



MSAD 24

Van Buren / Cyr Plantation / Hamlin

**MAINE SCHOOLS FOR EXCELLENCE
PERFORMANCE SYSTEM**

A GUIDE FOR DISTRICT STAFF

*“Working together to develop systems and supports that enhance
educator effectiveness and student learning.”*

“The quality of an education system cannot exceed the quality of its teachers – but neither will the quality of teaching exceed the quality of the systems in place to recruit, train, develop, and advance teachers.”

Improving Teaching Quality Around the World
2011 Summit

Maine Schools for Excellence

Background

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

Many schools across Maine including all schools in MSAD 24 are embarking on a wide-ranging initiative over the next few years. This initiative connects rigorous professional development for teachers and principals, constructive evaluation systems designed to help them improve their craft, and performance pay tied to effective practice and student success.

The Maine Schools for Excellence (MSFE) initiative is funded by a five-year Teacher Incentive Fund (TIF) grant that began in 2010 from the U.S. Department of Education. The participating Maine schools are working closely with the National Board for Professional Teaching Standards, the Arlington, Virginia-based non-profit organization coordinating the grant award.

MSFE Components

The TIF grant has provided our district with federal resources to build systems and supports that help educators succeed in delivering high quality instruction to our students. Using these resources, a eleven-member steering committee that is comprised of teachers and administrators is working to develop an integrated performance system (see Figure 1) with the following key components:

Performance Management and Career Growth

- Definition of what it means to be an effective educator.
- Rigorous, transparent and fair teacher and principal evaluation programs using observation-based assessments, peer review, and student achievement data.
- Opportunities for teachers to take on leadership roles without having to leave the classroom.

Professional Development

- Instructionally focused professional development for teachers.
- Leadership focused professional development for principals.
- Enhanced mentoring and induction program for all beginning teachers (3 years) with a focus on effective instruction and student learning and growth.

Recognition and Reward

- Opportunity for performance based incentives tied to effective instructional and leadership practice and student success.

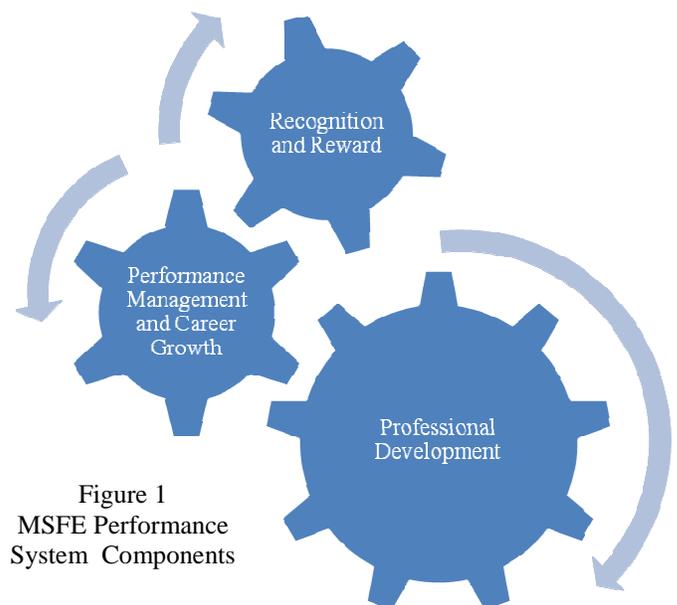


Figure 1
MSFE Performance
System Components

Frequently Asked Questions

1. What is TIF and MSFE?

TIF stands for *Teacher Incentive Fund*, a \$16 million federal grant awarded to the National Board for Professional Teaching Standards (NBPTS) and five Maine school districts, including MSAD 24.

MSFE stands for *Maine Schools for Excellence*, the label we have given to our TIF initiative.

2. Who is participating in the MSFE program?

Currently, all certified teachers and building administrators in all our schools are participating in the program.

3. How does our initiative meet the requirements of LD 1858, the new legislation around teacher and leader evaluation?

The work we are doing in MSAD 24 is consistent with the requirements of the law.

4. Who is involved in guiding this work?

The MSFE project is a *highly collaborative* effort involving teachers and administrators in its design and development. Representatives from the district make up our district steering committee (DSC) and meet regularly to discuss and make recommendations regarding all aspects of this important project.

Our DSC members are listed below. Feel free to share with them your questions, concerns, and/or ideas.

Name	Position
Lawrence Worcester	Superintendent
Chad Bell	Principal
Louise Bouchard	Teacher – 1 st Grade
Karen DuBois	Association Rep and Teacher – 7 th Grade
Jay Edgecomb	Association President and PE Teacher
Dan Fortin	High School Special Education Teacher
Steve Giangiordano	High School Science Teacher
Ben Lothrop	Assistant Principal
Lester Michaud	Curriculum Coordinator
TBA	School Board
TBA	School Board

5. What is the DSC working on over the course of the grant?

The DSC will be working together over the course of the grant and beyond to develop and continually refine each of the three components as shown below. Your input is crucial to ensuring that our performance system continues to achieve its objectives of enhancing both educator effectiveness and student learning and growth.

