

**ISLESBORO CENTRAL SCHOOL****TEACHER EVALUATION**

For the Islesboro School Committee, the primary purposes of this policy will be instructional improvement and professional growth. The School Committee 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 four proficiency levels (Levels I-IV) 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 Islesboro Teacher Evaluation Rubrics (Marshall)
- Administrative recommendation for the teacher for the next school year
- A defined percentage assigned to a teacher's summative evaluation based on student growth
- Clarification of the evaluation cycle for both probationary and continuing contract teachers

**Steering Committee**

Once the initial development of the PE/PG system has been accomplished, and approved by a Stakeholder Group, ICS will form a Steering Committee to regularly review and refine the local PE/PG system. The Steering Committee shall include representatives of the teachers association, appointed by the leadership of the association, as well as teachers, administrators, and other school department staff. Overall responsibility for the formation and regular meetings of the Steering Committee shall fall to the Superintendent of Schools.

**Peer Review and Collaboration**

The Islesboro Central School PE/PG system will also include opportunities for educators to share and learn from others to continually improve their practice. The peer review shall include, but not be limited to, observation of peers, mentoring, review of portfolios and other evidence of an educator's performance, and review of professional improvement plans. Peer review is for formative purposes only and must not be included in determining the summative effectiveness rating. The PE/PG system shall also include opportunities for collaboration, including but not limited to participation in professional learning communities and targeted professional development.

Levels of Teacher Effectiveness

By Maine law, each Maine school administrative unit is required to establish four levels of teacher effectiveness. Maine law permits different labels to be used by a district as long as the levels align with the purpose of the DOE rules and are used for the purposes of applying the relevant laws and rules. This policy uses Levels I-IV of teacher effectiveness with I being the lowest and IV the highest. ICS has adopted the terminology and standards embedded in the Marshall rubrics: I—Does Not Meet Standards; II—Improvement Necessary; III—Effective; and IV—Highly Effective. The following represents the performance expectations for each of the four summative rating levels:

Level I—Does Not Meet Standards	At least one domain DNMS
Level II—Improvement Necessary	At least two domains IN; no domains DNMS
Level III—Effective	All domains at least E; one or two HE; no IN
Level IV—Highly Effective	At least three domains HE; must be HE in three of domains 1-4; all other domains at least E

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

Supplemental evidence:

ICS teachers are encouraged to submit artifacts as evidence to show proficiency in any and all domains to be considered by evaluators in the overall summative rating. Types of artifacts may include, but are not limited to the following:

- Portfolios (digital, multimedia or paper based)
- Lesson & Unit Plans
- Student Work Samples
- Parent Surveys
- Video Taped Lessons and Learning Activities
- Photos
- Parent emails & call logs
- Newsletters
- Teacher created websites, blogs, portals, etc.

Evaluation Cycles for Teachers at Each Level:Annual Evaluation Cycle (All Probationary Teachers and Level I and II Teachers)

- Using the Teacher Evaluation Rubrics, teachers will conduct a self-assessment by September 30<sup>th</sup>

- Using the Professional Growth Form, teachers will self-determine areas of growth and review them with their supervisor/principal by September 30<sup>th</sup>, 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, which are a minimum of 10 minutes in duration, with an administrative option for the duration to be longer. The administrator will share with the teacher either verbal or written feedback after each observation. A minimum of 5 such observations will be done by April 1<sup>st</sup>, with additional observations occurring through the end of the school year.
- Post-observation conferences will be conducted at least twice per year, and will be scheduled after no more than three observations take place.
- The Evaluation Summary Page will be completed and a recommendation for the next school year will be made by the administrator for the teacher

### Three-Year Cycle (All Level III and IV Teachers)

#### Year One

- Using the Teacher Evaluation Rubrics, teachers will conduct a self-assessment by October 30<sup>th</sup>
- 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 a minimum of 10 minutes in duration, with an administrative option for the duration to be longer

#### Year Two

- Using the Teacher Evaluation Rubrics, teachers will conduct a self-assessment and review it with their supervisor/principal by October 30<sup>th</sup>
- 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 minimum of 10 minutes in duration, with an administrative option for the duration to be longer

