Handout 1. Teacher Interview Questions

* 1. In what manner/ways do you reflect on your teaching practice, daily or weekly?
  2. In what manner/ways do you reflect on your teaching practice, after each unit or over   
     the summer?
  3. How do you build time into your schedule for reflection?
  4. How does your team (PLC, grade level, or subject area) reflect on   
     its practice?

|  |  |  |
| --- | --- | --- |
| Question # | Responses |  |
|  |  |  |
|  |  |  |

Handout 2. Mr. Smith’s Midcourse Reflection (HS)

Step 1: Review your self-evaluation and goals. Consider the feedback you have received so far during the evaluation cycle (e.g., during observations or in conferences). Which standard indicators are your strongest? Which standard indicators would you like to improve on?

*My professional practice goals focus on using student groups to encourage collaboration and engagement.*

*So far, I have received an observation from my evaluator and an observation from a peer observer. The feedback I have received from both observers has provided me with positive feedback related to this goal. I have also received positive feedback about the high level of student responsibility in my classrooms. My evaluator noted that when my students were working in groups they generally asked each other good questions and supported each other in exploring different perspectives in the group. He also noted that many students, though not all, kept their fellow students on task and focused by re-enforcing the expectations for the assignment and prompting group members to contribute.*

Step 2: Consider your progress toward meeting your professional practice goal.

* Are you on track to meeting your goal?
* How do you know?

*Based on the evidence from observers, I think I am on track to meeting my goal related to the use of small groups to encourage collaboration and engagement.*

*There are still areas in which I think I can improve though. While it may seem as if all students are engaged in their small groups, there are still instances where a few students are doing most of the talking (specifically Drew, Randolph, Shawndra, and Elena, in whatever group they are assigned to). Other quieter students don’t seem to engage in group work as much—like Rachel and Delvon. I would like to set up small-group structures that ensure all students are engaged and actively collaborating with their peers.*

Identify the knowledge, skills, and action steps needed to ensure you meet your professional practice goal.

| Skills | Knowledge | Action Steps |
| --- | --- | --- |
| * *Modeling small-group norms to ensure all students participate and are engaged during small-group work.* | * *What strategies can I use to ensure all students are participating?* * *What social and emotional skills/knowledge do my students need to be able to effectively work in groups?* | * *Survey students about their experiences thus far doing small-group work—is it working? Are they learning as much as during other class structures? What recommendations would they have to improve small-group work?* * *Build student self-awareness and management skills through modeling, discussion, and practicing how to listen and respond to others.* * *Using the results of the survey, I will plan a mini-lesson to address the most common small-group issues—including ones that I noticed and ones that the students generated. This may lead to group work norms or roles. I should also figure out some ways to remind students regularly of these norms/roles.* * *I can resurvey the students at the end of the unit to determine whether the modeling and norms/roles have improved the effectiveness of small-group work in engaging all students and leading to real collaboration.* |

Identify the changes in instruction that need to take place to ensure you are on track to meet your professional practice goal.

*I have ideas about several strategies that may improve small-group work, making it more engaging and making it include the collaboration of more students.*

* *Introducing group norms*
* *Introducing different roles within each small group*
* *Creating projects that require input from all students*
* *Role playing of how to implement some of these ideas*

*I plan to use a survey to hone in on one idea to try during my next unit.*

Step 3: Review available student assessment data.

* How do your professional practice goals align with your SLOs?
* How will progressing on your professional practice goals help your students progress toward their SLOs?

*My SLO focuses on all of the students in the two sections of ninth-grade history that I teach during first and third periods.My SLO focuses on students writing in response to texts.My third period class was observed and my evaluator provided me with feedback. I want to implement the small-group strategies I discuss in my professional practice goal in all of my classes, including the two covered by my SLO.*

Step 4: Consider where students are in relation to meeting their SLO growth targets.

|  |  |  |
| --- | --- | --- |
| Students Not Progressing to Meet  SLO Goals | Students Whose Progress You Are  Unsure About | Students Progressing to Meet SLO Goals |
| *Lily, Shawndra, and Anderson (first period)*  *Brian, Taylor, Quentin, Rebecca, and Shane (third period)* | *All of the special education students in third period (4)*  *Justin* | *All other students (32)* |

* What similarities are there among the students not progressing?

