

# Pilot Readiness Guide

## Performance Evaluation and Professional Growth System



### Overview

As part of the implementation of Performance Evaluation and Professional Growth (PEPG) systems, [Rule Chapter 180](#) and Maine Revised Statute [Title 20-A, Chapter 508](#) require that School Administrative Units (SAUs) test-run or pilot their PEPG systems for principals and teachers during the 2015-16 school year.

### Purpose of a PEPG Pilot

Often the pilot phase of a new system is conducted to test the system for successful local implementation and make needed modifications prior to full implementation. District Steering Committees are advised to design as comprehensive a pilot as possible not only to test the logistics and technical aspects of the system but also to introduce the school community to cultural practices, such as ongoing review and collaboration, which are necessary to improving leadership, instruction and student learning within a supportive and collaborative environment.

### Timeline

**Spring 2015**—As a follow-up to the guidance in this document, in early June, the Department will ask SAUs to indicate their consensus status on system components and indicate their intent to pilot by completing a short survey by July 15.

**School Year 2015-2016**—Both teacher and principal PEPG plans should be piloted in 2015-16 school year

**Mid-end of School Year, 2015-2016**—The Department will seek submittal of system plans for approval at the end of the pilot year, after districts have had the opportunity to make adjustments to their plans. The submittal reporting will likely be in increments to make data input manageable for SAUs.

## Introduction to this resource

The Pilot Readiness Guide is not for reporting purposes. It is intended for local district use. Please carefully read the information on the previous page and familiarize yourself with the contents and structure of the document before using it to guide your work.

## Contents

- The current implementation timeline
- Key system components that districts must and/or should pilot
- Indicators of readiness to pilot each component
- Relevant resources, with page and section references
- Questions that SAUs might seek to answer during the pilot
- Guidance for Teacher Incentive Fund districts (TIF 3 and TIF 4)
- DEMO student learning and growth teacher effectiveness rating scales (published here for the first time)

## Organization of information

The illustration below describes the content and organization of Table 1, the main feature of the Pilot Readiness Guide. Tables 2, 3 and 4 provide additional guidance and information.



System Component	Indicators of Readiness to Pilot	Details and Resources	Suggested questions to answer during the pilot
Key system components that should be up and running during the pilot	For local consideration Indicators of readiness to pilot each of the key components	Relevant resources, with page and section references; may help districts to develop the component listed in column 1.	Suggested questions to answer during the pilot; for local use during the pilot. Districts are encouraged to add to this list.



**Notice about resources contained on these pages:** Although the web-based resources provided in column 3 are relevant and highly valuable, they have not yet been updated to reflect recent legislative changes. In order to be fully informed about new PEPG system requirements and anticipated changes in the implementation timeline, consult [Rule Chapter 180](#) and read the [summary of changes](#) as published in the [March 19, 2015 Commissioner's Update](#).

Table 1. Readiness to Pilot

System Component	Indicators of Readiness to Pilot	Details and Resources	Suggested questions to answer during the pilot
<p style="text-align: center;"><b>Steering Committee</b></p>	<p>The Steering Committee has been formed.</p> <p>The Steering Committee has established a mechanism and process by which it will review the PEPG system during the pilot, including a timeline for recommending adjustments and finalizing the system prior to submittal to the Maine DOE for approval at the end of the pilot.</p>	<p><b>Details and Resources</b></p> <p><a href="#">Rule Chapter 180</a> (p. 12)</p>	<p>How will the steering committee transition from monitoring the pilot to monitoring the implemented system?</p> <p>Other than logistics what kind of information would the steering committee need in order to ensure that the system is achieving the goal of improving instruction and student learning?</p> <p>Who will be responsible for submitting information to the DOE on an ongoing basis?</p>

