

CSD 13 SCHOOL BOARD

POLICY NUMBER: 7.06

(NEPN/NSBA: GCOA)

Adopted: 9/26/89

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Revised: 2/7/12

TEACHER EVALUATION

1. This policy addresses the evaluation of teachers. The purpose of teacher evaluation is to supervise and improve the quality of instruction received by students. To fulfill this purpose, evaluation serves the following specific functions:
 - A. To ensure students are provided with effective instruction;
 - B. To improve teaching through the identification of ways to change teaching systems, teaching environments, or teaching behaviors;
 - C. To supply information that will lead to the modification of assignments, such as placements in other positions, promotions, and terminations;
 - D. To recognize and reward superior teaching;
 - E. To provide a basis for teacher career planning and professional development.
2. Definitions:
 - A. "Teachers" shall include all certified, professional employees paid in accordance with the Negotiated Agreement between the Deer Isle-Stonington School Board and the Deer Isle-Stonington Teachers Association hereafter referred to as teachers.
 - B. "Summative Evaluation" shall be written analysis of the employee's work following the evaluation process approved by the School Board.
 - C. "Non-instructional Duties" shall include required tasks that are not directly related to the quality of classroom instruction such as supervision of students in school settings outside the teacher's classroom.
 - D. "Professional Behavior" shall mean the ability to cooperate effectively with colleagues; to maintain confidentiality about students, parents, and school personnel matters at all times; and to solve problems through direct communication with those involved.
 - E. "Records Check" shall encompass a review of teacher lesson plans, plan book, grade book, tests or assessments of student progress, progress reports, and other materials related to instruction.
 - F. A "Focused Assistance Plan" is a document that lists weaknesses in a teacher's performance, prescribes actions that must be taken and establishes goals that must be achieved by the teacher.
3. Teacher evaluation is an on-going process. The Superintendent shall develop, in cooperation with the principals, an evaluation instrument, procedures, and forms as necessary for the implementation of this policy. The principals and the special services director are primary evaluators. Teachers who work in both schools will be evaluated jointly by the principals of the schools in which they work. The

responsibility for these teachers' summative evaluations will be assigned to a principal by October 1. Special education teachers will be evaluated by the principal in consultation with the special services director. The Superintendent may be involved in both observation and evaluation procedures.

4. Professional goal setting will be part of the evaluation process for all teachers. The evaluator will meet to establish professional development goals with each probationary teacher by the end of September. Each continuing contract teacher will establish professional goals at the beginning of each two year evaluation cycle. Written evaluations of teachers and focused assistance plans may be developed at any point during the year. Continuing contract teachers on a focused assistance plan shall be evaluated annually for as long as an improvement plan is in place.
5. Observations of classroom instruction will be an important part of evaluations. However evaluations may also include:
 - A. the performance of non-instructional duties
 - B. professional behavior
 - C. deadlines
 - D. lesson planning
 - E. professional development
 - F. records check
 - G. summaries of formal assessments completed by parents and/or students
 - H. guided self-evaluation through written reflections
 - I. portfolio review
 - J. and other aspects of the teacher's performance.

Written complaints about a teacher's performance that the administration has investigated and found to be valid must be documented and discussed with the teacher prior to use in evaluating that teacher.

6. An observation may include a pre-conference and shall include a post-conference. The post-conference will occur within one week of the observation. The post-conference will include a discussion of the lesson observed by both the teacher and the evaluator. The evaluator may provide suggestions for improvement during post-conferences.
7. For the purpose of this policy an observation may cover an entire lesson or class period or it may include part of a lesson for several consecutive days. For probationary teachers, there will be at least three observations completed by May 1. For continuing contract teachers there will be at least two observations completed by June 15 as part of the evaluation cycle. At the discretion of the principal one observation may be replaced by a "records" check.
8. Teachers and the evaluator are encouraged to discuss evaluation issues during the year before the summative evaluation is completed. The summative evaluation

will include discussion of strengths and/or weaknesses as evidenced during the year. If weaknesses are included, specific suggestions for improvement will also be included.

- A. Each probationary teacher will be provided with a summative evaluation each year by May 15. In cooperation with the principal, probationary teachers must successfully complete a professional growth plan during their probationary period. By the end of the probationary period, only those probationary teachers judged as “proficient” or “distinguished” or showing substantial progress in moving from “basic” to “proficient” in all performance domains will be recommended for continuing contract status. Probationary teachers who receive an “unacceptable” rating may not be nominated for another probationary or a continuing contract. When a probationary teacher is recommended for a continuing contract, the teacher’s performance will be reviewed in executive session with the School Board prior to action in May on continuing contracts for probationary teachers.
 - B. Each year continuing contract teachers who are in a summative evaluation year shall be provided with a summative evaluation by June 30. If a continuing contract teacher’s performance is rated “basic” in one or more areas, the teacher shall have a grace period (to be determined by the principal but not to exceed two years) in which to improve performance through informal procedures. If a continuing contract teacher is unable to improve performance to at least a “proficient” rating, the principal shall develop a focused assistance plan with that teacher. The teacher is responsible for meeting reasonable expectations and is responsible for addressing performance weaknesses. If by the time of the next review, the evaluator concludes that the teacher has not made reasonable progress towards improving the “basic” rating to either “proficient” or “distinguished,” the teacher shall be considered for nonrenewal and the teacher must be notified in writing of the School Board’s vote of nonrenewal prior to February 28.
 - C. If a continuing contract teacher’s performance is rated as “unacceptable” in one or more areas, the principal shall develop a focused assistance plan with that teacher. Continuing contract teachers who are unable to improve performance from “unacceptable” to “proficient” or “distinguished” shall be considered for non-renewal. If a continuing contract teacher is recommended for contract nonrenewal, the School Board must approve a motion of nonrenewal and the teacher must be notified in writing of the School Board’s vote of nonrenewal prior to February 28.
9. The School Board is responsible for ensuring administrative implementation of effective teacher evaluation procedures in accordance with this policy. The School

Board may employ consultants who train administrative staff on effective teacher evaluation practices. This consulting work may include classroom observations and conferences with teachers as part of the training process.

References: Title 20A MRSA, §1055 and §13201