

HANDBOOK
OF
ASSESSMENT AND GOAL SETTING PROCEDURES
FOR
TEACHING PERSONNEL

Adopted: 1993
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TEACHER EVALUATION

Philosophy:

Effective teaching entails a commitment to the process of continuing growth and improvement. Educators must regularly reflect on their practice and professional behaviors, analyzing the impact on student learning. Effective teaching also requires periodic feedback from other professionals. Systematic observation of teaching, conferencing skills, and coaching techniques provided by the administrative staff can further assist the classroom teacher in enhancing performance. Additionally, teachers committed to their practice must frequently examine indicators of student progress and achievement, using current research to design activities and strategies which improve individual and group performance. Linking professional reflection with formal feedback assists in the process of developing goals and objectives every year. The district'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 SAD #59 has six goals:

- to assure the meeting of the needs of the students of the district through a continuing emphasis on the improvement of instruction by setting clear goals and objectives;
- to improve total performance of individual staff members;
- to promote positive self image;
- to serve as a vehicle for two way communication (teacher-to-administrator and administrator-to-teacher);
- 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 district recognizes that teachers are individuals. Teaching styles and personalities vary. Thus, a fundamental belief of the district is that effective

instruction, guided by a common curriculum, can be reached through varied methods and styles.

EXPLANATION OF THE ASSESSMENT AND GOAL SETTING PROCESS

A. The Observation Report

1. Timelines for Observations

- a. Each probationary teacher will be observed at least three times yearly. Two of these observations are to be completed during the first semester. All continuing contract teachers will be observed at least once yearly.
- b. One observation of continuing contract teachers must be completed no later than February 15. The three observations of probationary teachers should be completed by March 15.
- c. The first observation of a teacher who works less than a full year shall occur only after at least 16 teaching days have been completed.

2. Scheduling of Formal Observations

- a. The evaluator may make formal observations through unscheduled or drop-in visits or the evaluator may establish a scheduled time for formal observations.
- b. Whenever a scheduled time for formal observations is established by the evaluator, individual formal observation times may be rescheduled in emergency situations as determined by the evaluator.
- c. A teacher may request a change in the date or time of their scheduled observation.
- d. A teacher may request an additional observation.

B. The Assessment Report

1. Timelines for Assessment

- a. Probationary teachers will be assessed once yearly. The Assessment Report, including the conference, must be completed by March 15.
- b. Continuing contract teachers will be assessed annually. The Assessment Report, including the conference, must be completed by February 15th.

2. The completion of the Assessment Report must be preceded by at least three classroom observations and completion of the three Observation Reports for probationary teachers. The completion of the Assessment Report for the continuing contract teachers must be preceded by at least one classroom observations and one Observation Reports.

3. The Observation Report information, data from other formal and informal observations, and data from other appropriate sources may be used by the evaluator to assess evaluatee performance.

4. Definitions:

Commendable:

Demonstrates practices which model leadership characteristics, including leadership characteristics, innovative ideas and extra effort for the good of the school community, and exceeds the standards expected. (Backup support needed).

Satisfactory:

Consistently demonstrates educational practices that are expected in S.A.D. #59 with no recommendations. (No backup support needed.)

Satisfactory with Recommendations:

Meets satisfactory criteria with room for strengthening good practices and a willingness to do so. (Backup support needed.)

Needs Improvement:

Not meeting satisfactory criteria, deficiency(ies) in this area of responsibility. (Backup support needed.)

Unacceptable:

Fails to demonstrate practices which are consistent with S.A.D. #59 expectations. (Backup support needed.)

Not Applicable:

This area of responsibility does not apply to this individual.

C. The Goal Setting Process

1. Probationary teachers will set annual goals. The establishment of the agreed upon goals by the probationary teacher and administrator is to be completed by the 20th school day. If a probationary teacher is hired after the school year has begun the goals are to be agreed upon by the 20th school day from the date the teacher is hired.
2. For probationary teachers the annual goal setting process including the final conference is to be completed by the last school day in May.
3. Continuing contract teacher's goals are set on an annual* basis. The final goal conference for the discussion of goal achievement is to be completed at the assessment conference.
4. Continuing contract teachers who have an area on the assessment report marked with an N.I. or S/R should write an objective to address this mark for the next school year.
5. The teacher is responsible for providing the necessary information to verify the backup materials to determine the degree of completion of each goal.

