

SUPERVISION AND EVALUATION PROCEDURES
For Continuing Contract Teachers

SCHOOL UNION 98
Pilot 2005-2006

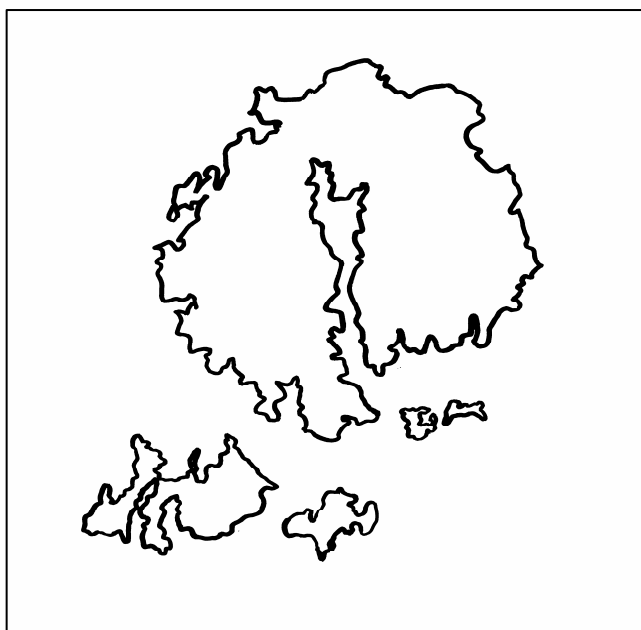


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VISION: OPTIMAL LEARNING FOR ALL

All students have the opportunity to experience excellence and to pursue a challenging program which holds all to the high set of standards established by School Union #98. In their efforts to build a solid base of knowledge and skills, and to meet their own individual learning needs, students have the opportunity to choose within the curriculum to explore their own interests, pursue their talents, and seek personal challenges. Study that is both independent and collaborative invites student questions as teachers and students work as partners to develop challenging and measurable projects. Assessment is on-going, varied and an integral part of the learning process. There is a seamless quality to our student's learning experiences that crosses space, time, age, roles, and components of the curricula. The schools are centers for the learning activities of all members of the learning community and students use the wider learning community as a laboratory. The natural environment and community resources unique to our school district provide opportunities to understand and participate in caring, responsible, and meaningful social change. All members of the school and extended community maintain high expectations for all students and teachers and strive to demonstrate respect and reflection in meeting the shared responsibility for the education of each student.

PURPOSE OF SUPERVISION AND EVALUATION PROCESS

The purpose of teacher supervision and evaluation in School Union 98 is to improve teaching practices, recognize teachers' successes, support professional growth, and address teacher employability issues, while allowing for input from all vested parties, to ensure optimal learning for all.

- When a teaching assignment is changed it will be documented as a part of the evaluation process.
- After 2 years on a probationary contract, teachers will be on the current year of their certification for the supervision/evaluation process.

Supervision and Evaluation for Continuing Contract Teachers Timeline for Professional Evaluation Process School Union 98

Every 5 years all continuing contract personnel shall participate in a summative evaluation process. This five year period will coincide with the recertification cycle. Professional recertification plans (PRPs) should be consistent with the goals set in the evaluation process. This is an ongoing evaluation process for professional growth in which the teacher is a full participant. Areas of strength and areas needing improvement are identified by the teacher and the supervising Principal or designee. The supervision and evaluation process will be explained to all teachers at the beginning of each school year.

At any point in the cycle additional observations and data gathering, both formal and informal, may be done as deemed beneficial to the process by the teacher and/or administrator. In addition, at any point in the cycle, a teacher who is not meeting the Teacher Standards will be involved in a Teacher Awareness Plan and /or Mandatory Teacher Improvement Plan.

Year 1

September

- Initial building- based cohort group meeting will be held
- Teacher begins the self assessment using the 10 Teacher Standards Rubric and her/his PRP goals.
- Teacher begins collecting documentation, including student work, that demonstrates goal attainment.

