

EVALUATION OF TEACHERS

PHILOSOPHIC BELIEFS

The evaluation of teachers employed by the Bangor School Department shall be based upon the following basic philosophic beliefs:

1. This evaluation process demands responsible implementation for success.
2. Evaluation is a positive means of improvement for both evaluators and those evaluated.
3. There is a need for sensitive, mutual understanding of the teaching/learning process.
4. Evaluators need knowledge of and skill in interpersonal dynamics and relationships.
5. Teachers will use a variety of processes and materials; no one way of teaching will be used by evaluators as a standard of excellence for all.
6. It is the mutual responsibility of evaluators and teachers to work toward improvement of teaching skills and, ultimately, the learning environment of students.

EVALUATION PROCESS

This evaluation process is based on the belief that teachers have the right to two or more conferences and observations within each evaluation period to ensure that a comprehensive sampling of their professional behavior is presented. Evaluators have the responsibility to hold conferences and make observations to ensure that their judgments are based on a comprehensive sampling of teacher behavior. Both Announced and Unannounced Observations are required.

Because all procedures, activities or behaviors important in the teaching/learning process cannot be observed or may not be present during a classroom observation, an Evaluation Summary Conference and written summary shall be scheduled for each teacher who is being evaluated. The Evaluation Summary Conference affords teachers the opportunity to provide evidence of activities, processes, or behaviors not observed during classroom observations or not readily observable. The Evaluation Summary Conference is also designed to give both teachers and evaluators another means of considering significant areas of the teaching/learning process and to give teachers the opportunity to present, in a less structured atmosphere, the range of activities and the materials used in the classroom. Reasonable evidence of such activities or behaviors might consist of examples of diagnostic materials, alternative assignments, instructional materials, and record- keeping processes.

A pre-observation conference should be held before each Announced Observation to ensure mutual understanding of the lesson to be taught. Because not all items in the evaluative criteria could or should be included in any observation, the pre-observation conference should be used to determine the areas to be evaluated. Within three (3) workdays following the observation, a post-observation conference should be held with each teacher to discuss the areas evaluated. A written summary of the conference will be prepared at the conclusion of the conference by the teacher and the evaluator. If the evaluator finds an area or areas of weakness in the teacher's performance, the evaluator will provide specific help and direction to improve the weakness. Teachers will have a period of five (5) workdays following the post-observation conference to analyze and respond to the evaluation. The Unannounced Observation will follow the same format with the exception of the pre-observation conference.



While all Probationary Contract teachers will receive at least one Announced Observation with conference, at least one Unannounced Observation with conference and at least one Evaluation Summary Conference each year, these numbers are minimum. In some cases, it will be desirable for the evaluator to spend more time in the classroom. In a few cases it may be mandatory.

Continuing Contract teachers will be evaluated at least every other year using the same process. At the request of the teacher or at the discretion of the Principal or Superintendent, Continuing Contract teachers may be evaluated more frequently.

EVALUATION CRITERIA

Because of their significance in the teaching/learning process, the following elements will be considered as Criteria of National Professional Teaching Standards in the Bangor School Department. The evaluator will expect to obtain evidence through classroom visits and through conferences that a majority of these behaviors or techniques are used. These criteria represent the goals teachers will use to improve teaching competence.

1. **Core Proposition #1:** Teachers are committed to students and their learning.
 - Standard 1.1: The teacher acts on the belief that every student can learn and master a challenging curriculum.
 - A. Standard 1.2: The teacher demonstrates an understanding of how students develop and learn, recognizing individual differences and adjusting practice accordingly.
 - B. Standard 1.3: The teacher treats students equitably and fosters a stimulating and collaborative climate where all students are expected to participate.
 - C. Standard 1.4: The teacher supports the development of the whole child.
2. **Core Proposition #2:** Teachers know the subjects they teach and how to teach those subjects to students.
 - A. Standard 2.1: The teacher is knowledgeable of the content in his/her subject area and conveys this knowledge to students.
 - B. Standard 2.2: The teacher utilizes backward design and instruction rich in higher order thinking to meet curricular goals.
 - C. Standard 2.3: The teacher generates multiple pathways to student knowledge acquisition, application and understanding.
3. **Core Proposition #3:** Teachers are responsible for managing and monitoring student learning and performance in a positive learning environment.
 - A. Standard 3.1: The teacher creates a classroom climate that promotes respect, safety, support and curiosity.
 - B. Standard 3.2: The teacher creates an organized classroom that engages students and maximizes learning time.
 - C. Standard 3.3: The teacher organizes students to enhance instructional outcomes and involves all students in meaningful learning activities.
 - D. Standard 3.4: The teacher employs multiple methods to regularly measure student growth and progress and uses this information to inform instruction.



4. **Core Proposition #4:** Teachers think systematically about their practice and learn from experience.
 - A. Standard 4.1: The teacher reflects upon his/her practice in promoting student learning and adjusts instruction accordingly.
 - B. Standard 4.2: The teacher draws upon educational research and research-based strategies in planning instructional content and delivery.
 - C. Standard 4.3: The teacher is able to use self-evaluation of his/her pedagogy to identify and pursue individualized professional development opportunities that facilitate valuable and appropriate professional growth.

5. **Core Proposition #5:** Teachers are members of professional learning communities.
 - A. Standard 5.1: The teacher presents himself/herself in a professional manner that reflects the high standards of excellence in the Bangor School Department.
 - B. Standard 5.2: The teacher implements instruction and/or curriculum consistent with the BSD Ten-year Strategic Plan.
 - C. Standard 5.3: The teacher engages in professional meetings and activities that tie to Ten-year Strategic Plan.
 - D. Standard 5.4: The teacher accesses resources to enrich teaching, learning, and the profession.

The Superintendent shall develop procedures to implement the evaluation process and shall provide training for and monitoring of those administrators and supervisory personnel who are ultimately responsible for the successful implementation of this evaluation process.

ADOPTED: May 06, 1985
REVISED: October 12, 2017
REVIEWED: October 09, 2019