*Annual refers to the length of time from the assessment conference of one year to the assessment conference of the next year.

Observation Report Form

COPIES

1st - Evaluatee (White)
2nd - Evaluator (Canary)

Evaluatee: _____ School/Office:

Evaluator: _____ Date of Observation: _____

Class/Situation Observed:

Length of
Observation: _____

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DIRECTIONS: Record applicable statements in Part I regarding what you observed. If it appears that some areas need improvement, make your recommendation in Part II. Attach additional sheets if necessary.

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PART I. Observation:

PART II. Specific Recommendations: To be Completed on or before Recommendation Carried Out

Comments of Evaluatee (if any). If more space is needed, attach page.

Signatures:

EVALUATOR: _____ DATE: _____

EVALUATEE: _____ DATE:

Signature of Evaluatee does not necessarily imply agreement with recommendations or area(s) in need of improvement, but acknowledges that they have been discussed with Evaluator.

Probationary Teacher

Continuing Contract Teacher

THE RESPONSIBILITY CRITERIA

The Responsibility Criteria are statements of expected job competencies as well as responsibilities. They are to be used as the basis for identifying teacher strengths and areas in need of improvement. Also, they are the criteria to be used as the basis for making observations and assessments.

1. Classroom Environment
2. Planning, Organizing, and Efficiency
3. Methods and Techniques
4. Subject Matter Knowledge
5. Student Progress Based on Ability
6. Student Assessment
7. Staff Relations
8. Student Relations/Discipline
9. Parent Relations
10. Professional Responsibilities and Ethics
11. Professional Growth/Educational Qualifications
12. Personal Characteristics
13. Goal Setting Packet

White - Dept. of Personnel File
Canary - Evaluatee
Pink - Evaluator

S.A.D. #59
ASSESSMENT REPORT

C = Commendable
S = Satisfactory
S/R = Satisfactory W/Recommendations
NI = Needs Improvement
U = Unacceptable
NA = Not Applicable

Evaluatee: _____ School/Office: _____ Position: _____
Certification Held: _____ School Year: _____ Date(s) of Observation(s): _____

DIRECTIONS: Using the major areas listed below, assess the performance of the Evaluatee. The support area is to be completed to support the box checked.
MAJOR AREAS OF RESPONSIBILITY (CHECK)

1. Classroom Environment C S S/R N.I. U. N.A.
Support: _____

2. Planning and Organizaing C S S/R N.I. U. N.A.
Support: _____

3. Methods and Techniques C S S/R N.I. U. N.A.
Support: _____

4. Subject Matter Knowledge C S S/R N.I. U. N.A.
Support: _____

5. Student Progress Based on Ability C S S/R N.I. U. N.A.
Support: _____

6. Student Assessment C S S/R N.I. U. N.A.
Support: _____

7. Staff Relations C S S/R N.I. U. N.A.
Support: _____

8. Student Relations/Discipline C S S/R N.I. U. N.A.
Support: _____

9. Parent Relations C S S/R N.I. U. N.A.
Support:

10. Professional Responsibilities and Ethics C S S/R N.I. U. N.A.
Support:

11. Professional Growth C S S/R N.I. U. N.A.
Support:

12. Professional Characteristics C S S/R N.I. U. N.A.
Support:

COMMENTS OF EVALUATEE: (If more space is needed, attach page.)

Evaluator's Signature: _____ Date: _____

Evaluatee's Signature: _____ Date: _____

(My signature does not imply agreement with the assessments, but acknowledges that I have discussed them with the evaluator.) ALL ITEMS SHOULD BE CHECKED BEFORE AFFIXING EVALUATOR'S SIGNATURE. (If more space is needed attach a page.)