*Anderson and Lily are regularly tardy to school and miss a lot of class time as a result. I think Anderson has been tardy 15 days so far this semester. I have spoken with him about his tardiness, and he sleeps in and misses the bus and his mom can’t get him to school on time. It might be time to mention it to the social worker.*

*Taylor, Quentin, and Rebecca are good friends—it is hard to keep them from socializing sometimes. I will have to figure out how to use strategic grouping to keep these students on task.*

*Justin has been absent so frequently I am not sure how he is doing. He has a lot of assignments (and two quizzes) to make up.*

*First period, I have a paraprofessional who supports the special education students. She provides a lot of information about how the students are doing on their homework during their resource time and who is struggling. I don’t have that kind of support for the special education students in my third period class so I don’t know if they are still on track to meet their goals since their performance on the last test. I should ask the special education teacher for more information on these students and do more frequent checks for understanding.*

Identify the changes in instruction that need to take place to ensure students are progressing toward their targets. What strategies have you used? What other strategies could you consider using?

*I have used the following instructional strategies:*

* *Small-group work*
* *Modeling through “I do, we do, you do” approach*
* *Teaching subject-specific Tier III vocabulary that students will encounter in texts (very successful! It improved student comprehension of texts and also the quality of their writing)*

*As discussed above, I would like to model small-group habits and establish some small-group norms to help improve the engagement of all students in small-group work. That could help support students progressing to meet SLO goals if the quality of interactions during small-group work improves. It would also ensure all students are participating and engaged.*

*I would also like to provide a high-quality example of each writing prompt we do so students can look at an exemplar.*

Consider the following resources that can support your changes in instruction:

|  |  |
| --- | --- |
| Resources | Strategy to Implement |
| * Seeking support from evaluators * Seeking support from peer observers: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   🗹 Seeking support from colleagues: *special education teacher*  (Special education teachers, teacher leaders, coaches, mentors…)   * Attending aligned professional development options * Collaboration with PLC/team members | * New instructional strategy * Differentiation technique * Engagement technique   🗹 Instructional grouping   * Revised lesson organization * Implementation and use of formative assessments   🗹 Other: *survey students* |

Step 5: Prepare for your midcourse self-evaluation. Use the chart below to summarize key points to include in Appendix O, Part 3: Mid-Cycle Reflection and Appendix M: Self-Evaluation (End of Plan). The midcourse self-evaluation is intended to be collaborative. The information you note below can serve as talking points to share with your evaluator or a colleague if you opt to meet with either as part of the mid-cycle reflection process.

|  |  |  |  |
| --- | --- | --- | --- |
| Feedback Received So Far  This Year | Evidence Collected So Far  This Year | Progress Toward Professional Practice Goal | Progress Toward Student Learning Objective |
| *Observation feedback from evaluator.*  *Observation feedback from peer observer.* | *Student progress in the two classes covered by my SLO.*  *Keeping a running log of parent communication.* | *Students are engaged by small-group work.*  *Not all students are participating equally in the small-group work.* | *Thirty-two students on course to meeting their targets with 12 not on target or I don’t know their status. I need to especially target these 12 students as the semester progresses—grouping friends away from where they can distract each other (three students) and working with the special education teacher to monitor more effectively the progress of my first-period special education students (four students).* |

Handout 3. Mrs. Smith’s Midcourse Reflection (ES)

Step 1: Review your self-evaluation and goals. Consider the feedback you have received so far during the evaluation cycle (e.g., during observations or in conferences). Which standard indicators are your strongest? Which standard indicators would you like to improve on?

*My professional practice goal focuses on using progress monitoring to inform instruction (3-d: Assessment of Student Progress.**The teacher employs multiple methods to regularly measure student growth and progress and uses this information to inform instruction).*

*So far this evaluation cycle, I have been observed and received feedback through the pre-observation and post-observation conference. The areas in which I need to improve include 2-a: Differentiation and 3-c: Engagement. After reflecting on that lesson, I realized that my practice of calling only on students with their hands raised means that not all students are engaged in class discussions. Also, the observer noticed that some small groups had students who did not understand.*

Step 2: Consider your progress toward meeting your professional practice goal.