	Performance Management and Career Growth	Professional Development	Recognition and Reward
Year 1 2010-2011	<ul style="list-style-type: none"> • Planning year • Development of definition for educator effectiveness 	<ul style="list-style-type: none"> • Planning year • Development of <i>Take One!</i> professional development program • Creation of district-wide <i>Take One!</i> cohort groups • Training of <i>Take One!</i> Facilitators 	<ul style="list-style-type: none"> • Planning year • Development of measurement, feedback & performance pay program • Collection of baseline data
Year 2 2011-2012	<ul style="list-style-type: none"> • Development of evaluation program purposes and rubric for teachers and principals • Development and limited piloting of Teacher Evaluation and Professional Growth (TEPG) and Principal Evaluation and Professional Growth (PEPG) programs • Implementation of <i>Take One!</i> Cohorts led by trained Facilitators 	<ul style="list-style-type: none"> • District-wide <i>Take One!</i> professional development • Financial support for NB full certification for participating teachers • Communication of TEPG / PEPG program to all teachers and principals 	<ul style="list-style-type: none"> • Refinement of measurement, feedback & performance pay program • Administration of baseline teacher perception survey of principals • Administration of baseline student perception survey of teachers • Distribution of performance based incentives and stipends by July '12
Year 3 2012-2013	<ul style="list-style-type: none"> • Refinement of TEPG and PEPG programs • Development of improved induction and mentoring program • Conceptualize teacher career growth program—defining levels and qualification requirements 	<ul style="list-style-type: none"> • Development and administration of TEPG / PEPG inter-rater reliability training for principals and other classroom observers • Communication of TEPG / PEPG program to all teachers and principals • Financial support for NB full certification for participating teachers 	<ul style="list-style-type: none"> • Continued refinement and strategic alignment of measurement, feedback & performance pay program • Begin development of Student Learning Objectives (SLO) program • Sustainability planning • Distribution of performance based incentives and stipends by end of July '13
Year 4 2013-2014	<ul style="list-style-type: none"> • Refinement of TEPG and PEPG programs • Implementation of improved induction and mentoring program • Phased-in implementation of teacher career growth program 	<ul style="list-style-type: none"> • Implementation of <i>Take One!</i> equivalent for principals • Continued TEPG / PEPG inter-rater reliability training and program communication to all teachers and principals • Financial support for NB full certification for participating teachers and principals 	<ul style="list-style-type: none"> • Continued refinement and strategic alignment of measurement, feedback & performance pay program • Continued development of SLO program and measures • Sustainability planning • Distribution of performance based incentives and stipends by end of July '14
Year 5 2014-2015	<ul style="list-style-type: none"> • Refinement of TEPG and PEPG programs • Full implementation of improved induction and mentoring program • Full implementation of teacher career growth program 	<ul style="list-style-type: none"> • Continued TEPG / PEPG inter-rater reliability training and program communication to all teachers and principals • Financial support for NB full certification for participating teachers and principals 	<ul style="list-style-type: none"> • Continued refinement and strategic alignment of measurement, feedback & performance pay program • Continued development of SLO program and measures • Sustainability planning • Distribution of performance based awards by end of July '15
2015-2016	<p>End of federal TIF grant. Goal for districts to implement a locally sustainable model to support performance system infrastructure and performance based pay.</p>		

6. What measures are being used in our recognition and reward program?

As shown in the samples below, several measures appear on the scorecard and provide the basis for your annual incentive pay opportunity. Feel free to contact your principal and/or District Steering Committee (DSC) representative, if you have questions about your scorecard.

This year, measures are being tracked at the DISTRICT, SCHOOL/TEAM and CLASSROOM levels, depending on your role and responsibilities. We believe that a blended plan like this will encourage teaming with others to help students succeed, and also recognize your individual contributions to the success of our school and students.

The DSC will be reviewing the system regularly to make sure measures, weights and performance standards remain in sync with district goals and priorities.

7. I have little influence over NWEA measures since I do not teach math or reading. Why are they included on my scorecard?

All teachers are teachers of literacy and in many cases, numeracy as well. It is important to keep in mind that this is only the beginning. Over time, we will be working together to develop a variety of measures that are even more meaningful to all teachers. These measures will likely be customized for each teacher and/or team based on grade level and content area.

8. What happens if our school's students don't meet their growth targets?

The top priority in this situation is for teachers and administrators to work together to determine why students didn't meet their growth targets and how instruction could change to improve student outcomes in the coming year. While teachers and administrators might not be eligible for performance bonuses in this situation, their negotiated salary will not be affected.