1. Classroom Environment

Provides for health and safety of students

Promotes effective classroom interaction and mutual respect while working independently or in a group

Aids students in managing time efficiently

Uses physical facilities and equipment to the best advantage

Promotes self-expression by students through discussion and activities

Enables students to share in carrying out classroom activities

Communicates with students individually and/or in groups

Creates an atmosphere of mutual respect between students and teachers

Maintains flexibility to meet the needs of the students

Other (specify)

2. Planning, Organizing and Efficiency

- Establishes long-range and immediate objectives and strategies for instructional activities in accordance with the district's curriculum and mission statement
- Defines instructional goal clearly
- Plans appropriate sequence of skills
- Organizes work plans
- Maintains accurate student records
- Collects information about each student (cumulative records, diagnostic test scores, etc.) and maintains the confidentiality of that information
- Uses evaluative techniques to improve teaching-learning experiences
- Plans for individual differences by individualizing instruction as far as possible to the level of each student and their learning style
- Manages time efficiently
- Other (specify)

3. Methods and Techniques

- Adapts available resources to individual needs
- Uses a variety of classroom activities which are challenging to students
- Uses a variety of instructional material
- Uses a variety of resources including, but not limited to, students, parents, community agencies, film, television, records, etc.
- Encourages development of individual interests and activities
- Uses evaluative techniques to improve teaching-learning experiences
- Provides opportunities for students to develop leadership qualities
- Motivates by positive feedback, praise, and reward

- Provides activities which encourage students to think
- Relates student learning activities in school to life outside of school
- Provides opportunities for outside participation and utilization of community resources
- Other (specify)

4. Subject Matter Knowledge

- Demonstrates knowledge of subject matter
- Communicates subject matter clearly and effectively
- Relates subject matter in school to life outside the school
- Other (specify)

5. Student Progress Based on Ability

- Assures that student profiles reflect appropriate movement toward goals
- Records student grading/progress to reflect reasonable progress
- Is knowledgeable of the developmental stage and affective needs of students assigned.
- Shows that planning and records reflect movement on continuation of skills
- Assures standardized/local test results reflect reasonable movement toward instructional goals
- Assures instructional programming commensurate with student ability
- Refers students with special needs for appropriate assistance
- Responds to the individual needs, aptitudes, talents and learning styles of students
- Encourages students to strive for a high achievement commensurate with their abilities
- Other (specify)

6. Student Assessment

Utilize a variety of assessment techniques to measure student knowledge/understanding (standardized tests, writings, projects, portfolios and other artifacts).

Utilize clear/reflective rubrics or scoresheets to evaluate student work.

Varied structured writing is stressed and evaluated.

The importance of writing as a form of communication of knowledge is reflected on exams.

Other (specify)

7. Staff Relations

Shares in the evaluation of the effectiveness of the educational program

Consults with other teacher(s), team leaders, department heads, consultants, and specialists

Cooperates in planning special programs and activities during school hours

Shares in a constructive manner, with colleagues concerns regarding students

Maintains good rapport with colleagues and staff

Shares ideas, materials, and methods with professional colleagues

Contributes to team efforts when appropriate

Others (specify)

8. Student Relations/Discipline

Shows concern for students as persons

Counsels student individually and in groups

Helps students to develop positive self-concepts

Helps students define realistic goals for themselves

- Understands the "career education" needs of the students
- Shows concern for students who have personal problems
- Maintains good rapport with students
- Deals with students in a fair and consistent manner
- Assists students in the evaluation of their own growth and development
- Considers the unique needs of all students
- Controls the class so that a positive learning environment is maintained
- Promotes positive student behavior patterns
- Manages behavior problems on an individual basis
- Guides students in changing negative attitudes into positive and constructive ones
- Other (specify)

9. Parent Relations

- Encourages parent participation in school activities
- Encourages parent visitations and conferences
- Interprets and clarifies school policy and programs
- Uses a positive approach in parent relations
- Maintains confidentiality with parents
- Uses a variety of methods to communicate with parents
- Other (specify)

10. Professional Responsibilities and Ethics

- Participates in the development of school policies and procedures when appropriate
- Participates in implementation of school policies and procedures