By January 31st

- Initial formal observation by administrator with pre and post observation conferences
- Conference with teacher to identify strengths and challenges and to establish action steps

By March 30th

- Teacher shares with the administrator the self assessment using the 10 Teacher Standards Rubric and her/his PRP goals.
- Student feedback, seeking overall trends and patterns, will be solicited prior to March 30th. The administrator or designee will solicit student feedback without the teacher being present in the room. The administrator shall compile the results and share them with the teacher in a timely manner.
- Office mails surveys to a representative sample of parents to gather feedback.
 - For self-contained classroom teachers, special education teachers and educational specialists, parent surveys will be mailed to all parents. A self-addressed, stamped envelope will be included.
 - For middle school, high school and specialists at least 20 random surveys will be mailed out. A self-addressed, stamped envelope will be included.
 - Surveys are collected, reviewed and compiled by the administrator and then shared in a timely manner with the teacher.
 -

By June 1st

- A minimum of 1 additional unannounced observation with post conference.
- Meet with the administrator and/or cohort group to review progress towards action steps.

Year 2 & 3

September

- Administrator and teacher conference to review and update action steps and any relevant documentation which relates to PRP goals (e.g. observation reports, student work, student, parent, and peer feedback, etc.)

September-June

- OPTIONAL-** Teacher selects a peer support person or participates in a cohort group for the purpose of collaborating on her/his action steps.

Year 4

September

- Teacher updates self assessment using the 10 Teacher Standards Rubric and her/his PRP goals.

By January 31st

- Initial observation by administrator with pre and post conferences
- Review PRP goals and progress towards goal attainment

By March 30th

- Student feedback, seeking overall trends and patterns, will be solicited prior to March 30th. The administrator or designee will solicit student feedback without the teacher being present in the room. The administrator shall compile the results and share them with the teacher in a timely manner.

By June 1st

- A minimum of 1 additional unannounced observation with post conference.
- A summative evaluation will be completed, shared with the teacher and then filed in her/his personnel file.

Year 5

Teacher completes and submits recertification packet to the LSDCC; for reference see LSDCC Handbook or website at www.u98.k12.me.us/lsdcc

Maine Department of Education 10 Teacher Standards

1. Demonstrates knowledge of the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and can create learning experiences that make these aspects of subject matter meaningful to students. Candidate performance demonstrating the following capabilities informs this standard.

The ability to:

- a. Use multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior learning.
- b. Evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, usefulness and for representing particular ideas and concepts in clear and meaningful ways.
- c. Engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.
- d. Models the use of the tools of each discipline and creates opportunities for students to practice the use of these tools.
- e. Incorporates knowledge of students' experiences in the planning, execution, and evaluation of learning experiences.
- f. Explain important principles and concepts delineated within their discipline and link them with professional state and unit standards.

2. Demonstrates the ability to integrate the concepts, tools of inquiry, and structures among the disciplines. Candidate performance demonstrating the following capabilities informs this standard.

The ability to:

- a. Create learning experiences in which students are required to construct knowledge and test hypotheses using the methods of inquiry and standards of evidence of multiple disciplines.
- b. Encourage students to recognize and respect the interdependence of all knowledge and ideas by combining and integrating knowledge of different disciplines.
- c. Pursue and acquire material and human resources in various disciplines for classroom use.

3. Demonstrates knowledge of the diverse ways in which students develop and learn by providing learning opportunities that support students' intellectual, physical, emotional, and social development. Candidate performance demonstrating the following capabilities informs this standard.

The ability to:

- a. Discern individual, student and group differences (e.g., intellectual, cultural, social).
- b. Support individual student's physical, social, emotional, cognitive, and moral development.
- c. Observe how students learn and thus ascertain different learning styles.
- d. Identify when and how to access appropriate services or resources to meet learners' needs.
- e. Identify and design instruction appropriate to students' stages of development, learning styles, strengths, and needs.
- f. Make appropriate provisions and adaptations for individual students who have particular learning differences or needs.
- g. Understand and make connections to students' experiences and backgrounds in planning and implementing curriculum.
- h. Demonstrate understanding of and sensitivity to issues of diversity and equity during the design and assessment of instruction.

