demeanor and maintains appropriate boundaries.	Occasionally acts and/or dresses in an unprofessional manner and/or violates boundaries.	Frequently acts and/or dresses in an unprofessional manner and violates boundaries.
e. Judgment	Is invariably ethical, honest, and forthright, uses impeccable judgment, and respects confidentiality.	Is ethical and forthright, uses good judgment, and maintains confidentiality with student information.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information.	Is frequently unethical, dishonest, uses poor judgment, and/or discloses student information.
f. Above-and-beyond	Is an important member of teacher teams and committees and frequently volunteers for extra activities.	Shares responsibility for grade level and schoolwide activities and takes part in extra activities.	When asked, will serve on a committee and attend an extra activity.	Declines invitations to serve on committees and attend extra activities.
g. Leadership	Frequently contributes valuable ideas and expertise and instills in others a desire to improve student results.	Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school.	Occasionally suggests an idea aimed at improving the school.	Rarely if ever contributes ideas that might help improve the school.
h. Openness	Actively seeks out feedback and suggestions from students, parents, and colleagues and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive but does listen to feedback and suggestions.	Is very defensive about criticism and resistant to changing classroom practice.
i. Collaboration	Meets at least weekly with colleagues to plan units, share ideas, and analyze interim assessments.	Collaborates with colleagues to plan units, share teaching ideas, and look at student work.	Meets occasionally with colleagues to share ideas about teaching and students.	Meets infrequently with colleagues, and conversations lack educational substance.
j. Growth	Actively reaches out for new ideas and engages in action research with colleagues to figure out what works best.	Seeks out effective teaching ideas from colleagues, workshops, and other sources and implements them well.	Can occasionally be persuaded to try out new classroom practices.	Is not open to ideas for improving teaching and learning.

Overall rating: _____ **Comments:** _____

Sample e-portfolio for Continuing Contract Educator

Educator:

Evaluator(s):

Year/ Cohort cycle: (A, B, C)

Beginning date:

YEAR ONE (Same for Year TWO)

Professional Growth Goal:

(1 or 2 goal targets)

Indicator and domain:

(By September 30)

Goal:

Mid-year reflection:

(By January 31)

End of year reflection:

(By April 30)

Professional Practice:

(4-5 mini observations between September 1 and June 1)

Mini Observation and Comments

Date:

Evaluator Black:

Educator Blue (optional):

Mini Observation and Comment

Date:

Evaluator Black:

Educator Blue (optional):

Mini Observation and Comments

Date:

Evaluator Black:

Educator Blue (optional):

Mini Observation and Comments

Date:

Evaluator Black:

Educator Blue (optional):

Mini Observation and Comments

Date:

Evaluator Black:

Educator Blue (optional):

Peer Review

Date of Observation:

Peer Support:

Educator's comments

Student Surveys

Survey tool

Survey Group

Date collected

Educator's comments

End of Year One

Evaluator's comments:

Educator Blue (optional):

Summative Rating Sheet

(to be used at end of 3-yr cycle)

Educator's name: _____ School _____

Cycle Cohort / year _____ Subject area: _____

Evaluator(s): _____

RATINGS ON INDIVIDUAL RUBRICS: (80%)

A. Planning and Preparation for Learning:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

B. Classroom Management:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

C. Delivery of Instruction:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

D. Monitoring, Assessment, and Follow-Up:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

E. Family and Community Outreach:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

F. Professional Responsibilities:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

OVERALL RATING: (80%)

4- Highly Effective 3- Effective 2- Improvement Necessary 1-Does Not Meet Standards

Comments by Evaluator:

Comments by Educator:

Evaluator's signature: _____ Date: _____

Educator's signature: _____ Date: _____

(The educator's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)

Summative Effectiveness Rating

Evaluator _____

Educator _____

Date: _____

Professional Practice and Growth rating: _____ (4 point scale)

Student Growth Measure (SLO) rating: _____ (4 point scale)

Decision Matrix

Student Growth 20% Rating					
		1	2	3	4
	1	Ineffective	Ineffective	Review	Review
Instructional and Professional Practice (80%)	2	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement
	3	Review	Effective	Effective	Effective
	4	Review	Effective	Highly Effective	Highly Effective

*In case of any scores are significantly discrepant (2 or more levels difference), the evaluator and teacher will review supporting evidence to assist in determining a Summative Effectiveness Rating. *Review could lead into intensive growth cycle.