- Abides by state statutes, county policies, and teachers' code of ethics
- Supports school and district programs and activities
- Participates in school and district committees
- Demonstrates a positive attitude toward the teaching profession
- Shares in the evaluation and effectiveness of the educational program with colleagues
- Other (specify)

11. Professional Growth/Educational Qualifications

- Develops innovative strategies
- Participates in professional activities
- Seeks ideas, materials and methods from professional colleagues
- Demonstrates an awareness and utilization of school resources
- Remains attuned to current educational techniques
- Maintains state certification
- Enhances knowledge in field by additional education, inservice or other activity
- Other (specify)

12. Personal Characteristics

- Meets professional obligations on time
- Respects the rights of others to express divergent opinions
- Remains controlled and effective under pressure
- Operates as a team member as well as a leader
- Demonstrates a positive approach to assigned responsibilities
- Demonstrates independence and maturity in decision-making

__Works independently with minimal supervision

MAINE SCHOOL ADMINISTRATIVE DISTRICT NO. 59

GOAL SETTING

Purpose - to focus on the delivery system of instruction, with the staff member and the evaluator working together to increase teaching effectiveness and student learning.

I. Nature of Goal Setting

A. What is goal setting?

Precise way of establishing performance objectives
Teacher formulating goals
Teacher and Principal reviewing mutually agreeing to

B. Goals are statements of purposeful intent - a successful goal includes

Indicators of performance
Plans for implementation
Measure of evaluation

C. Importance of goal setting

1. Involves the teacher in the process
2. It provides for less ambiguity and more tangible measurable results.
3. It provides a realistic educational focus.
4. It provides for motivation, participation, reinforcement, and feedback - all

essential to learning.

5. It constitutes a "helping relationship" with the administrator.

6. If nothing else, goal setting sets the stage for better communication between administrator and teacher.

D. Principles of goal setting

Goals should:

1. Be few in number.

2. Be significant and represent a needed change in behavior or a challenge for a particular person.

3. Be specific, observable and measurable.

4. Be realistic and attainable.

5. Be directly related to and consistent with the philosophy and goals of the school and the system.

6. Be clearly stated in writing in terms that everyone can understand.

This packet is intended to be used as a resource during the goal setting process. Goals are not limited to those examples suggested here.

Goals need to be classroom - based and eventually need to result in an observable product.

POSSIBLE GOAL SETTING TOPICS (EXAMPLES):

1. Use of cooperative learning

2. Use of alternative assessment tools as appropriate for tasks done in a cooperative setting

3. Use of developmentally appropriate activities for each student

4. Individual differences in the classroom

5. Appropriate expectations communicated effectively; such as, assertive discipline

6. Relate/Integrate subject matter into life outside the school

7. Develop higher level thinking skills in questioning style

8. Provide for a variety of learning styles

9. Enhance current trends and future education needs ex. technology

MAINE SCHOOL ADMINISTRATIVE DISTRICT NO. 59

GOAL SETTING INSTRUMENT

Teacher's Name: _____

School: _____

Grade: _____ Subject: _____

Date: _____

Evaluator(s): _____

Title: _____

This goal setting instrument, to be used annually, is intended to target two or more of the teacher's goals.

TEACHER GOAL(S):

Goal 1:

Activities:

Goal 2:

Activities:

Activity Timeline:

Goal 1:

Goal 2:

Signature of Teacher	Date	Signature of Evaluator	Date
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Both the evaluator and the teacher have the responsibility to make the goal setting conference as productive as possible. If the teacher and the evaluator cannot agree on the goal(s), the teacher will select a teacher and the evaluator will select a staff member, both of whom will mutually agree on a third staff member, who will serve on a panel that will assist the teacher and evaluator in arriving at the goal(s) that will be included in the goal setting instrument. This process will be concluded within ten (10) school days of the date the evaluator and teacher cannot reach an agreement. The neutral panel may mediate between the administrator and teacher if a mediated settlement cannot be reached, the panel will establish the goals. Any goals reached or determined as a result of this process, shall be binding upon the teacher and evaluator for the term indicated. The teacher and the evaluator will personally represent and work with the panel unaided or represented by others.