

REGIONAL SCHOOL UNIT NO. 18

File: GCOA

SUPERVISION AND EVALUATION OF PROFESSIONAL STAFF (Belgrade, Oakland, Rome and Sidney)

Philosophy

Effective teaching, like successful practice in other professions, entails a commitment to the process of continuing growth and improvement. Teachers must regularly reflect on their practice and professional behaviors, analyzing the impact on student learning. Effective teaching also requires periodic feedback from other educators. Systematic observation of teaching, conferencing skills, and coaching techniques can further assist the classroom teacher in enhancing performance. Additionally, teachers committed to their practice examine indicators of student progress and achievement, using available data to design activities and strategies which improve individual and group performance.

Linking professional reflection with formal feedback assists in the process of developing annual goals and objectives. Designed in two parts, the Unit's goals and objectives process is intended to target teaching performance and professional development.

To realize an approach that is growth and improvement oriented, teacher evaluation in the Messalonskee School District (RSU No. 18) has five basic goals:

- to assure the meeting of the needs of the children of the Unit through a continuing emphasis on the improvement of instruction;
- to improve total performance of individual staff members;
- to serve as a basis for teacher-to-teacher and teacher-to-administrator communication;
- to serve as a fair and equitable basis for measuring the performance of staff members; and
- to serve as a fair and equitable basis for contract renewal.

In its efforts to achieve these goals, the Unit recognizes that teachers are individuals, and that they approach the art and science of teaching differently. Teaching styles and personalities vary; backgrounds and methodologies also differ. Thus, a fundamental belief of the Unit is that effective instruction, guided by a common curriculum, can be reached through varied methods and styles.

Procedures

Recognizing that educational research provides evidence that effective schools and school districts have systems for the annual evaluation of teachers, the Messalonskee School District (RSU No. 18) offers a comprehensive approach to teacher growth and improvement.

As a process, the evaluation system includes (1) the annual submission of written goals and objectives each fall; (2) a conference with the building principal to review these goals and objectives; (3) classroom observations and written feedback; (4) post-observation conferences; (5) self-evaluation and assessment of goals and objectives; and (6) a student assessment procedure for Grades 5-12.

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By October 15, each teacher submits proposed written goals and objectives to his/her principal. The goals and objectives include two parts: the first addressing a focused plan for enhancing instruction; the second outlining a specific plan for continuing professional growth and improvement. In addition to presenting goals and objectives for the next year, each teacher will present a self-assessment of the previous year's goals and objectives in the form of a written narrative. As soon as possible after submission, the principal discusses the goals and objectives, as well as the written self-assessment in a formal conference with each teacher.

First-year probationary teachers are evaluated by March 15 using the comprehensive evaluation instrument (see attached). This summative evaluation, written by the building principal or assistant, is based on classroom observations by building principals, assistant principals, department chairs, and/or elementary instructional leaders. Prior to December 1, each first-year teacher will also have a feedback conference with the building principal or assistant principal.

By April 15, second-year probationary teachers receive a formal summative evaluation using the comprehensive evaluation instrument. Prepared in collaborative fashion, the evaluation is written by the superintendent, assistant superintendent, principal, or assistant principal. Observations by the superintendent and/or assistant superintendent precede nomination for continuing contract status.

Continuing contract teachers are also evaluated annually. The Unit comprehensive evaluation instrument is used as a vehicle for formal written feedback. Classroom observations are undertaken by the designated principal and/or program director. On alternate years, continuing contract teachers may choose a focused observation process using the Unit's clinical supervision model in lieu of the Unit's comprehensive evaluation instrument. Teachers choosing a focused evaluation will target areas for observation in their annual goals and objectives and may select a building principal and/or a teacher on the Unit's list of peer coaches to help guide the process. It should be noted that the building principal may require the use of a comprehensive evaluation instrument in addition to a focused observation.

Performance evaluations, including post evaluation conferences, of continuing contract teachers shall be completed no later than June 1. In each building, one-half of teacher performance evaluations will be completed no later than January 15.

Teachers who work in more than one building will schedule their evaluation process through the Assistant Superintendent of Schools. Individuals performing extracurricular assignments in athletics are evaluated annually by the athletic director or head coach.

Whenever a written evaluation is made, a post-evaluation conference is held within ten (10) school days of the last formal classroom observation. Prior to concluding the final classroom observation, a date and time for the post conference will be established. A copy of any formal written feedback is provided to the teacher involved prior to the conference, thus insuring that he/she has been made aware of its contents. Upon completion of the conference, the evaluator and the teacher sign copies of the evaluation instrument. A copy of each is then submitted to the Superintendent's Office no later than ten (10) days after the post-evaluations conference.