9. When will incentives and stipends be paid?

Incentives and/or stipends will be distributed in your paycheck before July 31 of each year.

MSAD 24 Schools for Excellence
Sarah Adams - Classroom Teacher - Elementary School - 2012-13

Performance Measure	Available Points	Performance Standards				Earned Points
		Base	Actual	Goal	% Gain	
1. % Students M/E Growth Target - Math (grades 1-5)	80	0%	__%	100%	__%	__
2. % Students M/E Growth Target - Reading (grades 1-5)	80					
3. % Students M/E Growth Target - ABCT (K-4 level)	25					
4. % On-Time Student Attendance (all level)	5					
5. 7C Student Perception Rating						
6. TEPG Rating (performance index)	10					

Sample Scorecard Pre-K - Grade 4

MSAD 24 Schools for Excellence
Classroom Teacher - Grade 7-8 - Middle School - 2012-13

Performance Measure	Available Points	Performance Standards				Earned Points
		Base	Actual	Goal	% Gain	
1. % Students M/E Growth Target - Math (grades 7-8)	40	0%	__%	100%	__%	__
2. % Students M/E Growth Target - Reading (grades 7-8)	45					
3. % On-Time Student Attendance (all)	5					
4. 7C Student Perception Rating (all)						
5. TEPG Rating	10					

Sample Scorecard Grades 7-8

MSAD 24 Schools for Excellence
Classroom Teacher - High School - 2012-13

Performance Measure	Available Points	Performance Standards				Earned Points
		Base	Actual	Goal	% Gain	
1. % Students M/E Growth Target - Math (grades 9-12)	15	0%	5%	100%	__%	__
2. % Students M/E Growth Target - Reading (grades 9-12)	15	0%	__%	100%	__%	__
3. Graduation Rate (all)	10	70%	__%	80%	__%	__
4. % College Bound (all)	5	80%	75%	90%	__%	__
5. % On-Time Student Attendance (all)	5	90%	__%	94%	__%	__
6. 7C Student Perception Rating (all)		__%				
7. TEPG Rating	10	0%	__%	30%	__%	__

Performance Index: __%

Performance Pay Opportunity: \$6,000

Performance Pay: \$_____

FD Post Review Stipend: \$200

Total Incentive Pay: \$_____

Sample Scorecard High School

10. Last year, our professional development was devoted entirely to *Take One!*. What will this year's professional development look like?

Most of the early release time will be devoted to Teacher Evaluation and Professional Growth (TEPG) program training.

11. When are new employees expected to complete *Take One!*?

New teachers to the district with the support of a mentor are expected to complete *Take One!* during one of the first three years of employment. Our goal is to provide at least 30 hours of support for the *Take One!* process through a combination of workshop time, paid leave, and/or additional compensation.

12. If I decide to go on for National Board certification, will the grant cover the costs?

Yes! The grant will cover program costs associated with National Board certification. Teachers can complete the process during the 2012-13, 2013-14 or 2014-15 school years. Teachers who achieve National Board Certification will receive a \$3,000 annual stipend through the grant period. However, due to grant timelines, you must achieve certification by December 31, 2015 in order to be eligible for this stipend opportunity.

13. How do we avoid the mistakes being made by other districts that are doing this work?

We may make mistakes over the course of the grant as we develop our new performance system. There is no recipe for doing it mistake-free. The important thing is we are learning from our mistakes, and those made by others from around the country, and we are also learning from best practices. We have a great team of teachers, administrators, and others who are working hard on your behalf to improve our performance systems and supports!

14. What can I do to help ensure we are successful?

Our system will be clunky in the beginning and take time to refine. Your input and involvement is crucial. Take ownership and engage in the system's continual improvement. If you have questions, concerns or ideas for how we might do things differently, please share those with your building administrator or District Steering Committee (DSC) representative. There is no monopoly on good ideas in this project as we are all learning along the way. Another avenue for feedback is through surveys. Since this is a federal grant, you will be asked periodically to complete surveys. It is important that you take time to complete these surveys thoughtfully and candidly. Your input will help us to uncover system issues and opportunities sooner and ensure our success.

15. At the end of the grant, will the district continue to provide performance-based incentives and professional development opportunities?

Long term sustainability of the work is a high priority for our district. Our DSC and school board as well as the other MSFE districts will be working together to share ideas and strategies on how to sustain the system over time. These tasks will be challenging given the current economic climate. However, the lasting impact of the MSFE performance system—using data and professional learning communities to inform practice, establishing robust and fair evaluation programs to inform improvement and professional development, and recognizing and rewarding successful practices and results—are all features of high performing school districts that should be continued beyond the five years of federal funding.

