

RSU #23 School Department Supervision and Evaluation of Professional Staff

In RSU #23 School Department, the primary purposes of this policy will be instructional improvement and professional growth. RSU #23 School Department believes that teacher supervision, which includes the evaluation process, should be authentic and reflect the actual work of teachers. Teacher supervision should result in a positive and growth-evoking experience for the teacher, where feedback is provided and used to improve instructional effectiveness, and result in improved student learning opportunities and results. The evaluation system distinguishes three proficiency levels (Level I, Level II and Level III) and outlines accompanying administrator/teacher responsibilities/activities.

Teachers will receive a copy of the end-of-the-year Evaluation Summary Page completed by an appropriate administrator. When applicable, the administrator may receive input from others with supervisory responsibilities. A copy of the signed Evaluation Summary Page will be filed in the teacher's personnel file. If a Targeted Growth Plan is developed, a copy of it will be filed in the teacher's personnel file.

The evaluation system will include the following:

- Classroom observations with the opportunity for teacher feedback
- End-of-year Evaluation Summary Page
- Teacher Reflection and Professional Growth Form
- Performance evaluations based on the use of the RSU #23 School Department Teacher Evaluation Rubrics
- Administrative recommendation for the teacher for the next school year

Level I

Group Involved

- All first and second year teachers (beginning in 2012/13 it will be all first, second and third year teachers)
- Any teacher on continuing contract who is not identified as "effective" or better in all domains on the Evaluation Summary Page

Activities – Annual

- Using the RSU #23 School Department Teacher Evaluation Rubrics, teachers will conduct a self-assessment by September 30th
- Using the Professional Growth Form, teachers will self-determine areas of growth and review them with their supervisor/principal by September 30th, and priority will be given to domains in need of growth

- If required, a Targeted Growth Plan will be developed by the administrator with teacher input
- Brief, frequent, non-scheduled walkthrough observations will be conducted, that are 5-15 minutes in duration, with an administrative option for the duration to be longer. The administrator will complete a Walkthrough Observation Form after each observation to share with the teacher. A minimum of 10 walkthrough observations will be done by April 1st, with additional observations occurring through the end of the school year
- Feedback conversations between the administrator and teacher will be done, conducted in person and within five days after each observation
- Using the RSU #23 School Department Teacher Evaluation Rubrics, the Evaluation Summary Page will be completed and a recommendation for the next school year will be made by the administrator for the teacher

A Targeted Growth Plan will be required for teachers on a continuing contract:

- Who need improvement in two or more of the domains
- Who are in the second year of needing improvement in one of the domains
- For any teachers who do not meet standards, at any time, in a single domain

Level II

Group Involved

- Teachers under continuing contract and identified as “effective” in all domains

Activities – Three-Year Cycle

Year One

- Using the RSU #23 School Department Teacher Evaluation Rubrics, teachers will conduct a self-assessment by October 30th
- Teachers will identify performance/improvement expectations with their supervisor/principal, and priority will be given to domains in need of improvement
- Occasional, unscheduled classroom observations will be conducted that are 5-15 minutes in duration, with an administrative option for the duration to be longer

Year Two

- Using the RSU #23 School Department Teacher Evaluation Rubrics, teachers will conduct a self-assessment and review it with their supervisor/principal by October 30th
- Teachers will identify performance/improvement expectations with their supervisor/principal, and priority will be given to domains in need of improvement
- Occasional, unscheduled classroom observations will be conducted that are 5-15 minutes in duration, with an administrative option for the duration to be longer

Year Three

- Using the RSU #23 School Department Teacher Evaluation Rubrics, teachers will conduct a self-assessment and review it with their supervisor/principal by September 30th
- Using the Professional Growth Form teachers will self-determine areas of growth and review them with their supervisor/principal by September 30th, and priority will be given to domains in need of growth
- Brief, frequent, non-scheduled walkthrough observations will be conducted, that are 5-15 minutes in duration, with an administrative option for the duration to be longer. The administrator will complete a Walkthrough Observation Form after each observation to share with the teacher. A minimum of 10 walkthrough observations will be done by April 1st, with additional observations occurring through the end of the school year
- Feedback conversations between the administrator and the teacher will be conducted in person and within five days after each observation
- Using the RSU #23 School Department Teacher Evaluation Rubrics, the Evaluation Summary Page will be completed and a recommendation for the next school year will be made by the administrator for the teacher

Note: Individual teachers in Level II who do not maintain the “effective” level may be placed on Level I the following year. The administrator will specifically identify areas/domains of concern.