Evaluator's comments:

Educator's comments:

Evaluator's signature _____ Date: _____

Educator's signature _____ Date: _____

(The educator's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)

Directed Growth Plan

Name _____

Building _____

Grade/Subject _____

Specific Measurable Goals*	Action Steps (Provide Details)	Resources	Timeline for Completion	Evidence

*linked to the Marshall Rubrics

Educator's Comments:

Administrator's Comments:

Educator's Signature _____

Date

Administrator's Signature _____

Date

RSU5 PROFESSIONAL GROWTH AND EVALUATION HANDBOOK: APPENDIX F

Some role specific rubrics are still being developed during 2016-17 school year.

Role

	<i>Teacher Rubric</i>	<i>Role Specific Rubric</i>
<i>Pre K-12 Teacher</i>	Y	
<i>Special Ed Teacher</i>		Y
<i>Art</i>	Y	
<i>Music</i>	Y	
<i>Library</i>		Y
<i>S.T.E.M. Teacher</i>	Y	
<i>P.E.</i>	Y	
<i>Computer/Technology Teacher</i>	Y	
<i>Guidance</i>		Y
<i>Speech Pathologist</i>		Y
<i>Occupational Therapist</i>		Y
<i>Physical Therapist</i>		Y
<i>Nurse</i>		Y
<i>Literacy Strategist</i>		Y
<i>Math Strategist</i>		Y
<i>RTI Teacher</i>		Y
<i>Tech Integrator</i>		Y
<i>GaTE Teacher</i>	Y	
<i>ELL</i>	Y	
<i>Social Worker</i>		Y

RSU5 PROFESSIONAL GROWTH AND EVALUATION HANDBOOK: APPENDIX F

Educators who work with an instructional cohort of 3 or more will be required to develop student growth measures (SLOs). During 2016-17 all educators, who are required, will develop an SLO.

	<i>Student Growth Measure Required</i>
<i>Pre K-12 Teacher</i>	Y
<i>Special Ed Teacher</i>	Y
<i>Art</i>	Y
<i>Music</i>	Y
<i>Library</i>	No
<i>S.T.E.M. Teacher</i>	Y
<i>P.E.</i>	Y
<i>Computer/Technology Teacher</i>	Y
<i>Guidance</i>	No
<i>Speech Pathologist</i>	No
<i>Occupational Therapist</i>	No
<i>Physical Therapist</i>	No
<i>Nurse</i>	No
<i>Literacy Strategist</i>	No
<i>Math Strategist</i>	No
<i>RTI Teacher</i>	Y
<i>Tech Integrator</i>	No
<i>GaTE Teacher</i>	Y
<i>ELL</i>	No
<i>Social Worker</i>	No

RSU5 STUDENT LEARNING OBJECTIVES (SLO)

2016-2017 HANDBOOK

Developed in May 2016

Authored by:

Jessica Sturges - District-wide

Aja Darak - MLS

Sara Davis - FMS

Lynn Perrotta - DCS

Celeste Emery - DCS

Jamie Palmer - PES

Sandra Hilton - FHS

Jay Thomas - FHS

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Determine learning objective

Determine growth targets

Determine instructional plan

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Post-Assessment and data collection

Data Analysis

Post-SLO Administrator Meeting

Resources

Introduction

What is a Student Learning Objective (SLO)?

Student Learning Objectives are measurable, instructional goals established for a specific group of students over a set period of time. SLO serve as one of the measures of student growth established by Maine's Educator Effectiveness Law. The law requires multiple measures to evaluate teacher performance and in the RSU5 Professional Growth and Evaluation process, student learning and growth represent 20% of an educator's summative effectiveness rating.