System Component	Indicators of Readiness to Pilot	Details and Resources	Suggested questions to answer during the pilot
<p align="center"><b>Training of Evaluators Resources</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Prior to the pilot, evaluators have received initial training in accordance with the requirements in Rule Chapter 180</li> <li><input type="checkbox"/> A plan for ongoing training in accordance with rule chapter 180 is in place</li> </ul>	<p><a href="#">Rule Chapter 180</a> (p. 9-10)</p> <p><a href="#">An Overview of PEPG System Requirements (slides 51-52)</a></p>	<p>Do evaluators feel adequately trained in all areas that inform the summative rating? If not, in what areas is more training needed?</p> <p>Do educators feel confident in their evaluators' understanding of the professional practice standards and other measures of effectiveness that inform a summative rating?</p>
<p align="center"><b>Training of Educators (teachers and principals who will be evaluated)</b></p>	<p><b><i>NOTE:</i></b> <i>The Department recommends that the training component related to educators be treated as any other system component to be piloted.</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A clear list of training topics has been developed with each discrete topic delineated.</li> <li><input type="checkbox"/> The district development</li> <li><input type="checkbox"/> A plan is in place to train the pilot teachers and principals in all elements of the system.</li> <li><input type="checkbox"/> Training resources—</li> </ul>	<p><a href="#">Rule Chapter 180</a> (p. 11-12)</p> <p><a href="#">An Overview of PEPG System Requirements (slide 53)</a></p> <p><b>Appendix B. Professional Cohort Guide</b> in <a href="#">Maine DOE Teacher Performance Evaluation and Professional Growth Model (T-PEPG Model) Handbook</a> (PDF, 2MB) <a href="#">MS Word version</a></p> <p><b>Teacher Training Modules on Educator Effectiveness <a href="#">webpage for teacher PEPG</a></b></p> <ul style="list-style-type: none"> <li>• <b>Module 1: T-PEPG System Overview</b> <ul style="list-style-type: none"> <li>○ <a href="#">Module 1 Facilitator Guide</a> (DOCX, 3MB)</li> <li>○ <a href="#">Module 1 PowerPoint</a> (PPTX, 1MB)</li> <li>○ <a href="#">Module 1 Handouts</a> (DOCX, 316KB)</li> </ul> </li> </ul>	<p>Does the pilot training program adequately inform teachers and principals? If not, in what areas do they need more training?</p> <p>How will we know that our full educator training program is successful?</p> <p>Will the mode of training used in the pilot be feasible across the district?</p> <p>When will we deliver the training?</p> <p>Do we need to make additional modifications to the training modules to bring it into better alignment with our system?</p> <p>How will we deliver training</p>

	<p>such as modified versions of the modules in the next column—are in place.</p>	<ul style="list-style-type: none"> <li>• <b>Module 2: Student Learning Objectives</b> <ul style="list-style-type: none"> <li>○ <a href="#">Module 2 Facilitator Guide</a> (DOCX, 4MB)</li> <li>○ <a href="#">Module 2 PowerPoint</a> (PPTX, 660KB)</li> <li>○ <a href="#">Module 2 Handouts</a> (DOCX, 330KB)</li> </ul> </li> <li>• <b>Module 3: Reflection and Goal Setting</b> <ul style="list-style-type: none"> <li>○ <a href="#">Module 3 Facilitators Guide</a> (DOCX, 2MB)</li> <li>○ <a href="#">Module 3 PowerPoint</a> (PPTX, 556KB)</li> <li>○ <a href="#">Module 3 Handouts</a> (DOCX, 258KB)</li> </ul> </li> <li>• <b>Module 4: Evidence, Observation, and Feedback</b> <ul style="list-style-type: none"> <li>○ <a href="#">Module 4 Facilitators Guide</a> (DOCX, 5MB)</li> <li>○ <a href="#">Module 4 PowerPoint</a> (PPTX, 1MB)</li> <li>○ <a href="#">Module 4 Handouts</a> (DOCX, 257KB)</li> </ul> </li> <li>• <b>Module 5: Reflecting and Adjusting.</b> The fifth module supports participants in the use of the MSFE Rubric, <ul style="list-style-type: none"> <li>○ <a href="#">Module 5 Facilitators Guide</a> (DOCX, 4MB)</li> <li>○ <a href="#">Module 5 PowerPoint</a> (PPTX, 2MB)</li> <li>○ <a href="#">Module 5 Handouts</a> (DOCX, 235KB)</li> </ul> </li> </ul> <p><b>Principal Training Modules on Educator Effectiveness <a href="#">webpage for principal PEPG</a></b></p> <ul style="list-style-type: none"> <li>• <b>Module 1: System Overview, Expectations, and Goal Setting</b> <ul style="list-style-type: none"> <li>○ <a href="#">Module 1 Facilitator</a></li> </ul> </li> </ul>	<p>to principals and teachers who are new to the district?</p>
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		<ul style="list-style-type: none"><li><ul style="list-style-type: none"><li><a href="#">Guide</a> (DOCX, 2MB)</li><li>○ <a href="#">Module 1 PowerPoint</a> (PPT, 4MB)</li><li>○ <a href="#">Module 1 Handouts</a> (DOCX, 188KB)</li></ul></li><li>● <b>Module 2: Evidence, Feedback and Growth</b><ul style="list-style-type: none"><li>○ <a href="#">Module 2 Facilitator Guide</a> (DOCX, 3MB)</li><li>○ <a href="#">Module 2 PowerPoint</a> (PPT, 1MB)</li><li>○ <a href="#">Module 2 Handouts</a> (DOCX, 205KB)</li><li>○ <a href="#">Instructional Feedback Observation Toolkit</a> (DOCX, 291KB)</li><li>○ <a href="#">Instructional Feedback Observation Protocol</a> (DOCX, 311KB)</li></ul></li><li>● <b>Module 3: Reflection, Rating, and Planning</b><ul style="list-style-type: none"><li>○ <a href="#">Module 3 Facilitator Guide</a> (DOCX, 4MB)</li><li>○ <a href="#">Module 3 PowerPoint</a> (PPT, 4MB)</li><li>○ <a href="#">Module 3 Handouts</a> (DOCX, 2MB)</li></ul></li><li>● <b>Module 4: Summative Scoring and Feedback</b><ul style="list-style-type: none"><li>○ <a href="#">Module 4 Facilitator Guide</a> (DOCX, 4MB)</li><li>○ <a href="#">Module 4 PowerPoint</a> (PPT, 1MB)</li><li>○ <a href="#">Module 4 Handouts</a> (DOCX, 181KB)</li></ul></li></ul>	
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System Component	Indicators of Readiness to Pilot	Details and Resources	Suggested questions to answer during the pilot
<p style="text-align: center;"><b>Student Learning and Growth Measures: <u>General</u></b></p>	<p>Each of the following elements of the Student Learning and Growth component has been established:</p> <ul style="list-style-type: none"> <li>□ An SLO framework, or similar framework, including a description of the content each SLO will contain</li> <li>□ The approach to establishing growth expectations (e.g., mean performance gap reduction; percent-met approach)</li> <li>□ Preliminary local criteria for the elements listed in 7.4, A-E, of Rule Chapter 180.</li> <li>□ A system for approving individual educators' student learning and growth measures.</li> </ul>	<p><a href="#"><u>Rule Chapter 180</u></a> (p. 5-8)</p> <p><a href="#"><u>Student Learning and Growth — Approaches to Measuring Teacher Effectiveness</u></a></p> <p><a href="#"><u>High Quality Assessments in a PEPG System</u></a></p> <p><a href="#"><u>Maine DOE Student Learning Objective (SLO) Framework Handbook for Teachers and Administrators.</u></a></p>	<p>Will the criteria for items 1-5 on page 8 of Rule Chapter 180 and other aspects of SLOs developed by the district work in most situations?</p> <p>Given the time it takes to develop an SLO (once past the learning curve) how many per year will we require?</p> <p>Does the approval process ensure comparability between growth measures across content areas and teachers?</p> <p>In what areas related to developing growth measures will teachers need training in the fall of 2016-17 (e.g. assessment literacy? formative assessment?)</p> <p>How will we deliver the training that teachers need?</p> <p>In what areas related to developing growth measures will principals need training in the fall of 2016-17?</p> <p>How will we deliver the training that principals need?</p>