* Are you on track to meeting your goal?
* How do you know?

*This observation feedback shows I still have some work to do to meet my professional practice goal about progress monitoring. A more robust system of monitoring student progress would have allowed me to know when students did not understand the lesson. By not being aware that small groups of students did not understand the content, that class time for those students was not as useful as it could have been.*

*This observation was not the first time that I noticed that some students did not understand the first part of the lesson, leaving them less able to succeed on the later parts of the lesson. In those situations I noticed, I was not prepared to differentiate the latter half of the lesson and, instead, worked with those students in a small group at a later date. However, by incorporating more progress monitoring, including checks for student understanding throughout the lesson, I think I can minimize the time between student misunderstanding, when I notice the problem, and when the student comes to understand the skill.*

Identify the knowledge, skills, and action steps needed to ensure you meet your professional practice goal.

| Skills | Knowledge | Action Steps |
| --- | --- | --- |
| * *Incorporating progress monitoring as a part of a lesson.* | * *How do I plan for a lesson that could be implemented several different ways depending on student knowledge?* | * *Talk with Ms. Anderson about how she builds checks for understanding into her lessons.* * *Do a peer observation of Ms. Anderson on a day when she plans to use several strategies for checking for understanding.* * *Write checks for understanding into my lesson plans at least once each week.* |
| * *Small-group structures and protocols that not only keep students engaged but also ensure that all students in the group are learning.* | * *What are some other techniques for small-group work that ensure all students are engaged and learning from each other?* * *What are some social and emotional skills/knowledge I can teach my students so they are able to self-regulate and monitor their participation in small groups?* | * *Talk with the mathematics instructional coach about structures and protocols for small-group work.* * *Ask the mathematics coach to model asking students to implement some of those small-group structures (because the students will need to be taught them as well).* * *Use a different technique, protocol, or structure each week for small-group work until I have a repertoire of three strong structures that work with my students.* * *Research social and emotional learning and determine a few strategies to build student’s ability to work in small groups.* |

Identify the changes in instruction that need to take place to ensure you are on track to meet your professional practice goal.

*I need to implement some of the action steps listed previously to ensure that progress monitoring is occurring regularly and that small-group work consistently leads to student learning.*

Step 3: Review available student assessment data.

* How do your professional practice goals align with your SLOs?
* How will progressing on your professional practice goals help your students progress toward their SLOs?

*My professional practice goal addresses the instruction of my third-grade class in all subjects. My SLO covers the same students but focuses on their achievement in mathematics. My evaluator was able to conduct the first observation of a mathematics lesson.*

*Progressing on my professional practice goal will provide me with more information on my students to use to tailor instruction to their needs. It would avoid needing to reteach whole lessons because the first lesson was too difficult for the students to understand.*

Step 4: Consider where students are in relation to meeting their SLO growth targets.

|  |  |  |
| --- | --- | --- |
| Students Not Progressing to Meet  SLO Goals | Students Whose Progress You Are  Unsure About | Students Progressing to Meet SLO Goals |
| Dawn  Angel  Tomas | Dwight  Rosie  Carter | Tucker  Mike  Jessica  Jon  Emi  Gustavo  Ellen  Greg  Charlie |

* What similarities are there among the students not progressing?

*Tomas and Angel both have limited English proficiency, which may be contributing to their lack of understanding in mathematics, but it may not. There are several other students with similar levels of limited English proficiency (Jon and Jessica) who are on track to meet their SLO goals.*

*Carter and Rosie missed the last test (last week), so I am not sure how they are doing currently.*

*Dawn has an IEP—I should check with her special education teacher to determine how to support her better in mathematics. (She is not having similar difficulty in ELA though—so that is also something I should discuss with the special education teacher.)*

Identify the changes in instruction that need to take place to ensure students are progressing toward their targets. What strategies have you used? What other strategies could you consider using?