4. Plans instruction based upon knowledge of subject matter, students, and curriculum goals. Candidate performance demonstrating the following capabilities informs this standard.

The ability to:

- a. Plan for learning opportunities that recognize and address variation in developmental level, learning styles, performance modes, and individual needs.
- b. Develop daily, weekly, and long range lesson plans that are linked to student needs and performance and adapt them to ensure and capitalize on student progress and motivation.
- c. Demonstrate originality in lesson development within the parameters of the existing school curriculum.
- d. Articulate lesson goals and provides educationally and ethically defensible rationales for those goals.
- e. Plan collaboratively with colleagues on curriculum goals and frameworks both for the classroom and for schools.

5. Understands and uses a variety of instructional strategies and appropriate technologies. Candidate performance demonstrating the following capabilities informs this standard.

The ability to:

- a. Choose effective teaching strategies and materials to meet different learning goals and student needs.
- b. Use multiple teaching and learning strategies to engage students in active learning opportunities and to help students take responsibility for their own learning.
- c. Monitor and adjust strategies in response to learner feedback.
- d. Vary her or his role in the instructional process depending on the content, purposes, and student needs.
- e. Develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and providing diverse perspectives to encourage critical thinking.
- f. Employ a wide range of questioning and discussion techniques that elicit responses at a variety of affective and cognitive levels.
- g. Use educational technology to broaden student knowledge about technology as well as deliver instruction.
- h. Encourage all students to use technology and help them to access that technology.
- i. Provide students with strategies for evaluating the content encountered via technology (i.e., Internet, listservs).

6. Creates and maintains a classroom environment which supports and encourages learning. Candidate performance demonstrating the following capabilities informs this standard.

The ability to:

- a. Create a comfortable, well-organized physical environment.
- b. Establish a classroom climate of openness, mutual respect, support, and inquiry.
- c. Work with students to manage their own behaviors and assume responsibility for their own learning.
- d. Use principles of effective classroom organization.
- e. Use a variety of strategies to increase students' desire and opportunity to learn.
- f. Create an environment in which students work both cooperatively and independently.

7. Demonstrates the ability to support students' learning and well-being by engaging students, home, school, colleagues, and community. Candidate performance demonstrating the following capabilities informs this standard.

The ability to:

- a. Advocate for students while respecting their privacy and rights to confidentiality.
- b. Identify strategies to link school, home, and community to enhance student performance and well-being.
- c. Describe ways to proactively develop partnerships with parents and guardians in support of students' learning and well-being.
- d. Recognize when it is appropriate to consult with other school professionals concerning a student's learning or health.
- e. Describe ways to work with community agencies to foster student growth.
- f. Work with other school personnel, representatives of community agencies, and representatives of other professional and education organizations with the goal of supporting student learning and well-being.

8. Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner. Candidate performance demonstrating the following capabilities informs this standard.

The ability to:

- a. Describe the purposes of assessment.
- b. Use a variety of formal and informal strategies to assess student outcomes
- c. Match assessment strategies and instruments to Learning Results and program objectives.
- d. Use concepts of reliability, validity, and generalizability to design and improve high quality assessments
- e. Employ a variety of assessment techniques to collect knowledge of learners, student learning progress, and program effectiveness
- f. Use assessments and evaluation to modify teaching and learning strategies and for diagnostic purposes.
- g. Communicate responsibly and knowledgeably to students, parents, communities, and agencies about student achievement and program outcomes.
- h. Involve learners in self-assessment and goal setting for learning.
- i. Document learning using a variety of methods such as portfolios, school records, and other long term indices of the multiple abilities of students

9. Demonstrates an awareness of and commitment to ethical and legal responsibilities of a teacher. Candidate performance demonstrating the following capabilities informs this standard.