System Component	Indicators of Readiness to Pilot	Details and Resources	Suggested questions to answer during the pilot
<p><b>Student Learning and Growth Measures: <u>Maine Education Assessment: Summative</u></b></p> <p><b>PILOT of STATE ASSESSMENT NOT REQUIRED IN 2015-16.</b></p> <p><b>Indicators of readiness may still be helpful in developing growth measures for other large-scale assessments with similar administration windows (e.g. NWEA)</b></p>	<ul style="list-style-type: none"> <li>□ Identify all teachers of ELA and Math in grades 4-8.</li> <li>□ Gather available data from spring 2015 summative assessment.</li> </ul> <p><i>Districts should use the spring 2015 MEA summative data for the pre-assessment, establish the growth expectation accordingly, and determine the teacher's score or rating on the PEPG system scale.</i></p>	<p><a href="#">Rule Chapter 180</a> (p. 5-8)</p> <p>All principals who oversee instruction in ELA and math in the tested grades must use data from the MEA for at least one student learning and growth measure.</p> <p>MEA in ELA and/or math must be used as at least one measure of multiple measures of student learning and growth in the evaluation of teachers who can use summative assessment data to develop growth measures (currently grades 4-8).</p>	<p>What kind of data do we need in order to develop growth expectations?</p> <p>When will we be able to score an SLO that is built on a state assessment (i.e. when is the report likely to be obtained?)</p> <p>How might the MEA Interim assessments be used as growth measures in a PEPG system?</p>

System Component	Indicators of Readiness to Pilot	Details and Resources	Suggested questions to answer during the pilot
<p><b>Student Learning and Growth Measures: <u>District-determined measures</u></b></p>	<ul style="list-style-type: none"> <li>□ The district has identified teachers in non-tested content areas who will participate in a pilot of district determined measures.</li> <li>□ The district has identified some assessments that will be piloted as growth measures according to the district criteria and the permissible measures criteria in Rule Chapter 180.</li> </ul> <p><i>NOTE: The MEA Interim Assessments may be used as district determined measures in appropriate grades and learning experiences.</i></p>	<p><a href="#"><u>Student Learning and Growth — Approaches to Measuring Teacher Effectiveness</u></a></p> <p><a href="#"><u>High Quality Assessments in a PEPG System</u></a></p> <p>The summative effectiveness rating of all teachers, as defined in Rule Chapter 180, must include multiple measures of student learning and growth. For teachers who teach neither ELA nor math in grades 4-8, the measures are to be locally determined.</p> <p>The pilot must involve some teachers of content areas not tested by the MEA who will test run at least one complete growth measure developed according to the system criteria.</p> <p>Districts might consider having every teacher develop and pilot at least one SLO and growth measure during the pilot.</p>	<p>Are the assessments that were piloted able to inform interested parties about the quality of a teacher’s instruction?</p> <p>Can the assessment be brought into better alignment with the criteria?</p> <p>What lessons learned from piloting these growth measures can we use to inform the development of other assessments?</p>

System Component	Indicators of Readiness to Pilot	Details and Resources	Suggested questions to answer during the pilot
<p><b>Attribution of Student Learning and Growth: Teacher of Record; collective measures</b></p>	<ul style="list-style-type: none"> <li>□ The district has determined if student learning and growth measures will be attributed               <ol style="list-style-type: none"> <li>1. To individual teachers</li> <li>2. To pairs or teams of teachers who will be co-teachers of record</li> <li>3. Collectively (e.g. school wide reading or writing)</li> </ol> </li> <li>□ The district has identified co-teachers of record, if applicable, who will pilot growth measures.</li> <li>□ The district has identified the teachers who will participate in collective measures, if applicable.</li> </ul> <p>The district has a process in place for establishing and monitoring rosters.</p>	<p><a href="#">Rule Chapter 180 (p. 6-8)</a></p> <p><a href="#">Student Learning and Growth — Approaches to Measuring Teacher Effectiveness</a></p> <p><a href="#">High Quality Assessments in a PEPG System</a></p> <p>See Section 7 of Chapter 180 for Teacher of Record Criteria and the requirements for use of collective measures.</p> <p>Collective measures may only account for ¼ of the overall student learning and growth rating.</p>	<p>Do co-teachers of record share equally in the instructional responsibilities related to the growth measure?</p> <p>What weight should each type of measure be given in the overall student learning and growth factor for a teacher?</p> <p>Do we need to adjust the procedure for establishing and monitoring rosters?</p> <p>In the case of collective measures, is the process of acquiring teacher agreement clear and effective?</p>