In undertaking classroom observations, administrators and teachers are to be sensitive to the school calendar and special events, recognizing that certain days may not be appropriate for observations.

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It should be noted that every teacher has the right to challenge, in writing, any aspect of his/her evaluation. Such written statements are attached to the evaluation in question and made a permanent part of the teacher's cumulative record. The teacher and the evaluator are encouraged to resolve any areas of disagreement.

Each teacher's cumulative record of professional development and all performance evaluations are maintained in the Central Office. This record includes a transcript of undergraduate and graduate courses completed and grades earned, a summary of all in-service training, and such information about the content and value of informal learning as a teacher may wish to add. The responsibility for maintaining an updated portfolio of professional development lies with the respective teacher.

Self Assessment

As mentioned above, each teacher must submit a written self-assessment to his/her principal by October 15. This narrative statement forms the basis for a conference focusing on the progress made on the goals and objectives outlined and submitted the previous year. Following the conference, the written self-assessment becomes part of the teacher's cumulative record.

Student Assessment

Each teacher with classroom responsibilities in Grades 5-12 is to have his/her students complete a student assessment form prior to the end of the school year or at the conclusion of a course. All student forms are to remain the property of the teacher.

Job Descriptions

Prior to beginning the annual evaluation process, each staff member should review the job description appropriate to his/her position.

Date of Adoption: August 19, 2009

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**MESSALONSKEE SCHOOL DISTRICT
TEACHER EVALUATION INSTRUMENT
COMPREHENSIVE REVIEW**

Teacher's Name _____ School _____

Grade _____ Subject _____ Date _____

Evaluator(s) _____ Title(s) _____

RATING SCALE

- Outstanding -Performance is of the highest quality, could serve as a model for other teachers.
- Commendable -Performance exceeds Unit expectations.
- Satisfactory -Performance meets Unit expectations.
- Unsatisfactory -Performance fails to meet the expectations of the Messalonskee School District.

ANNUAL GOALS AND OBJECTIVES

Behavioral Indicators:

- Articulates a plan that is well written, clear, and specific.
- Sets rigorous, focused goals and demonstrates progress toward attainment.
- Identifies goals that reflect the Unit philosophy and direction.
- Completes a written self-assessment that clearly summarizes progress toward fulfillment of the previous year's goals and objectives.

Rating _____

Comments:

PLANNING FOR INSTRUCTION

Behavioral Indicators:

- Articulates clearly the learning outcomes for each lesson.
- Designs instructional activities that are appropriate to student learning needs and knowledge levels.
- Prepares and maintains daily instructional plans.

Rating _____

Comments:

CLASSROOM INSTRUCTION

Behavioral Indicators:

- Fosters rigor and high expectations in learning outcomes for all students.
- Follows Unit curriculum.
- Reflects appropriate use of instructional strategies such as cooperative groups, integrated learning, and hands-on activities.
- Provides for learning activities that require application of critical thinking and problem-solving skills.
- Personalizes instruction by using guided practice and providing independent learning activities.
- Demonstrates the effective use of motivation techniques.
- Uses a variety of methods, media, and materials.
- Promotes broad and active participation of students.
- Provides for effective transfer of learning.
- Checks actively for understanding of concepts.

Rating_____

Comments:

CLASSROOM MANAGEMENT

Behavioral Indicators:

- Maintains a positive classroom climate.
- Displays effective discipline procedures.
- Communicates clearly to students the expectations for classroom behavior.
- Promotes an atmosphere of mutual respect.

Rating_____

Comments:

EVALUATION OF INSTRUCTION AND STUDENT PROGRESS

Behavioral Indicators:

- Uses the results of evaluation to improve instruction.
- Uses evaluation results to assess the effectiveness of the curriculum.
- Provides evidence of student academic progress through standardized testing, student portfolios, and other artifacts.
- Uses pre- and post-testing techniques in assessing student progress.
- Is knowledgeable of the design and content of standardized tests used by the Unit.
- Is knowledgeable of the developmental stage and affective needs of students assigned.

Rating_____

Comments:

COMMUNICATIONS

Behavioral Indicators:

- Communicates effectively in oral and written applications.
- Interacts effectively with parents and other citizens.
- Promotes a positive image of the school and the Unit.
- Shares ideas and successful practices with colleagues.
- Shares with parents and colleagues positive student behaviors, as well as areas of concern.