The ability to:

- a. Maintain confidentiality concerning all dealings with students, parents, teachers, and school personnel.
- b. Adhere to a code of ethics that demonstrates an understanding of the laws that govern students' rights and teacher responsibilities.
- c. Demonstrate knowledge of situations which make one vulnerable to liability actions. Demonstrate awareness of professional liability insurance, and follows appropriate school and district procedures to avoid liability.
- d. Comply with school policies related to health and safety issues, such as administration of medication and reporting concerns of physical and sexual abuse.
- e. Adhere to affirmative action policies pertaining to school and classroom settings; interact with all students in an equitable manner. He/She does not discriminate in employment, housing, or access to public accommodations on account of race, color, sex, physical or mental disability, religion, ancestry or national origin, and, in employment, does not discriminate on account of age or because of the previous assertion of a claim or right under former Title 39 or Title 39-A;

- f. Understand how beliefs, values, traditions and requirements of various religious groups interact with school life (e.g., dietary restrictions, fasting, mandatory observance or nonobservance of holidays, activities which are forbidden, expectations regarding gender relations, issues of deference); take religious diversity into account when planning and implementing lessons and activities.
- g. Understand the meaning of sexual harassment and how it impacts students and staff, and assist students in understanding the meaning of sexual harassment, how to avoid harassing others, and what to do if they feel harassed.
- h. Treat others with respect and honor the dignity of all people.
- i. Document incidents which may have legal or ethical implications.
- j. Take appropriate steps to obtain and maintain professional certification/licensure.
- k. Recognize and demonstrate appropriate use of language in the classroom (i.e., avoids profanity, name-calling, racial slurs, etc.) and, in education, does not discriminate on account of sex, or physical or mental disability.

10. Demonstrates a strong professional ethic and a desire to contribute to the education profession. Candidate performance demonstrating the following capabilities informs this standard.

The ability to:




























- a. Be an active, contributing member of work teams and committees.
- b. Participate in staff development opportunities and training sessions and apply information and strategies gained as a result of those experiences to his/her own teaching.
- c. Utilize information gained from reading professional journals.
- d. Apply information gathered during attendance at professional conferences.
- e. Develop associations with organizations dedicated to learning.
- f. Reflect upon and strengthen his/her teaching by evaluating (alone and with colleagues) lessons taught and making appropriate improvements.
- g. Stay abreast of and employ new teaching strategies and technologies.
- h. Develop and implement a personal development plan to enhance his/her professional growth.
- i. Maintain a professional demeanor and recognize the teacher's role as a model for students.
- l. Work with colleagues to achieve school and district goals and to address problems in the school.

Teacher Name: _____
Subject Taught: _____

Date: _____
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Union 98
K-2 TEACHER FEEDBACK FORM

Please read aloud for students and ask them to mark their choice for each statement. Explain to the students that the purpose of this survey is to help their teacher do a better job.

	A lot	Sometimes	Not very often
1. My teacher helps me to learn new things.			
2. My teacher helps me when I don't understand something.			
3. My teacher treats students fairly.			
4. My teacher encourages me to do my best.			
5. We do a variety of things when we work.			
6. Our work together is interesting.			
7. My teacher's room is a safe place for me.			
8. I have enough time to do my work.			
9. I like school.			

Additional Comments: _____

Teacher Name: _____
Subject Taught: _____

Date: _____

UNION 98

SCHOOL: _____

GRADES 3-5 TEACHER FEEDBACK FORM

Please fill out the following evaluation form as honestly as possible. The intent is to give your teacher some feedback about his/her work. Do not put your name on the sheet. Mark each item with an X.

	Most of the time	Some- times	Not very often
1. My teacher has a good knowledge of what we're working on in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. My teacher is prepared each day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. My teacher treats me respectfully, even if I have behaved inappropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. My teacher treats students fairly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I feel that my teacher would help me if I didn't understand something.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. My teacher's room is a safe place for me to be.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. My teacher gives me opportunities to share my thoughts and work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. My teacher varies activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. My teacher gives me realistic time frames for my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. My teacher gives me feedback on my work/progress so that I can improve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Most of the time	Some- times	Not very often
11. My teacher is available for help/ conferencing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. My teacher encourages me to do my best.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. My teacher clearly explains her/his expectations for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. My teacher encourages me to be involved in my learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The following questions may not apply to all teachers being evaluated with this form. Please mark "N/A" if the question does not apply.