System Component	Indicators of Readiness to Pilot	Details and Resources	Suggested questions to answer during the pilot
<b>Professional Practice Standards, descriptors or Indicators, and rubrics</b>	<input type="checkbox"/> A set of approved practice standards has been approved by the district.	<a href="#">Rule Chapter 180</a> (p. 5)	<p>Are the standards, indicators, and rubrics accessible and intuitive?</p> <p>If not, how can we improve our experience with the framework?</p> <p>In what areas related to professional practice standards will teachers need training in the fall of 2016-17?</p> <p>How will that training be delivered?</p>

<p><b>Observation and feedback on an annual basis;</b></p> <p><b>Peer Review and collaboration;</b></p> <p><b>Professional growth plans for all teachers</b></p>	<p>The PEPG Development Committee has determined:</p> <ul style="list-style-type: none"> <li>□ The style of observations (announced/unannounced; full-class/walkthrough)</li> <li>□ The number of observations that will be conducted</li> <li>□ The number of peer observations that will be conducted</li> <li>□ Other peer-to-peer supports and collaboration</li> <li>□ The process that will be used to provide educators with feedback</li> <li>□ The forms and documentation that will be used in the observation and feedback process (for both evaluators and peers)</li> <li>□ The type of professional plan on which a teacher or principal will be placed as a result of each of the four rating categories</li> <li>□ The evidence that will be gathered to demonstrate the</li> </ul>	<p><b><u><a href="#">Rule Chapter 180</a></u> (p. 9)</b></p> <p>See Points of Contact Framework in <a href="#">Maine DOE Teacher Performance Evaluation and Professional Growth Model (T-PEPG Model) Handbook</a> (PDF, 2MB) <a href="#">MS Word version</a></p> <p><b><u><a href="#">Rule Chapter 180</a></u> (p. 12)</b></p> <p>See Points of Contact Framework in <a href="#">Maine DOE Teacher Performance Evaluation and Professional Growth Model (T-PEPG Model) Handbook</a> (PDF, 2MB) <a href="#">MS Word version</a></p> <p>See appendices of <a href="#">Maine DOE Teacher Performance Evaluation and Professional Growth Model (T-PEPG Model) Handbook</a> (PDF, 2MB) <a href="#">MS Word version</a></p> <p><b><u><a href="#">Rule Chapter 180</a></u> (p. 13)</b></p> <p>See pages 33-35 and Appendices of <a href="#">Maine DOE Teacher Performance Evaluation and Professional Growth Model (T-PEPG Model) Handbook</a> (PDF, 2MB) <a href="#">MS Word version</a></p>	<p>Is the style of observation and feedback we've chosen providing us with adequate information on which to base feedback?</p> <p>Do teachers feel supported in their interactions with evaluators?</p> <p>What is a feasible number of observations per teacher or principal of the styles used?</p> <p>Do teachers feel supported in their interactions with peers?</p> <p>Does the feedback loop contribute to timely, useful information?</p> <p>Can we improve the forms and documentation to balance interest of time and data collection?</p> <p>What artifacts provide optimal evidence for each performance indicator?</p> <p>How much training will teachers need in the following areas?</p> <ul style="list-style-type: none"> <li>• Peer observation</li> <li>• Responding to feedback</li> <li>• Gathering evidence of practice</li> <li>• Developing professional development plans</li> </ul> <p>How will the training be delivered?</p>
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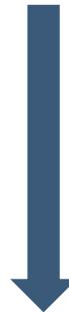
	<p>practice standards</p> <ul style="list-style-type: none"><li>□ The forms and documentation that will be used to develop growth plans</li></ul>		
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System Component	Indicators of Readiness to Pilot	Details and Resources	Suggested questions to answer during the pilot
<p><b>Summative Rating Scale and method of combining all measures into a summative rating</b></p>	<p>The development committee has established:</p> <ul style="list-style-type: none"> <li>□ A method of rating teachers on professional practice</li> <li>□ A method of rating teachers on Student Learning and Growth, including how to combine multiple measures of student learning and growth</li> <li>□ Weighted percentages for professional practice, student learning and growth measures and, if applicable, other measures, on a numeric summative scale</li> <li>□ OR A decision matrix with student learning and growth on one axis and all other measures on the other, including summative rating categories resulting from combinations of ratings.</li> </ul>	<p><a href="#">Rule Chapter 180 (p. 12-13)</a></p> <p><a href="#">An Overview of PEPG System Requirements</a></p> <p><a href="#">Student Learning and Growth — Approaches to Measuring Teacher Effectiveness.</a></p> <p>See DEMO rating scales in Table 4 at the end of this guide.</p> <p>Student learning and growth must be a significant factor in the summative rating of an educator.</p> <p>If the development committee has not reached consensus on the approach by July 15, 2015, the district will default to a weighted percentage of 20%.</p> <p><b>If districts have not met the indicators for piloting by July 15, 2015, they will default to a percentage weight of 20% for the Student Learning and Growth measure of a summative rating.</b></p>	<p>Are the weights we have assigned to the individual multiple measures of student learning and growth representative of the primary responsibilities of a teacher?</p> <p>Is arriving at a rating for professional practice (and other measures) efficient?</p> <p>When a difference exists between rating outcomes on student learning and growth measures and ratings on other measures, does the student learning and growth rating have a discernible impact on the overall rating?</p>