*I have implemented small-group work to varying degrees of success. Many times, too many groups need my help to accomplish the task.*

*I would like to implement:*

* *More consistent progress monitoring*
* *A daily review of student work to inform instruction*
* *Different strategies for small-group work*

*Consider the following resources that can support your changes in instruction:*

|  |  |
| --- | --- |
| Resources | Strategy to Implement |
| * Seeking support from evaluators * Seeking support from peer observers: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Seeking support from colleagues: *coach, Ms. Anderson, special education teacher*   (Special education teacher, teacher leaders, coaches, mentors…)   * Attending aligned professional development options * Collaboration with PLC/team members | * New instructional strategy * Differentiation technique * Engagement technique * Instructional grouping * Revised lesson organization * Implementation and use of formative assessments—*and progress monitoring* * Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Step 5: Prepare for your midcourse self-evaluation. Use the chart below to summarize key points to include in Appendix O, Part 3: Mid-Cycle Reflection and Appendix M: Self-Evaluation (End of Plan). The midcourse self-evaluation is intended to be collaborative. The information you note below can serve as talking points to share with your evaluator or a colleague if you opt to meet with either as part of the mid-cycle reflection process.

|  |  |  |  |
| --- | --- | --- | --- |
| Feedback Received So Far  This Year | Evidence Collected So Far  This Year | Progress Toward Professional Practice Goal | Progress Toward Student Learning Objective |
| *Observation by my evaluator—with feedback provided during the pre-conference and post-conference.* | *Student achievement data in mathematics (the subject my SLO focuses on).*  *Artifacts from weekly meetings with the special education teacher.* | *My professional practice goal focuses on using progress monitoring to inform instruction. I am using weekly quizzes to gauge students’ understanding, but need to implement something more frequent and possibly less formal.* | *Nine students are on track to meeting their SLO targets. Three are not on target. There are three I am not sure about.* |

Handout 4. Midcourse Reflection

Step 1: Review your self-evaluation and goals. Consider the feedback you have received so far during the evaluation process (e.g., during observations or in conferences). Which standard indicators are your strongest? Which standard indicators would you like to improve on?

Step 2: Consider your progress toward meeting your professional practice goal.

* Are you on track to meeting your goal?
* How do you know?

Identify the knowledge, skills, and action steps needed to ensure you meet your professional practice goal.

|  |  |  |
| --- | --- | --- |
| Skills | Knowledge | Action Steps |
|  |  |  |

Identify the changes in instruction that need to take place to ensure you are on track to meet your professional practice goal.

Step 3: Review available student assessment data.

* How do your professional practice goals align with your SLOs?
* How will progressing on your professional practice goals help your students progress toward their SLOs?

Step 4: Consider where students are in relation to meeting their SLO growth targets.

|  |  |  |
| --- | --- | --- |
| Students Not Progressing to Meet  SLO Goals | Students Whose Progress You Are  Unsure About | Students Progressing to Meet SLO Goals |
|  |  |  |

* What similarities are there among the students not progressing?

Identify the changes in instruction that need to take place to ensure students are progressing toward their targets. What strategies have you used? What other strategies could you consider using?

Consider the following resources that can support your changes in instruction:

|  |  |
| --- | --- |
| Resources | Strategy to Implement |
| * Seeking support from evaluators * Seeking support from peer observers: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Seeking support from colleagues: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   (Special education teacher, teacher leaders, coaches, mentors…)   * Attending aligned professional development options * Collaboration with PLC/team members | * New instructional strategy * Differentiation technique * Engagement technique * Instructional grouping * Revised lesson organization * Implementation and use of formative assessments * Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Step 5: Prepare for your midcourse self-evaluation. Use the chart below to summarize key points to include in Appendix O, Part 3: Mid-Cycle Reflection and Appendix M: Self-Evaluation (End of Plan). The midcourse self-evaluation is intended to be collaborative. The information you note below can serve as talking points to share with your evaluator or a colleague if you opt to meet with either as part of the mid-cycle reflection process.

|  |  |  |  |
| --- | --- | --- | --- |
| Feedback Received So Far  This Year | Evidence Collected So Far  This Year | Progress Toward Professional Practice Goal | Progress Toward Student Learning Objective |
|  |  |  |  |