Rating_____

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Comments:

PROFESSIONAL RESPONSIBILITIES

Behavioral Indicators:

- Demonstrates competence in subject area and a commitment to stay abreast of new trends and knowledge.
- Participates in building and Unit initiatives.
- Maintains appropriate student records.
- Provides proper supervision in non-instructional areas.
- Works cooperatively with staff and administration.

Rating_____

Comments:

Signature of Evaluator

Date

Signature of Evaluator

Date

Signature of Teacher

Date

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**MESSALONSKEE SCHOOL DISTRICT
TEACHER EVALUATION INSTRUMENT
FOCUSED REVIEW**

Teacher's Name _____ School _____

Grade _____ Subject _____ Date _____

Evaluator(s) _____ Title(s) _____

OVERVIEW:

This evaluation instrument may be used on alternate years and is intended to target one or more of the teacher's instructional goals.

TEACHER GOAL(S) AND AREA OF FOCUS:

Comments:

(Continued on other side.)

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Comments (continued):

Signature of Evaluator

Date

Signature of Teacher

Date

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**MESSALONSKEE SCHOOL DISTRICT
TEACHER SELF EVALUATION INSTRUMENT**

Teacher's Name: _____ School _____

Grade: _____ Subject: _____ Date: _____

Teachers completing this self-evaluation are asked to comment on each of the following seven categories. Remarks should be specific and should reflect the behavioral indicators listed in each category. Comments may be in the form of a series of statements or a narrative.

ANNUAL GOALS AND OBJECTIVES

Behavioral Indicators:

- * Articulates a plan that is well written, clear, and specific.
- * Sets rigorous, focused goals and demonstrates progress toward attainment.
- * Identifies goals that reflect the Unit philosophy and direction.
- * Completes a written self-assessment that clearly summarizes progress toward fulfillment of the previous year's goals and objectives.

Comments:

PLANNING FOR INSTRUCTION

Behavioral Indicators:

- * Articulates clearly the learning outcomes for each lesson.
- * Designs instructional activities that are appropriate to student learning needs and knowledge levels.
- * Prepares and maintains daily instructional plans.

Comments:

CLASSROOM INSTRUCTION

Behavioral Indicators:

- * Fosters rigor and high expectations in learning outcomes for all students.
- * Follows Unit curriculum.
- * Reflects appropriate use of instructional strategies such as cooperative groups, integrated learning, and hands-on activities.
- * Provides for learning activities that require application of critical thinking and problem-solving skills.
- * Personalizes instruction by using guided practice and providing independent learning activities.
- * Demonstrates the effective use of motivation techniques.
- * Uses a variety of methods, media, and materials.
- * Promotes broad and active participation of students.
- * Provides for effective transfer of learning.
- * Checks actively for understanding of concepts.

Comments:

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CLASSROOM MANAGEMENT

Behavioral Indicators:

- * Maintains a positive classroom climate.
- * Displays effective discipline procedures.
- * Communicates clearly to students the expectations for classroom behavior.
- * Promotes an atmosphere of mutual respect.

Comments:

EVALUATION OF INSTRUCTION AND STUDENT PROGRESS

Behavioral Indicators:

- * Uses the results of evaluation to improve instruction.
- * Uses evaluation results to assess the effectiveness of the curriculum.
- * Provides evidence of student academic progress through standardized testing, student portfolios, and other artifacts.
- * Uses pre and post testing techniques in assessing student progress.
- * Is knowledgeable of the design and content of standardized tests used by the Unit.
- * Is knowledgeable of the developmental stage and affective needs of students assigned.

Comments:

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COMMUNICATIONS

Behavioral Indicators:

- * Communicates effectively in oral and written applications.
- * Interacts effectively with parents and other citizens.
- * Promotes a positive image of the school and the Unit.
- * Shares ideas and successful practices with colleagues.
- * Shares with parents and colleagues positive student behaviors, as well as areas of concern.

Comments:

PROFESSIONAL RESPONSIBILITIES

Behavioral Indicators:

- * Demonstrates competence in subject area and a commitment to stay abreast of new trends and knowledge.
- * Participates in building and Unit initiatives.
- * Maintains appropriate student records.
- * Provides proper supervision in non-instructional areas.
- * Works cooperatively with staff and administration.

Comments:

Teacher's Signature _____

Signature of Supervisor _____ Date of Conference _____