Table 2: Two Approaches to PEPG system Pilot

Approach	Educators Involved	Description
<b>Full Scale Pilot</b>	Targeted group of educators in the district; may be a school or a cross section of all schools	All components of the system are sequenced in the same order and for the same duration as they will be in full implementation. The sequence would begin with educator training and end with educator ratings and assignments of professional growth plans.
<b>Small Scale Pilot</b>	Different cohorts for the purpose of comparison	<p>Some or all of the components of the system are piloted with focus groups</p> <p><b>Examples</b>            In a school or district one cohort of teachers and evaluators pilots the walkthrough method of observations while another cohort pilots traditional full-class observation in order to compare results.</p> <p><b>OR</b>            Two different district-determined social studies assessments are piloted in order to compare the value of the assessments in measuring educator effectiveness.</p>

### Guidance for Teacher Incentive Fund (TIF) Districts



## Guidance for Teacher Incentive Fund (TIF) Districts

TIF districts fall into a special category in terms of the timeline for implementing PEPG systems pursuant to Chapter 508, Title 20-A. All TIF schools have piloted and implemented their TEPG and LEPG systems under the grant, and the Maine Schools for Excellence staff have been thoughtful in incorporating the requirements of Chapter 508 and Rule Chapter 180 when developing guidelines and policy for TIF districts.

Although recent amendments to Rule Chapter 180 has implications for all districts in the state, likely, only the new requirement that districts pilot and implement the Maine Education Assessment as part of a PEPG system will be of consequence to TIF districts in terms of compliance. Therefore, the Department is not requiring TIF districts to pilot a PEPG system pursuant to Chapter 508 and Rule Chapter 180 but offers the following options for TIF districts to consider:

**Table 3: Guidance for TIF Districts**

Grant Status	Implementation and Reporting			Considerations
	2015-16	July 15	Submittal for MDOE Approval (after pilot)	
<b>TIF 3: Grant expires September 30, 2015</b>  <b>Option A: No Pilot</b>	Do not run a pilot and continue to operate current TEPG and LEPG programs with revisions to incorporate the state assessment by 2016-17.	TIF 3 districts will indicate in the statewide survey which option they are taking.	By the submittal deadline (TBD), TIF 3 districts will ensure that their programs meet state requirements and submit their plans to the Maine DOE to obtain approval pursuant to chapter 508.	Any part of a PEPG plan that is being piloted may not result in ratings being used for decisions related to employment or compensation.
<b>Option B: Pilot</b>	Pilot a PEPG system in all or part of the district just as the non-TIF districts will do.		By the submittal deadline (TBD), TIF 3 districts will submit their plans to the Maine DOE to obtain approval pursuant to chapter 508.	