Handout 5. Appendix M. Self-Evaluation

# Appendix M. Self-Evaluation

**Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Evaluator\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_Beginning of plan \_\_\_\_\_\_\_\_\_\_\_\_Final/end of plan**

| **Measure** | **Evidence/Highlights** | **Rating** |
| --- | --- | --- |
| **MSFE TEPG Rubric Standard Indicator** | (Classroom observations, feedback, and teacher-collected evidence) |  |
| * 1. **Understanding of students** |  |  |
| **1.2. Application of learning theory** |  |  |
| **1.3. Classroom climate** |  |  |
| **2.1. Subject knowledge** |  |  |
| **2.2. Pedagogical content knowledge** |  |  |
| **2.3. Goal-focused planning** |  |  |
| **3.1. Managing classroom routines and expectations** |  |  |
| **3.2. Student engagement** |  |  |
| **3.3. Assessment of student progress** |  |  |
| **4.1. Reflective practice** |  |  |
| **4.2. Continuous professional growth** |  |  |
| **5.1. Professional collaboration** |  |  |
| **5.2. Engagement with caregivers and community** |  |  |

Handout 6: Mr. Kelso’s Ratings

**Summative Rating Worksheet**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Instructional Core Proposition Indicators** | | | | | | | | |  | **Professionalism** | |  |
| **Overall Rating on MSFE TEPG Rubric** | **1.1 Understanding of Students** | **1.2 Application of Learning Theory** | **1.3 Classroom Climate** | **2.1 Subject Knowledge** | **2.2 Pedagogical Content Knowledge** | **2.3 Goal-Focused Planning** | **3.1 Managing Classroom Routines and Expectations** | **3.2 Student Engagement** | **3.3 Assessment of Student Progress** | **Total Instructional Core** | **5.1 Professional Collaboration** | **5.2 Engagement With Caregivers**[[1]](#footnote-1) **and Community** | **Total Professionalism** |
| **Distinguished** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Effective** | X | X |  | X | X | X | X |  | X |  | X | X |  |
| **Developing** |  |  | X |  |  |  |  | X |  |  |  |  |  |
| **Ineffective** |  |  |  |  |  |  |  |  |  |  |  |  |  |

1. **Record overall ratings for each indicator of Professional Practice as determined through careful consideration of all evidence.**
2. **Use the rubric below to determine the overall rating for Professional Practice.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Maine DOE T-PEPG Professional Practice Rating Rubric \*CP= Core Proposition; ICP= Instructional Core Propositions (CPs 1, 2, and 3)** | | | |
| **Ineffective** | **Developing** | **Effective** | **Distinguished** |
| Performance ratings of Effective on fewer than seven of the nine ICP Indicators | Performance ratings of Effective or Distinguished on at least seven of the nine ICP Indicators **with** Ratings on the four remaining Indicators to include no more than two Ineffective | Performance ratings of Effective or Distinguished on at least seven of the nine \*ICP Indicators  **with** Performance ratings on the four remaining Indicators to include no more than two Developing **with**  no rating of Ineffective | Performance ratings of Distinguished on at least seven of the nine ICP Indicators  **with**  no rating below Effective on any Standard |
| **Threshold: Effective on 7 ICP Indicators** | **Threshold: Effective on 7/11 ICPs; Developing on 4 remaining CP Indicators** | **Threshold: Effective on 9/11 Indicators; no Ineffective** | **Threshold: Distinguished on 7/9 ICP Indicators; nothing lower than Effective** |

**\_\_\_\_\_Distinguished**

**\_\_\_\_\_Effective**

**\_\_\_\_\_Developing**

**\_\_\_\_\_Ineffective**

* 1. **Record ratings for both indicators of Professional Growth as determined through careful consideration of all evidence.**

|  |  |  |
| --- | --- | --- |
| **Professional Growth Indicators** | | |
| **Overall rating on MSFE TEPG Rubric** | **Standard Indicator 4.1. Reflective Practice.** | **Standard Indicator 4.2. Continuous Professional Growth.** |
| **Distinguished** | X |  |
| **Effective** |  | X |
| **Developing** |  |  |
| **Ineffective** |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Maine DOE T-PEPG Professional Growth Rating Rubric** | | | |
| **Ineffective** | **Developing** | **Effective** | **Distinguished** |
| Performance rating of Ineffective on either CP4.1 or CP4.2 | Performance rating of Effective on CP4.1 or CP.4.2; **with** Developing on the other | Performance ratings of Effective on both CP 4.1 and CP 4. 2 or Effective on CP 4.1 **with** Distinguished on CP 4.2 | Performance ratings of Distinguished on CP 4.1 and CP 4.2 **or** Distinguished on CP 4.1 and Effective on CP 4.2 |