	Most of the time	Some- times	Not very often	N/A
15. I understand how my work/progress is evaluated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Homework is related to what we are doing in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. My teacher evaluates my work and returns it in a reasonable period of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. My teacher helps me to know how I learn best by explaining test results and/or my Individualized Education Plan (IEP) to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional comments: _____

Teacher Name: _____
 Subject Taught: _____

Date: _____

UNION 98
 SCHOOL: _____
 GRADES 6-12 Teacher Feedback Form

Please fill out the following evaluation form as honestly as possible. The intent is to give your teacher some feedback about his/her work. Do not put your name on the sheet. Mark each item with an X.

	Most of the time	Some- times	Not very often
1. My teacher has a good knowledge of what we're working on in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. My teacher is prepared each day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. My teacher treats me respectfully, even if I have behaved inappropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. My teacher treats students fairly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I feel my teacher would help me if I didn't understand something.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. My teacher's room is a safe place for me to be.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. My teacher's gives me opportunities to share my thoughts and work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. My teacher varies activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Most of the time	Sometimes	Not very often
9. My teacher gives me realistic time-frames for my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. My teacher gives me feedback on my work/progress so that I can improve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. My teacher is available for help/conferencing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. My teacher encourages me to do my best.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. My teacher encourages discussion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. My teacher clearly explains his/her expectations for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. My teacher provides activities that encourage me to think for myself (independent learning).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. My teacher makes connections between what we're learning and how it relates to life outside of school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. My teacher encourages me to be involved in my learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Optional Questions: The following questions may not apply to all teachers being evaluated with this form. Please mark "N/A" if the question does not apply.

	Most of the time	Sometimes	Not very often	N/A
18. I understand how my work/progress is evaluated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Homework is related to what we are doing in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. My teacher evaluates and returns my work in a reasonable period of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. My teacher uses a variety of ways to evaluate my work/progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Assessments come from the work we do in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. I have a reasonable amount of homework for this class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. I understand the scoring rubrics my teacher uses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional comments: _____

Cover Sheet for Parent Survey

(School Letterhead)

Date:

Re: Teacher Evaluation

Dear Mr. and Mrs. _____,

I am writing to request your assistance in School Union #98's ongoing effort to strengthen the quality of instruction in our schools. Your son/daughter is enrolled in _____ (class) which is taught by _____ (name of teacher). As a part of the evaluation process, we solicit the opinions of parents which will be condensed and included as an important component of a year end summative evaluation for the teacher. Since your input is blended with other parent feedback, we are able to maintain the confidentiality of your feedback.

I thank you in advance for taking the time to share your opinions, since teachers can most benefit from parent responses when we receive a large number of responses. Please leave the attached questionnaire unsigned and simply mail it back to us once you complete the form, using the self addressed, stamped envelope provided for you.

Sincerely,

Principal
w/attachments

Teacher Name: _____
Subject Taught: _____

Date: _____

UNION 98

SCHOOL: _____
GRADES K-8 PARENT SURVEY FORM

Please fill out the following evaluation as honestly as possible. We recognize that your responses will frequently be based on your son/daughter's comments and reactions to his/her school experience. Please mark each item in the square which most closely matches your response. Only collective comments will be shared with the teacher not individual ones.