Grant Status	Implementation and Reporting			Considerations	
	2015-16	July 15		2015-16	July 15
<b>TIF 4: Grant expires September 30, 2017</b>	TIF 4 districts will not run a pilot and instead will continue to operate current TEPG and LEPG programs under the TIF grant, making revisions to incorporate the state assessment by the implementation year as required by Maine law.	TIF 4 districts will indicate in the statewide survey that they are a TIF 4 district.	By the submittal deadline (TBD), TIF 4 districts will ensure that their programs meet state requirements and submit their plans to the Maine DOE to obtain approval pursuant to chapter 508.		<p>Any results and consequences of performance ratings are in accordance with local, board-approved system and not Chapter 508.</p> <p>Any part of a PEPG plan that is being piloted may not to any degree result in ratings being used for decisions related to employment or compensation.</p>

**Table 4: DEMO Expanded Rating Scales for Student Learning and Growth Measures**

### DEMO Rating Scales for Student Learning and Growth Measures

A successful evaluation system is able to differentiate the performance of teachers. In order to differentiate the effectiveness of instructional practice of teachers, for example, evaluators rely on detailed standards and indicators of practice as well as rubrics. Differentiating the impact that individual teachers have on student learning and growth requires, among other factors, a rating scale that is expanded. Below are two examples of scales expanded to the 100<sup>th</sup> decimal place. The first scale is for use with an approach that uses the percent of students who meet growth targets as the basis of a rating for a teacher, and the second is for use with the performance-gap-reduction approach. **To adjust the cut scores up or down, change the lowest or highest point value and recalculate the rest of the values accordingly.**

*Percent-Met Rating Scale				*Performance Gap Reduction Rating Scale					
% students meeting growth targets	Rating	% students meeting growth targets	Rating	PGR	Rating	PGR	Rating	PGR	Rating
85+	█	56	2.5	0-24%	0.95	50%	2.15	76%	3.35
83.6	3.9	53	2.4	25%	1.00	51%	2.19	77%	3.39
82.2	3.8	50	2.3	26%	1.04	52%	2.24	78%	3.44
80.8	3.7	47	2.2	27%	1.09	53%	2.28	79%	3.49
79.4	3.6	44	2.1	28%	1.13	54%	2.33	80%	3.53
78	3.5	41	█	29%	1.18	55%	2.38	81%	3.58
76.6	3.4	36.9	1.9	30%	1.23	56%	2.42	82%	3.62
75.2	3.3	32.8	1.8	31%	1.27	57%	2.47	83%	3.67
73.8	3.2	28.7	1.7	32%	1.32	58%	2.52	84%	3.72
72.4	3.1	24.6	1.6	33%	1.36	59%	2.56	85%	3.76
71	█	20.5	1.5	34%	1.41	60%	2.61	86%	3.81
68	2.9	16.4	1.4	35%	1.46	61%	2.65	87%	3.86
65	2.8	12.3	1.3	36%	1.50	62%	2.70	88%	3.90
62	2.7	8.2	1.2	37%	1.55	63%	2.75	89%	3.95
59	2.6	4.1	1.1	38%	1.59	64%	2.79	90%-100%	4.00
		0.0	1.0	39%	1.64	65%	2.84		
				40%	1.69	66%	2.89		
				41%	1.73	67%	2.93		
				42%	1.78	68%	2.98		
				43%	1.82	69%	3.02		
				44%	1.87	70%	3.07		
				45%	1.92	71%	3.12		
				46%	1.96	72%	3.16		
				47%	2.01	73%	3.21		
				48%	2.05	74%	3.26		
				49%	2.10	75%	3.30		

\* \* For a comparative analysis of the two rating systems, see [Student Learning and Growth — Approaches to Measuring Teacher Effectiveness](#). Note: the PowerPoint does not include the expanded scales shown here as it was developed prior to the scales.