Why student learning objectives (SLOs)?

No one needs another hoop to jump through. RSU5 recognizes that setting rigorous and feasible learning targets, aligning practice and instruction to achieve those targets, monitoring student progress, and using high quality assessments are key elements of teaching.

RSU5 currently uses the Professional Learning Communities model along with SMART goals. The addition of SLOs is an opportunity to use this established best practice to improve student learning and growth as part of the educator summative effectiveness rating.

The SMART goal process simply uses different terms and key questions. Most notably, how an educator will know when children have learned; how will s/he respond when children have not; and how will s/he respond when they have; are essential.

Specific	
Measurable	Baseline data to growth target assessments
Attainable	Know instructional cohort. Monitor student progress
Relevant	Essential Learning, priority standards
Time-Bound	Length of learning experience clearly defined

RSU5 Strategy for Improvement

The RSU believes that Professional Learning Community work ensures the focus shifts from teaching to learning. Data inquiry is fundamental; knowledge of current performance levels is essential for appropriate goal setting. Setting goals for student learning is a key characteristic of high performing schools. What is our current reality and where do learners need to be?

Educator collaboration is key. We know teachers learn from one another. Planning and creating learning experiences for students and using high impact strategies have the greatest impact. Developing action steps to achieve the goal is essential.

Aligning the SLO / SMART Goal Process

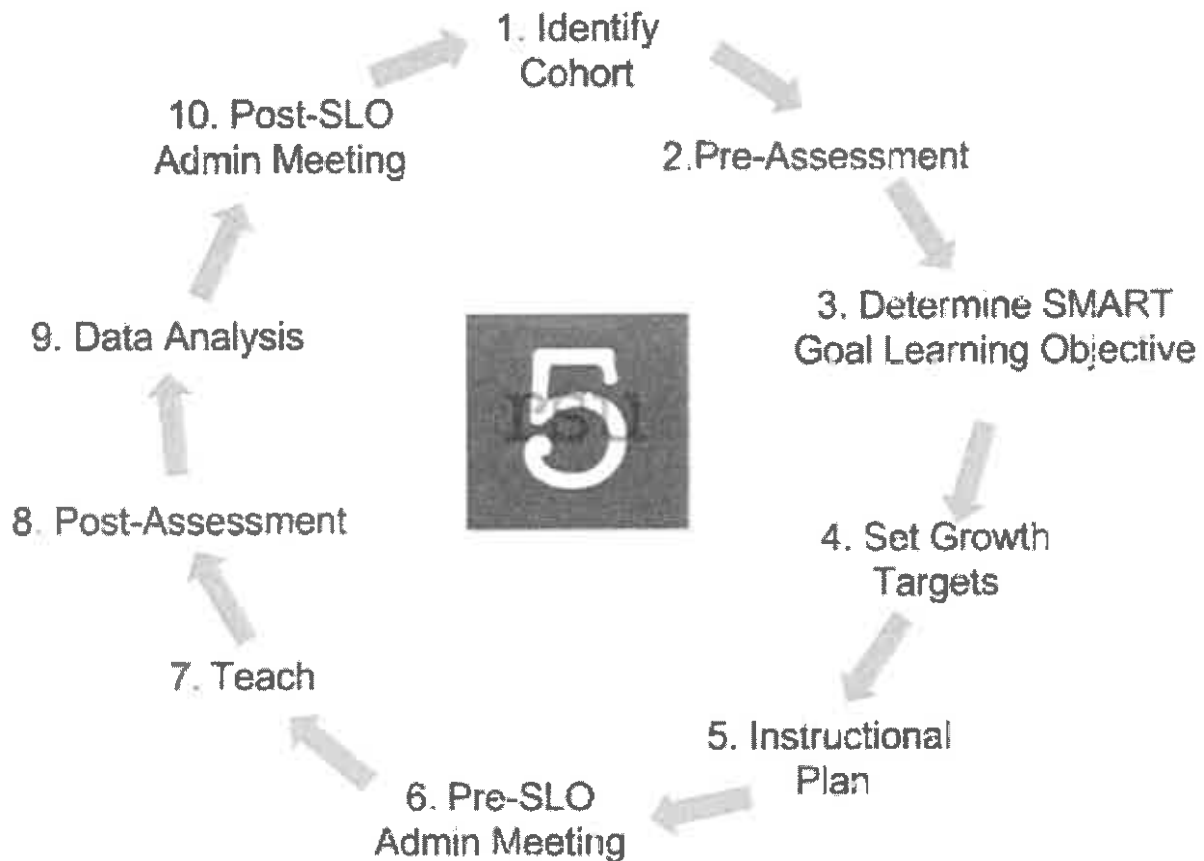
This handbook contains a template that describes the process RSU5 teachers will follow to document the process. It is expected that educators will participate in a PLC and annually complete an SLO. In most cases, this will be done collectively with a cohort of educators at a grade level, course level, or content area. However, with administrator approval, an educator may elect to develop and be evaluated by developing his/her own SLO. Every 3rd year in the cycle, an educator will go through a summative appraisal where the SLO will be incorporated into his/her teacher evaluation.