	Most of the time	Sometimes	Rarely	Don't know
1. The teacher knows his/her subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. My son/daughter's comments suggest that the teacher knows the ways he/she learns best.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The teacher helps my son/daughter in achieving his/her potential.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The teacher makes the subject matter interesting and relevant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The teacher is accessible to my son/daughter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. My son/daughter reports that the atmosphere of the learning space is positive and conducive to learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The teacher is able to explain how my son/daughter's progress is assessed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The teacher communicates with our home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The teacher's feedback on progress is timely, constructive and meaningful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Most of the time	Sometimes	Rarely	Don't know
10. The teacher responds promptly to my concerns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The teacher treats my son/daughter fairly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Expectations are clearly described for my son/daughter through written directions, learning goals, rubrics, course outlines, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The content and amount of my son/daughter's homework is appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Most of the time	Sometimes	Rarely	Don't know	Not applicable
14. The teacher effectively facilitates meetings so that all team members (including parents) have a voice in decision making. (Meetings include parent-teacher conferences, PET meetings, 504 meetings, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The teacher sends out correspondence in a timely manner. (Correspondence includes Special Education paperwork).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. The teacher understands and follows the Special Education Regulations as outlined by the State of Maine and School Union 98.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. Compared to other teachers your child has had, how do you rate this teacher?

Poor		Average		Excellent
1	2	3	4	5

Additional Comments: _____

Process for Teacher Awareness Plan

If there is a pattern of deficiencies or concerns that have occurred over time, been documented, brought to the teacher's attention and were not resolved comes to the attention of an administrator, or any situation of a serious nature, teachers may be placed on a Teacher Awareness Plan. Failure to meet the conditions of the Teacher Awareness Plan will result in the placement of the teacher on a Mandatory Teacher Improvement Plan. In the case of serious deficiencies as determined by the administrator, a teacher may be placed directly on a Mandatory Teacher Improvement Plan. During any meeting with the administrator, the teacher may have a colleague present.

1. Should an administrator consider a teacher for either a Teacher Awareness Plan or a Mandatory Teacher Improvement Plan, she/he will confer with the Superintendent and Director of Curriculum for the review and approval of such action.
2. The administrator informs the teacher in writing of concern(s) that need to be addressed in the Teacher Awareness Plan. The administrator uses the 10 Teaching Standards as the basis for determining concerns.
3. The administrator confers within 10 working days with the teacher regarding the concern(s). A written summary of the meeting, including the teacher's perspective, will be placed in the teacher's file. After this conference, considering all information, the administrator develops a Teacher Awareness Plan with input from the teacher and any other professional resource mutually agreed upon. The Teacher Awareness Plan will be developed within 10 working days from the time of the meeting with the teacher and will be developed in the spirit of resolving the identified concern(s).
4. The administrator and the teacher meet to discuss the plan that has been developed. The plan includes performance outcomes, activities, resources and supports, assessment criteria and a timeline. The administrator is responsible for monitoring the plan but may involve other supervisory teachers in the process. A copy of the plan, which will be implemented immediately, will be placed in the teacher's file in the Superintendent's office and the Superintendent will be notified of the plan.
5. The administrator monitors the plan, with the teacher providing information as requested. Documented updates, as outlined in the plan, will be provided to the administrator.
6. If the administrator determines (using the 10 Teacher Standards) that goals are not met or the concerns continue beyond the timelines established, the administrator will place the teacher on a Mandatory Teacher Improvement Plan. The teacher may also, at the discretion of the Principal, be given additional time to meet the expectations.

All procedures will be carried out in compliance with any negotiated contractual language. Procedural errors in the implementation of this process shall not be used to invalidate final determinations, and this process may be modified in particular cases as deemed appropriate by the Principal.

School Union #98

Teacher Awareness Plan

Teacher:

School:

Grade or Subject:

Date:

Principal or Supervisor:

- 1. Identification of Concern(s):

Knowledge of Content/Subject Area	___	Integration of Disciplines	___
Differentiating for the Learner	___	Planning of Instruction	___
Instructional Strategies	___	Positive Classroom Environment	___
Communication/Engagement	___	Assessment/Evaluation	___
Legal/Ethical Responsibilities	___	Prof. Contribution/Involvement	___

Specific concerns:

- 2. Awareness Plan (include performance outcomes, activities, resources and supports, assessment criteria and timeline for each concern)
- 3. Date(s) to review progress:
- 4. Teacher comments:

Signature of teacher, administrator and Superintendent documenting that a discussion of a concern(s) has occurred, an awareness plan has been developed, and a date to review the effectiveness of the plan has been established and does not denote that teacher agrees or disagrees.