Level III

Group Involved

- Teachers under continuing contract and identified as “effective” in all domains and “highly effective” in a minimum of one domain

Activities – Five-Year Cycle

The teacher, with administrator approval, will select/design a professional growth activity to be completed by May 15th. This may be completed anytime during the first four years of the Level III evaluation cycle.

Year One

- Using the RSU #23 School Department Teacher Evaluation Rubrics, teachers will conduct a self-assessment and review it with their supervisor/principal by October 30th
- Teachers will identify performance/improvement expectations with their supervisor/principal, and priority will be given to domains in need of improvement
- Occasional, unscheduled classroom observations will be conducted that are 5-15 minutes in duration, with an administrative option for the duration to be longer

Year Two

- Using the RSU #23 School Department Teacher Evaluation Rubrics, teachers will conduct a self-assessment and review it with their supervisor/principal by October 30th
- Teachers will identify performance/improvement expectations with their supervisor/principal, and priority will be given to domains in need of improvement
- Occasional, unscheduled classroom observations will be conducted that are 5-15 minutes in duration, with an administrative option for the duration to be longer

Year Three

- Using the RSU #23 School Department Teacher Evaluation Rubrics, teachers will conduct a self-assessment and review it with their supervisor/principal by October 30th
- Teachers will identify performance/improvement expectations with their supervisor/principal, and priority will be given to domains in need of improvement
- Occasional, unscheduled classroom observations will be conducted that are 5-15 minutes in duration, with an administrative option for the duration to be longer

Year Four

- Using the RSU #23 School Department Teacher Evaluation Rubrics, teachers will conduct a self-assessment and review it with their supervisor/principal by October 30th
- Teachers will identify performance/improvement expectations with their supervisor/principal, and priority will be given to domains in need of improvement
- Occasional, unscheduled classroom observations will be conducted that are 5-15 minutes in duration, with an administrative option for the duration to be longer

Year Five

- Using the RSU #23 School Department Teacher Evaluation Rubrics, teachers will conduct a self-assessment and review it with their supervisor/principal by September 30th
- Using the Professional Growth Form teachers will self-determine areas of growth and review them with their supervisor/principal by September 30th, and priority will be given to domains in need of growth
- Brief, frequent, non-scheduled walkthrough observations will be conducted, that are 5-15 minutes in duration, with an administrative option for the duration to be longer. The administrator will complete a Walkthrough Observation Form after each observation to share with the teacher. A minimum of 10 walkthrough observations will be done by April 1st, with additional observations occurring through the end of the school year
- Feedback conversations between the administrator and the teacher will be conducted in person and within five days after each observation
- Using the RSU #23 School Department Teacher Evaluation Rubrics, the Evaluation Summary Page will be completed and a recommendation for the next school year will be made by the administrator for the teacher

For teachers at Level III it is a professional responsibility to contribute to the overall development of our professional learning community through one or more of the following activities:

- Portfolio development
- Professional growth project
- Curriculum project
- Assessment project
- New teacher mentoring
- Mentoring of a Level I teacher
- Run a book group/study group/teacher led group
- Action research/course work/workshop/apply learning for student achievement
- Provide professional development for recertification
- Other accepted activities

Note: Individual teachers in Level III who do not maintain the “effective” level in all domains and at least one “highly effective” level in one domain may be placed on Level II the following year, or on Level I if all domains are not maintained at least in the “effective” level. The administrator will specifically identify areas of concern.

Verbal and Written Notice

Teachers whose work is unsatisfactory will receive timely verbal and written notice so that expected improvements may be made before a final employment decision is reached. In cases where teachers feel that they have been unfairly evaluated, they may appeal to the Superintendent, and to the Board. Teachers have the option to provide a written response to evaluations and observation reports.

Notification and Recommendation Dates

February 28 Supervisors/principals will complete an employment recommendation in writing for each teacher who has worked in the RSU #23 School Department for more than three years on or before February 28th. This recommendation will be used to recommend teachers to the Board for renewal, for continuing contract, for renewal and monitor, or for non-renewal.

April 7 Supervisors/principals will complete an employment recommendation in writing for each teacher who has worked in the RSU #23 School Department one through three years on or before April 7th. This recommendation will be used to recommend teachers to the Board for renewal, for continuing contract, for renewal and monitor, or for non-renewal.

Adopted: 1/8/14