

## **Annual Professional Performance Review: A Plan for Teacher Evaluation**

Prepared for Marilyn J. Dominick, Superintendent: Jordan-ElbridgeCentral Schools: April 2002

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### **Updated 5.16**

*GUIDANCE ON NEW YORK STATE'S ANNUAL PROFESSIONAL PERFORMANCE REVIEW FOR TEACHERS AND PRINCIPALS TO IMPLEMENT EDUCATION LAW §3012-c AND THE COMMISSIONER'S REGULATIONS*

- The law requires that all classroom teachers be evaluated under the new law. The regulations define classroom teacher as a teacher in the classroom teaching service as defined in §80-1.1 of the Commissioner's regulations, who is a teacher of record as defined in section 30-2.2 of the Rules of the Board of Regents.
- **Pre-kindergarten teachers are not subject to the new evaluation system.**

### **Evaluation of Non-Tenured Teachers**

**Non-tenured teachers will be evaluated in the following manner:**

#### **Formal Observation**

All non-tenured teachers will be formally observed no less than two times per academic year. *All* observations will be preceded by a pre-conference with the administrator. A post-conference following the observation will allow for teacher review and reflection; and the administrator may offer recommendations.

#### **Portfolio**

Non-tenured teachers will submit a personal portfolio no later than June 1 of academic school year. This portfolio will include a collection of artifacts documenting personal growth throughout school year. The portfolio should be considered a document of reflective practices from which to grow; and may be basis of discussion during pre-conference of the following academic year.

**Components of portfolio are not limited to, but may include:**

- Sample lesson plans
- Sample instructional units Samples of students work
- Sample of teacher created scoring tools (rubrics}
- Samples of teacher created/generated student work
- Pictures/artifacts to document class/student activities throughout school year
- Statement of involvement within building/district throughout school year
- Samples of teacher initiated communications (students, parents, community, peers)
- Peer observation notes
- Evidence of peer collaboration
- Administrative evaluations
- Reflection statement of personal performance
- Plan and documentation for continuous development and improvement

The State of New York has issued a directive to school districts to develop an Annual Professional Performance Review (APPR) plan. Included in this plan for teacher evaluation will be eight areas of development. Objectives for each area follow:

Content Knowledge:

- Teachers will demonstrate thorough knowledge of the subject matter and curriculum.

Preparation:

- Teachers will demonstrate preparation for classes/sessions, employing the necessary pedagogical practices to support instruction.

Instructional Delivery:

- Teachers will demonstrate methods of instruction that result in active student involvement, appropriate teacher/student interaction and meaningful lesson plans ultimately resulting in student learning.

Classroom Management:

- Teachers will demonstrate classroom management skills supportive of diverse student learning needs, which create an environment conducive to student learning.

Student Development:

- Teachers will demonstrate knowledge of student development, an understanding and appreciation of diversity and the regular application of developmentally appropriate instructional strategies for the benefit of all students.

Student Assessment:

- Teachers will demonstrate that they implement assessment techniques based upon appropriate learning standards designed to measure students' progress in learning.

Collaboration:

- Teachers will develop and demonstrate ongoing effective collaborative relationships with students, parents or caregivers, and appropriate support personnel to meet the learning needs of students.

Reflective and Responsive Practice:

- Teachers will demonstrate that practice is reviewed effectively assessed and appropriate adjustments are made on a continuing basis.

## Philosophy

It has been determined by this committee that the purpose for teacher evaluation is to monitor teacher instructional methods in an effort to improve student achievement. Through evaluation in each of the eight areas as mandated by New York State, it should be determined if

Teachers possess a strong command of subject matter in order to improve student understanding.

Teachers have mastered instructional techniques and effectively deliver content/material.

Teachers can monitor lessons in order to check comprehension.

Teachers formulate goals and objectives that are within the structure for formation of assessment tools.

Teachers identify student attitudes and use methods of classroom discipline in an effort to control classroom behavior.

Teachers establish and continue ongoing professional interactions.

Teachers reflect on what has taken place, modify, plan and experiment as necessary.

## Teacher Evaluation

The following is an excerpt from the 1998-2000 Agreement between the Superintendent of the Jordan Elbridge School District and the Jordan-Elbridge Teachers Association, p. 25, Article VIII:

The primary goal of teacher evaluation is to maintain a high quality of classroom instruction. The administration will, by observation and evaluation, give recognition to excellent teaching performance, identify areas where improvement is necessary and make good faith efforts, through direction and assistance to help teachers attain a high level of proficiency.

One teacher observation each school year shall be preceded by a conference between the teacher and the evaluator. The pre-observation conference shall be mutually scheduled at least one day in advance so as to provide adequate time for the teacher to complete the "Description of Lesson" portion of the evaluation form prior to the observation. Following such observation the evaluator shall meet with the teacher within 10 school days to discuss a written evaluation of said observation. Both teacher and administrator must sign each written statement as an indication of the familiarity with the content of the evaluation. However, the teacher's signature will in no way indicate agreement with the contents thereof

Teachers not in agreement with the evaluation may state their objections in writing, date and sign the sheet on which the objections are recorded and that sheet will be attached and remain with the district's evaluation.

## Discussion

Prior to implementation of the APPR plan the following points must be considered:

The Jordan-Elbridge Teachers Association (JETA) is responsible for the collective bargaining for the district teachers. Any change to the current evaluation techniques (as noted on previous page in contract excerpt) is liable to require a change in contractual language. At the time of this writing, evaluation of teachers was documented and recorded specifically through an observation and the observation forms. The following document offers other options for evaluation. These options will be noted as new teachers' contracts are negotiated.

Administrators will be responsible for evaluations. Members should become familiar with walk-through evaluations, development of goals, reflective practices, written evaluations, and portfolio development. These are methods of evaluation that are to be included in the following plan, in addition to observations. Time should be allowed for administrators to confer with one another, in an effort to maintain consistency in practices throughout the district.

A rubric for observations and the format for recording evaluations have been created for this plan. Both administrators and teachers will need to become proficient at using the rubrics and interpreting the new state regulations. Additional collaborative meetings between administrator/evaluator and teacher may be necessary in an effort to facilitate changes in observation and conferencing techniques.

The process of evaluating all eight points as described by New York State will take three years cumulative. Options for how this process will be accomplished as well as methods for recording evaluations are described in the following document.

### Reformatted 3.17

The following Annual Professional Performance Review plan was prepared for members of the Jordan-Elbridge School Community, by teachers, administrators, and parent representation.

The process for evaluation follows:

All teachers will submit the Instructional Teacher Evaluation form at the beginning of each school year. On this form, teachers will indicate preferred method of evaluation and areas to be evaluated.

Based upon the options that are chosen, teachers will then be provided with an Explanation-Intention worksheet for Option 1 or Option 2 or a suggested time frame for Observation for Option 3. These forms shall be completed and returned to the building administrator by October 1 of school year

The pre-observation form will be submitted for all observations, and a follow-up post-observation conference will occur.

All projects for Option 1 or Option 2 shall be submitted prior to June 1st for review. A timely meeting with building administrator shall be scheduled to conference about results.

All non-tenured teachers will be evaluated through observation and portfolio.

Documentation of evaluations will be recorded on forms (one form for each of the areas is provided) using rubric.

In each teacher folder (paper or electronic) the administrator will document cumulatively on the Three-Year Evaluation Summary Form, which areas have been observed and when, and any comments related to evaluation. Space for written feedback from both administrator and teacher is provided.

Administrators will conference with teachers who are in need of improvement or recommendations. Specific professional development plans will be recommended as needed for individual teachers.

## Evaluation Options for Tenured Teachers

The following options for supervision and/or evaluation of tenured teachers are listed and described. Teachers *will* choose one option for each academic year. All eight areas of development will be evaluated at least once over a three-year period.

### OPTION 1: Self-Directed Professional Development Plan

This option uses teachers' own reflections on instructional effectiveness. Professional Growth Plan will be submitted to administrator by October 1 of each academic year. Conferencing (administrator and teacher) to review and reflect will occur by June 1 of academic year. This plan may include:

Portfolio

Research Project

Reflective Journal

### OPTION 2: Interactive Plan

This option encourages sharing of effective teaching practices in support of other members of the staff. A projected plan will be submitted to administrator by October 1 of each academic year. Conferencing (administrator and teacher) to review and reflect will occur by June 1 of academic year. This plan may include:

Collaborative support from colleagues (peer coaching)

Development of materials for circulation (specific thematic units)

In-service presentations

Professional development opportunities formally shared during workshop sessions

### OPTION 3: Formal Observation

This option utilizes observation techniques. Teacher will submit to administrator a pre-observation form. A post-conference following the observation will allow for teacher review and reflection and administrator may offer recommendations.