Teacher's Signature

Administrator's Signature

Superintendent's Signature

Teacher Awareness Plan Determination Report

After review of implementation of the awareness plan, the Principal and/or supervisor recommends:

- Concern(s) resolved and the teacher member has been removed from the Teacher Awareness Plan
- Concern(s) not resolved and the Principal recommends placement on a Mandatory Teacher Improvement Plan

Rationale:

Administrator's Signature

Date: _____

Superintendent's Signature

Process for Mandatory Teacher Improvement Plan

If a teacher does not correct deficiencies noted in a Teacher Awareness Plan, if deficiencies are too serious as determined by the Principal to be addressed in a Teacher Awareness Plan, or if there is a serious violation of school policy or practice, the teacher will be required to follow a Mandatory Teacher Improvement Plan. During any meeting the teacher may have a colleague present.

1. Should an administrator consider a teacher for either a Teacher Awareness Plan or a Mandatory Teacher Improvement Plan, she/he will confer with the Superintendent and Director of Curriculum for the review and approval of such action.
2. The administrator informs the teacher in writing of concern(s) that need to be addressed in the Teacher Awareness Plan. The administrator uses the 10 Teacher Standards as the basis for determining concerns.
3. The Principal confers within 10 working days with the teacher regarding the concern(s). A written summary of the meeting, including the teacher's perspective, will be placed in the teacher's file. After this conference, considering all information, the Principal develops a Mandatory Teacher Improvement Plan in consultation with the Superintendent and director of curriculum, for the teacher within 10 working days from the time of the meeting with the teacher.
4. The Principal and the teacher meet to discuss the plan that has been developed. The plan includes performance outcomes, activities, resources and supports, assessment criteria and a timeline. The Principal is responsible for monitoring the plan but may involve other supervisory teachers in the process. A copy of the plan, which will be implemented immediately, will be placed in the teacher's file in the Superintendent's office and the Superintendent will be notified of the plan.
5. The Principal monitors the plan, with the teacher providing information as requested. Documented updates, as outlined in the plan will be provided to the Principal.
6. If the Principal determines (using the 10 Teacher Standards) that goals are not met or the concerns continue beyond the timelines established, the Principal will recommend dismissal or non-renewal. The teacher may also, at the discretion of the Principal, be given additional time to meet the expectations.

All procedures will be carried out in compliance with any negotiated contractual language. Procedural errors in the implementation of this process shall not be used to invalidate final determinations, and this process may be modified in particular cases as deemed appropriate by the Principal.

School Union #98
Mandatory Teacher Improvement Plan

Teacher: _____ School: _____

Grade or Subject: _____ Date: _____

Principal or Supervisor: _____

1. Identification of Concern(s):

- ____ 1. Knowledge of Content/Subject Area
- ____ 2. Integration of Disciplines
- ____ 3. Differentiating for the Learner
- ____ 4. Planning of Instruction
- ____ 5. Instructional Strategies
- ____ 6. Positive Classroom Environment
- ____ 7. Communication/Engagement
- ____ 8. Assessment/Evaluation
- ____ 9. Legal/Ethical Responsibilities
- ____ 10. Prof. Contribution/Involvement

Specific concerns: _____

2. Improvement Plan (include performance outcomes, activities, resources and supports, assessment criteria and timeline for each concern)

3. Date(s) to review progress: _____

4. Teacher comments: _____

Signature of teacher, Principal and Superintendent documenting that a discussion of a concern(s) has occurred, an improvement plan has been developed, and a date to review the effectiveness of the plan has been established and does not denote that teacher agrees or disagrees.

Teacher's Signature

Principal's Signature

Superintendent's Signature

Mandatory Improvement Plan Determination Report

After review of implementation of improvement plan, the Principal and/or supervisor recommends:

- Concern(s) resolved and the teacher member has been removed from the improvement plan
- Concern(s) not resolved and the Principal recommends non-renewal of contract

Rationale:

Principal's Signature

Date: _____

Superintendent's Signature