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Maine's law requires educators in grades 4-8 to do an additional goal tied to the MEA assessment. For these educators, the MEA assessments will count as a second SLO annually.

As this is a pilot year, feedback is always helpful in making this a better process for all. Suggestions and comments can be sent to Jessica Sturges - sturgesj@rsu5.org.

Implementation Overview



Student Learning Objectives (SLO) Process

1. Identify your cohort

- If you are a K-5 teacher, your cohort is some or all of your class.
- If you are a grades 6-12 teacher or specialists, you will choose a cohort (a section, or two sections of the same class).
- If you are a special education teacher, if you teach a class of 3 or more, you will use them as your cohort. If you don't teach a class, you will share the same goal as a classroom teacher with whom you work closely.
- What is the make-up of your cohort?
- How many students have IEPs, ILAPs, 504s, are in RTI, etc.?
- Consider previous test scores if needed (F&Ps, NWEAs, etc.)

2. Pre-Assessment and data collection

- Create an appropriate summative assessment to gather relevant data
- If you teach K-5, you will likely use a pre-made assessment from one of the provided curriculums (Reader's Workshop; Writer's Workshop; Everyday Math; F&P, etc.)
- Types of assessments:
 - Selected response* - true/false; multiple-choice; fill-in-the-blank; matching
 - Written response* - short or extended answer essays
 - Performance response* - students demonstrate their knowledge through a tangible product or performance (demonstrations; artifacts)
 - Personal communication* - structured and unstructured interactions
- When to use specific assessment types (suggested):

Selected response	Math, Science, Social Studies
Written response	All subjects
Performance response	World Languages, SPED, ESL Elementary - later in the school year Elementary - reading fluency (throughout the year)
Personal communication	World Languages, SPED, ESL

- Examples of types of assessments and their pros/cons:

Type of Assessment	+	-
Selected Response (SR)	<ul style="list-style-type: none"> quick specific 	<ul style="list-style-type: none"> no higher level thinking quick to assess

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Selected Response cont.	<ul style="list-style-type: none"> ● recall ● good test-taking students 	
Written Response (WR)	<ul style="list-style-type: none"> ● show what they know ● higher level thinking ● step up from SR ● more skills involved 	<ul style="list-style-type: none"> ● Student whose ability to write doesn't equal their ability to think ● time consuming ● difficult for LD/ELL ● more skills involved
Performance Assessments (PA)	<ul style="list-style-type: none"> ● real-life skills ● student choice ● more language domains ● LD/ELL, etc. 	<ul style="list-style-type: none"> ● time consuming ● lot of practice ● student anxiety ● LD/ELL, etc. ● scoring a challenge ● requires lots of practice
Personal Communication (PC)	<ul style="list-style-type: none"> ● formative ● elementary students ● good for students whose verbal ability is higher than their writing ability ● need good record keeping 	<ul style="list-style-type: none"> ● summative - 1:1 ● time consuming ● doesn't always work with high verbal students

3. Determine learning objective

- Using your pre-assessment, look for the highest areas of need for your students
- Write a SMART goal that will help your students increase their skill level in this (these) area(s)
- Graphic to help you write a SMART goal

<div>S</div> <div>M</div> <div>A</div> <div>R</div> <div>T</div>	Specific	<ul style="list-style-type: none"> • What do I want to accomplish? • Where do I want to accomplish this? • What are the requirements? • What are the constraints? 	
	Measurable	<ul style="list-style-type: none"> • How will I measure my progress? • How will I know when the goal is accomplished? 	
	Achievable	<ul style="list-style-type: none"> • How can I get to accomplish this? • What are the logical steps I should take? 	
	Relevant	<ul style="list-style-type: none"> • Is this a worthwhile goal? • Is this the right time? • Do I have the necessary resources to accomplish this goal? • Is this goal in line with my long-term objectives? 	
	Time-Bound	<ul style="list-style-type: none"> • How long will it take to accomplish this goal? • When is the completion of this goal due? • When am I going to work on this goal? 	

- d. SMART Goal examples:
 - i. Examples by grade and subject
- e. SLO Examples

4. Determine growth targets

- a. Tiered growth target

Examples of SLO Growth Targets	
Tiered Growth Targets	
<ul style="list-style-type: none"> • Group students together based on their pre-assessment scores. • Divide students into three or more categories (low, mid, advanced) 	
Preassessment Score	Growth Score
0–45 points	65
46–70 points	75
70+ points	85
<p>Pre-Assessment Scores</p> <p>34 – target 65</p> <p>36 – target 65</p> <p>42 – target 65</p> <p>48 – target 75</p> <p>56 – target 75</p> <p>78 – target 85</p> <p>90 – target 85</p> <p>What are the benefits of using a “basic” growth target? What are the drawbacks?</p>	

Once you have your pre-assessment data, review it to look at the numbers. When creating appropriate goals for students, you can group them. For the example above, all students who scored between 0 and 45 will achieve a 65 on the post-assessment. You will discuss your growth expectations with your administrator when you meet for your pre-SLO Administrator Meeting.

5. Determine instructional plan

- a. Examples of instructional strategies - Choose 2-3 instructional strategies (this list is not all inclusive).

Small group Pairs Manipulatives Turn & Talk Realia - real life Photographs Multi-step projects Movement Cloze	Songs/Music Debates Socratic Seminar Drawings Story mapping Videos Choral readings Variety of examples for multiple contexts Concepts maps	Games Modeling Re-enactments Dramatic play Graphic organizers Guiding questions Essential questions Journals OPI - practiced conversations
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b. Examples of formative assessments

<p>Tests - true/false; multiple choice; fill-in-the-blank</p> <p>Quizzes</p> <p>Essays</p> <p>Short answer - oral or written</p> <p>OPIs - oral proficiency interviews</p> <p>Exit slips</p> <p>Stickies</p> <p>Writing prompts</p> <p>Debate</p>	<p>Math journal pages (gr. K-6)</p> <p>Running records</p> <p>Retells</p> <p>Quizlet (iPad)</p> <p>Socrative app (gr. 6-12)</p> <p>Nearpod app (gr. 6-12)</p> <p>Assistments app (Math)</p> <p>Blogs</p> <p>Games</p> <p>Plickers (app for iPad)</p>	<p>Mini-projects</p> <p>Mini-conferences</p> <p>Room check-in (thumbs up/down; warm/cold)</p> <p>Parking lot</p> <p>Journals</p> <p>Anticipation guides</p> <p>Stickies (RW)</p> <p>homework</p> <p>That Quiz app</p>
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6. Pre-SLO Administrator Meeting

- Your building administrator will schedule a meeting during the last week of October or first two weeks in November.
- You will need to have your SLO form filled out and your pre-assessment. You may bring an example of your post-assessment, if you have it.

7. SLO Teaching Period

- Six week minimum period, starting with your pre-assessment.
- Use your chosen instructional strategies.
- Monitor progress using formative assessments.
- Collaborate regularly with any colleague with whom you are sharing common goals.

8. Post-Assessment and data collection

- This **summative** assessment will be very similar to your pre-assessment.
- It must measure the same skills as your pre-assessment in order to provide you with accurate data for comparison.

9. Data Analysis

- You will need to score pre- and post-assessments.
- Enter your scores on the Data Form.
- Compare your assessment data with your growth target to see if the students met your goal.

Student	Pre-Test	Post-test	Growth	Growth Target	Met Target
Student A	43	71	26	65	yes
Student B	54	76	22	75	yes
Student C	76	84	9	85	no
Student D	85	89	4	85	yes
Student E	23	60	37	65	no


10. Post-SLO Administrator Meeting

- a. Review your data with your administrator.
- b. Did your students reach the anticipated growth targets? If not, what were some things that could have impacted the growth?

Resources

RSU5 SLO TEMPLATE FORM

SLO Examples



Selecting or creating an appropriate assessment for your SLO

	Meets Expectations
Alignment	<ul style="list-style-type: none"> ○ Align with identified content and process standards.
Growth	<ul style="list-style-type: none"> ○ Provide all students with an opportunity to demonstrate growth.
Performance assessments	<ul style="list-style-type: none"> ○ Is accompanied by a high-quality rubric, if is a performance or rubric-based assessment. ○ Include a minimum proficiency-level scale of 1 to 4 ○ Contain specific, clear, and concise descriptions of each proficiency level. ○ Contain positive, learner-appropriate language ○ Rubrics may be used instructionally throughout the year unless they are content-specific. ○ Performance assessments should be recorded (audio or video as appropriate) whenever possible.
Accommodations	<ul style="list-style-type: none"> ○ Measure individual student performance and accommodate students' IEPs, 504 plans, or ELL status.
Stretch	<ul style="list-style-type: none"> ○ Provide all students with an opportunity to adequately demonstrate their knowledge and demonstrate growth. ○ Contain a variety of question levels.
Reliability	<ul style="list-style-type: none"> ○ Be administered similarly across classes within a district and, if applicable, similarly to the pre-assessment. ○ Be graded consistently between administrations and classrooms with attention to fairness.
Fairness	<ul style="list-style-type: none"> ○ Be free of bias, avoid unnecessarily complex language, and be administered fairly and consistently to all students.
	<ul style="list-style-type: none"> ○ Not be graded by students.

Student Learning Objective Template

Teacher(s)	
School	
Academic Year	
Subjects/Grade	

1. Your Cohort	# of Students	Explain
504 Plans		
IEPs		
RTI (math, reading, other)		
Gifted and Talented		
ELL (ILAP)		
Other		

2. Pre- SLO Assessment/Data Collection	
Assessment Type	
Pre-Assessment Date	

3. Learning Objectives	
Learning Objectives	
Identify the content standards associated with the above. (Include the text of the content standards.)	

4. Growth Targets

Using attached pre-assessment data, determine growth targets.

5. Instructional Plan: Strategies and Progress Monitoring

What two or three key strategies will you embed into instruction to support your students?

How will you monitor progress throughout the interval of instruction and how will that data drive your plans?

What additional resources or supports would help you achieve this SLO?

6. Pre-SLO Administrator Meeting

Date of Meeting

Notes

7. Teaching Period

Length of Unit

8. Post-Assessment/Data Collection

Post-Assessment Date

9. Actual Outcomes -Data Analysis

Using attached
post-assessment data,
summarize outcomes.

10. Post Administrator Meeting

Date of Meeting

Teacher Comments -
Did your students reach
the anticipated growth
targets? If not, what were
some things that could
have impacted the
growth?
Additional Comments

Administrator Comments

Teacher Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

Attachments:

- ☐ Roster of Students in this SLO
- ☐ Pre-assessments with growth objectives
- ☐ Post-assessments with growth results

SLO Data Form

[illegible]