1. **Use the rubric below to determine the overall rating for Professional Growth.**

**\_\_\_\_\_Distinguished**

**\_\_\_\_\_Effective**

**\_\_\_\_\_Developing**

**\_\_\_\_\_Ineffective**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Maine DOE T-PEPG Combined Professional Practice and Professional Growth**  **Rating Matrix** | | | | | |
|  | | **Professional Practice** | | | |
| Ineffective | Developing | Effective | Distinguished |
| **Professional Growth** | Distinguished | Developing | Developing | Effective | Distinguished |
| Effective | Developing | Developing | Effective | Distinguished |
| Developing | Ineffective | Developing | Effective | Effective |
| Ineffective | Ineffective | Ineffective | Developing | Developing |

1. **Use the rubric below to determine the overall combined rating for Professional Practice and Professional Growth.**

**Combined Rating for Professional Practice and Professional Growth**

**\_\_\_\_\_Distinguished**

**\_\_\_\_\_Effective**

**\_\_\_\_\_Developing**

**\_\_\_\_\_Ineffective**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **EXAMPLE** | | | | |
| **Description of SLO** | **Percentage weight of the SLO as a factor in the Impact rating.** | **Percentage of students meeting the growth target (or Impact Rating) for each SLO** | **Weighted Impact Rating for each SLO** | **Determine the overall Impact rating** |
| 1. **Individual teacher: social studies** | **45** | **85 (High)** |  | **85–100% High**  71–84% Moderate  41–70% Low  **0–40% Negligible** |
| 1. **Individual teacher: social studies** | **45** | **82 (Moderate)** |  |
| 1. **Sophomore Humanities Team: reading** | **10** | **75 (Moderate)** |  |
| **Total** | **100** |  | **Round to nearest whole number.** |  |

**6. Using the example for reference, complete the worksheet below to calculate the teacher’s Impact on Student Learning and Growth.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Description of SLO** | **Percentage weight of the SLO as a factor in the Impact rating.** | **Percentage of students meeting the growth target (or Impact Rating) for each SLO** | **Weighted Impact Rating for each SLO** | **Determine the overall Impact rating** |
| **1.** |  |  |  | **85–100% High**  71–84% Moderate  41–70% Low  **0–40% Negligible** |
| **2.** |  |  |  |
| **3.** |  |  |  |
| **4.** |  |  |  |
| **5.** |  |  |  |
| **6.** |  |  |  |
| **Total** |  |  |  |  |

**Student Learning and Growth Impact Worksheet**

**Summative Effectiveness Rating**

**Combined rating for Professional Practice and Professional Growth (Step 5, p. 67) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Impact on Student Learning and Growth (Step 6, p.68) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Maine DOE TEPG Summative Performance Rating Matrix** | | | | | |
|  | | **Combined Professional Practice**  **and Professional Growth** | | | |
| **Ineffective** | **Developing** | **Effective** | **Distinguished** |
| **Impact on Student Learning and Growth** | **High** | **Review Required** | **Effective** | **Highly Effective** | **Highly Effective** |
| **Moderate** | **Partially Effective** | **Partially Effective** | **Effective** | **Effective** |
| **Low** | **Ineffective** | **Partially Effective** | **Partially Effective** | **Review Required** |
| **Negligible** | **Ineffective** | **Ineffective** | **Partially Effective** | **Review Required** |

|  |  |
| --- | --- |
| **Completed Professional Growth/Improvement Plan** | **New Professional Growth/Improvement Plan** |
| **\_\_\_Self-Directed Professional Growth Plan**  **\_\_\_Monitored Professional Growth Plan**  **\_\_\_Directed Improvement Plan** | **\_\_\_Self-Directed Professional Growth Plan**  **\_\_\_Monitored Professional Growth Plan**  **\_\_\_Directed Improvement Plan** |

**Summative Effectiveness Rating\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Evaluator**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Printed Name *Signature*

**Teacher**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Printed Name *Signature*

1. [↑](#footnote-ref-1)