

PLEASE NOTE: Legislative Information **cannot** perform research, provide legal advice, or interpret Maine law. For legal assistance, please contact a qualified attorney.

Amend the resolve by striking out all of section 1 and inserting the following:

‘Sec. 1 Adoption. Resolved: That final adoption of Chapter 180: Performance Evaluation and Professional Growth Systems, a provisionally adopted major substantive rule of the Department of Education that has been submitted to the Legislature for review pursuant to the Maine Revised Statutes, Title 5, chapter 375, subchapter 2-A, is authorized only if the following changes are made.

1. The rule must be amended in section 7 in the part concerning the use of measures of student learning and growth that are considered to be a significant factor in determining the summative effectiveness rating of an educator by:

A. Deleting the provision requiring that, to be considered a significant factor, student learning and growth measures must constitute at least 20% of an educator's total score and a percentage lower than 20% may also be considered if the educator is prevented from being rated as effective if the educator's students do not demonstrate a satisfactory amount of growth in a performance evaluation and professional growth system adopted by a school administrative unit that uses a numerical approach to determine an educator's summative effectiveness rating;

B. Deleting the provision requiring that in a performance evaluation and professional growth system that uses a matrix approach to combining measures into a summative effectiveness rating, student learning and growth measures are a significant factor if they appear on a single axis of the matrix, and that axis is divided into not more than 5 segments;

C. Inserting a provision requiring that the proportionate weight of the student learning and growth measures that are considered to be a significant factor in the determination of the summative effectiveness rating of an educator must be a local decision made by a school administrative unit in accordance with the provisions in section 12; and

D. Inserting a provision requiring that a school administrative unit that does not submit a performance evaluation and professional development system in compliance with the Maine Revised Statutes, Title 20-A and this rule to the Department of Education by June 1, 2015 is required to implement student learning and growth measures that are considered to be a significant factor in determining the summative effectiveness rating of an educator as follows:

(1) In a performance evaluation and professional growth system that uses a numerical approach to determine an educator's summative effectiveness rating, student learning and growth measures are a significant factor if they constitute 20% of the educator's total score; or

(2) In a performance evaluation and professional growth system that uses a matrix approach to combining measures into a summative effectiveness rating, student learning and growth measures are a significant factor if they appear on a single axis of the matrix, and that axis is divided into not more than 5 segments.

2. The rule must be amended in section 7 in the part concerning requirements related to the validity and reliability of permissible measures as follows:

- A. Deleting the provision in the first sentence providing that student learning and growth measures must be valid and reliable;
- B. Inserting a provision in the first sentence requiring that student learning and growth measures must meet the criteria established in that subsection;
- C. Inserting a provision requiring that student learning and growth measures must be appropriately attributed to the teacher or principal whose evaluation is impacted by those measures; and
- D. Deleting the provision in paragraph G providing that the data used in the evaluation is statistically reliable.

3. The rule must be amended in section 12 in the part concerning the requirement that school administrative units must collaborate with educators and other education stakeholders in developing a performance evaluation and professional development system by:

- A. Inserting a provision to clarify that a majority of the members of the initial group of stakeholders must be composed of at least a majority of teachers and to provide that, of the teachers appointed to the initial group of stakeholders, 2/3 must have the endorsement of the majority of teachers in the school administrative unit and 2/3 must have the endorsement of the majority of the school administrative unit's governing body;
- B. Inserting a provision to provide that, for a school administrative unit that has established an initial group of stakeholders to develop the school administrative unit's performance evaluation and professional development system prior to the effective date of this rule chapter, the existing group of stakeholders, with the consent of a majority of teachers in the school administrative unit, may continue as currently constituted even if the group of stakeholders does not meet the specific composition established in accordance with the provision amended by paragraph A; and
- C. Inserting a provision to provide that the initial group of stakeholders must use a consensus decision-making process to develop the performance evaluation and professional development system, including the proportionate weight of the student learning and growth measures as set forth in section 7.

4. The rule must be amended in section 15 in the part concerning requirements related to the piloting of performance evaluation and professional growth systems by:

- A. Deleting the provision that provides that, in each case, all of the proposed student growth measures identified as concerns by local educators in a school administrative unit must be applied on a pilot basis; and
- B. Inserting a provision that encourages school administrative units to utilize student growth measures during the pilot period.

5. The rule must be amended in section 16 in the part concerning technical assistance provided by the Department of Education to school administrative units by deleting the provision related to developing valid and reliable student learning and growth measures as part of that technical assistance.'

SUMMARY

This amendment provides that final adoption of portions of Chapter 180: Performance Evaluation and Professional Growth Systems, a major substantive rule of the Department of Education, is authorized upon the Department of Education's making specific changes to the rule.