#### Year Three

- Using the Teacher Evaluation Rubrics, teachers will conduct a self-assessment by September 30<sup>th</sup>
- Using the Professional Growth Form, teachers will self-determine areas of growth and review them with their supervisor/principal by September 30<sup>th</sup>, 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 a minimum of 10 minutes in duration, with an administrative option for the duration to be longer. The administrator will share with the teacher either verbal or written feedback after each observation. A minimum of 5 such observations will be done by April 1<sup>st</sup>, with additional observations occurring through the end of the school year.
- Post-observation conferences will be conducted at least twice per year, and will be scheduled after no more than three observations take place.

- 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 IV it is a professional responsibility to additionally 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 and peer review
- 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

#### Student Learning and Growth Measures for Teachers

Maine educational regulations (Chapter 180) state that a teacher's summative evaluation rating must be at least 20% based on student growth. Given that class sizes at ICS can be relatively small (as small as 1 or 2 per grade level cohort in some cases), it would not be possible or advisable to determine a student growth rating on a purely mathematical basis. Indeed, such an attempt would fail to meet acceptable standards of validity and reliability. Instead, the ICS model of student growth will be based on a "portfolio" process, where teachers assemble, and discuss with administration, a variety of indicators of student growth and achievement, using the following process:

- Each year, all ICS Professional Staff members will establish student learning goals, which must reference ICS curriculum standards, as part of the professional goal setting process.
- Teachers will meet with administration by October 30th to review their self-evaluation and to establish professional growth goals. At that time, the teacher will present his or her proposed student learning goals for administrative approval.
- A teacher's student growth factor will only be determined at the same time the summative evaluation is prepared, each year for teachers on a one-year cycle, and every three years for those teachers on a three-year cycle.
- The 20% factor will include the following aspects, taken as a whole, of the student learning and growth process: the quality of teacher goals for learning and growth; the quality of year-end reflections on goal setting; the quality of the classroom assessment process; and the quality of artifacts (portfolio) used to support the student learning and growth determination.
- Teachers will receive an overall rating for student learning and growth corresponding to the same four level evaluation ratings as set forth above: I—Does Not Meet Standards; II—Improvement Necessary; III—Effective; and IV—Highly Effective.

Summative Rating Calculations:

- A summative rating for a teacher will be based on an 80% weight on the professional practice aspects of the evaluation, and a 20% weight on student learning and growth.
- The following point structure will be used to determine the final summative rating for a teacher: Professional practice ratings—Level IV:  $4 \times 4(80\%) = 16$ ; Level III:  $3 \times 4(80\%) = 12$ ; Level II:  $2 \times 4(80\%) = 8$ ; Level I:  $1 \times 4(80\%) = 4$ . Student learning and growth ratings: Level IV:  $4 \times 1(20\%) = 4$ ; Level III:  $3 \times 1(20\%) = 3$ ; Level II:  $2 \times 1(20\%) = 2$ ; Level I:  $1 \times 1(20\%) = 1$ .
- Example calculation of summative: Teacher receives a professional practice rating of III and a student learning and growth rating of III. Professional practice =  $3 \times 4(80\%) = 12$ . Student learning and growth =  $3 \times 1(20\%) = 3$ . Total rating score = 15.
- The following rating bands will be used in the final summative ratings: Level IV = 19-20; Level III = 14-18; Level II = 10-13; Level I = < 10.
- In the example above, the teacher's score of 15 falls in the middle of the Level III band and would thus receive an overall summative rating of III—Effective.

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

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| February 28 | Supervisors/principals will complete an employment recommendation in writing for each teacher who has worked at the Islesboro Central for more than three years on or before February 28 <sup>th</sup> . This recommendation will be used to recommend teachers to the School Committee 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 at the Islesboro Central School one through three years on or before April 7 <sup>th</sup> . This recommendation will be used to recommend teachers to the School Committee for renewal, for continuing contract, for renewal and monitor, or for non-renewal. |

Legal reference:

Adopted: