

# *Allegheny-Limestone Central School District*

## Annual Professional Performance Review Plan

\_\_\_\_\_ School Year Guide



### Evaluation Serves To:

Promote professional dialog between educators and administrators

Help recognize and reinforce outstanding service

Provide constructive feedback to individual educators

Aid the district in maintaining employment of highly qualified educators as guided by New York State Board of Regents (100.2)

*High quality performance reviews, which contribute to the improved quality of teaching and learning and the overall improvement of one's professional practice, are the goal of the Annual Professional Performance Review.*

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## **Annual Professional Performance Review**

**(Some items remain incomplete until required negotiations are finalized.)**

### ANNUAL PROFESSIONAL PERFORMANCE REVIEW PROCESS

The performance rubrics on the following pages were adopted based on the work of Charlotte Danielson by the Annual Professional Performance Review committee. They are designed to provide clarity regarding standards of excellence in professional practice. The rubrics provide teachers the opportunity to define areas of strength in specific terms. In addition, they provide guidance in planning to improve in areas where the need for growth is indicated.

| <b>Evaluation Criteria and Attributes</b>                | <b>Equivalent NYS Teaching Standards</b>            |
|--|---|
| The eight criteria areas include:                        | The seven NYS standards include:                    |
| Student development (3)                                  | I. Knowledge of Students and Student Learning       |
| Content and curriculum knowledge (1)                     | II. Knowledge of Content and Instructional Planning |
| Pedagogical preparation/ training (2)                    | II. Knowledge of Content and Instructional Planning |
| Instructional delivery; professional knowledge (4)       | III. Instructional Practice                         |
| Classroom [student] management (6)                       | IV. Learning Environment                            |
| Student assessment; counseling and consulting skills (5) | V. Assessment for Student Learning                  |
| Collaborative relationships (8)                          | VI. Professional Responsibilities and Collaboration |
| Reflective and responsive practice (7)                   | VII. Professional Growth                            |

**A description of the assessment approaches that the school will employ to assess teachers' performance:**

**20% of the rating score is based on the growth score from NYSED**

**20% of the rating score is based on the growth score from local measures approved by NYSED**

**40% of the rating score is based on:**

- ⤴ Classroom observation (required for all staff)

**20% of the rating score is based on (may include but not limited to):**

- ⤴ Self-review
- ⤴ Peer-review
- ⤴ Portfolio review
- ⤴ Professional learning project
- ⤴ Parent/Student survey/feedback instruments
- ⤴ Personal growth goal setting task

**Total teacher performance rating score equals the sum of the proportional scores above.**

*Note: Teachers possessing a transitional or initial certificate (effective February 2, 2004) shall be required to be evaluated based on a portfolio review.*

A key step involves reflection on the standards represented in the rubrics in relation to teacher performance and student learning. These discussions can take place between the teacher and a trusted colleague, member of the APPR committee, professional development staff member, or principal at any time. The participant and administrator may hold meetings to review the goals, rubrics, and steps of the

plan. A meeting at the mid-way point if necessary allows participants to share progress and secure additional assistance. **During the final conference of the year it is expected that participants will submit all planning and reflection forms and discuss with his/her principal.** After reflection, the participant and principal will initial and date the appropriate level of achievement on the rubric. Tenured teachers will be observed a minimum of two full classes each year. This could include two or more informal walk-throughs of 20 minutes or more and at least one full-class formal observation. Non-tenured teachers will have at least three observations to cover all criteria in one year. Upon the completion of the classroom observations, self-review, peer-review, and portfolio review, the administrator may review any criteria that are deemed relevant, using the rubrics provided.

To address the performance of teachers who are evaluated as ineffective or developing, an educator improvement plan will be developed in consultation with the teacher.

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### **BRIEF OVERVIEW OF PROCEDURES**

- STEP 1    **Proposal Page**- Fill out and hand in by October 15. Circle your status: Tenured/ Non-tenured. number if non-tenured.
- STEP 2    **Planning Page**- Fill out and keep to guide your progress. It will be turned in at the completion of Annual Professional Performance Review.
- STEP 3    **Rubrics**- Domains 1-3 will be completed by administrative observations; domain 4 will be completed by teachers, using documentation, from the chosen assessment approach.
- STEP 4    **Final Reflection Report** - After completion of Annual Professional Performance Review activity, submit forms including the Final Reflection Report. At your final conference, they will be reviewed.

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## **Annual Professional Performance Review**

### **METHODS FOR ASSESSING PROFESSIONAL PERFORMANCE**

#### **MANDATORY Classroom Observation (40% of rating score)**

Classroom observation shall be based on the seven NYS teaching standards for professional performance. A minimum of two full class observations will be conducted by a trained evaluator annually. This requirement may be met by a combination of half-period walk throughs, with at least one full class period formal observation included.

**OPTIONS for Self-directed assessment (20% of the professional educator's rating score may include, but is not limited to, the selections described below.)**

All state-mandated teaching standards must be evaluated annually.

#### **1. Self-review**

Self-review shall be based upon the seven NYS teaching standards for professional performance. Self-review is a reflective practice. Suggested activities may include, but are not limited to:

- Journal keeping
- Videotaped performance with reflective feedback
- Researching an area of study in depth
- Reviewing teaching practices and adjusting pedagogy accordingly
- Parent/Student feedback-survey

#### **2. Peer-review**

Peer-review shall be based on the seven NYS teaching standards for professional performance. Peer-review is designed by one or more educators, to improve professional effectiveness and increase student success. Peer-review is often linked to peer assistance, which helps new and veteran teachers improve their knowledge and skills. Suggested activities may include, but are not limited to:

1. Observing
2. Sharing ideas and skills
3. Recommending useful materials for study
4. Team or co-teaching, if possible
5. Collaboration in terms of planning
6. Examination of student work

#### **3. Professional growth learning project**

The professional growth learning project shall be based on the seven NYS teaching standards for professional performance. This would be designed by one or more educators, to improve professional effectiveness and increase student success. Such a project would be linked to new learning for the educators involved and would be expected to help new and/or veteran teachers improve their knowledge and skills. Suggested activities may include, but are not limited to:

Research project on student data with pre- and post-test information

Self-development through involvement in a professional learning community effort

A book study on increasing student learning or attitudes

Coursework/classwork in specific area of concern (reading/math/autism/at-risk) to reach all learners

**4. Professional portfolio**

The professional portfolio shall be based on the seven NYS teaching standards for professional performance. Please refer to the guidelines that follow