

Standards of Professional Practice for Teachers and Principals Menu of Approved Models

Based on the 2012 recommendation of the [Maine Educator Effectiveness Council \(MEEC\)](#), the Department has identified in [provisionally-adopted rule](#), Chapter 180, SECTIONS 5 and 6, the InTASC Model Core Teaching standards and the ISLLC 2008 Standards as the benchmarks for teacher and principal effectiveness, respectively. To evaluate the professional practice of teachers and principals in a PE/PG system, a school administrative unit must use professional practice models that include three parts:

1. Performance standards aligned with the benchmark standards
2. Supporting descriptors for each standard as published or endorsed by the creator/sponsor of the standards
3. Rubrics for each standard

At the time the rule was drafted, the creators of the InTASC Model Core Standards and the ISLLC Standards had not created rubrics. Therefore, to use benchmark standards, a school administrative unit must either locate or create rubrics for the standards or use an approved professional practice model that includes a complete set of aligned standards, descriptors and rubrics.

Maine Department of Education Menu of Approved Professional Practice Models

This menu will be updated as additional models are approved. A School administrative unit wishing to use a model that does not appear on the menu should contact the [Educator Effectiveness Coordinator](#) for information and assistance.

Professional Practice Models for Teachers	Professional Practice Models for Principals
<p>The National Board for Professional Teaching Standards (NBPTS) Five Core Propositions and Indicators, along with the TPEG rubrics created by the Maine Schools for Excellence</p> <p>The Framework for Teaching, by Charlotte Danielson</p> <p>The Marzano Art and Science of Teaching Framework.</p> <p>Marshall Teacher Evaluation Rubrics (Please see our March 27 Commissioner's Update to access rubrics and information)</p>	<p>National Board Core Propositions for Accomplished Educational Leaders, adopted by the National Board for Professional Teaching Standards in 2009, along with the LPEG rubrics created by the Maine Schools for Excellence (MSFE)</p> <p>The principal professional practice evaluation model created by the Supervision and Evaluation Committee of the Maine Principal's Association, dated September 2013 and posted on the Association's Website at www.mpa.cc.</p> <p>The Marzano School Leader Evaluation Model</p>

Digital observation tools, such as those identified below, are powerful, but optional, elements of a PE/PG system. Digital observation tools run on computer-based platforms and usually must be purchased by School Administrative Units. The Department neither requires nor regulates the use of this technology, but SAUs should be aware of the *proprietary rights, if any, granted to commercial providers of digital observation tools by creators of professional practice models.

Marzano— Exclusive proprietary rights granted to [iObservation](#)™

Danielson, 2011 and 2013 ed.—Exclusive proprietary rights granted to [Teachscape](#)™

MSFE TPEG and LPEG Rubrics—[Tower](#)™

MPA model—No designated tool; if desired, SAUs may purchase any digital engine they choose.

* Proprietary rights prohibit a particular model 's being uploaded into any but the digital platform designated by the creator of the model. The particular proprietary rights identified here do not, however, prohibit SAUs from uploading other, unappropriated models into that digital platform. For example, although the TIF schools working with MSFE are required to use Tower™ to house the TPEG and LPEG rubrics, an SAU could purchase a Tower™ system for use with the MPA model. Many digital tools are available, including [Great Schools Partnerships' iWalkthrough](#), and a [free version developed in a Google Docs platform](#).