



YORKTOWN CENTRAL SCHOOL DISTRICT

**ANNUAL PROFESSIONAL
PERFORMANCE REVIEW PLAN**

APPR

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Revised: June 2008

Revised: October 2008

APPR
Opening Section
Revised October 2008

As members of the Yorktown Central School District, we agree that there is an obligation to the children and community to continue our pedagogical growth and to aid in the growth of our colleagues.

We also agree there is a difference between supervision (clinical observations) and evaluation. As a District, through the supervision process, all educators are encouraged to partner with their administrative colleagues to take risks and reflectively look at their craft. The goal of this partnership is for all educators to further their professional development.

COMMITTEE MEMBERS

Margaret Andreou

Susan Berry

Pam Everitt

Robert Faigle

Christine Johnsmeyer

Laurie Kalinoski

Joel Klein

Ken Levy

Ralph Napolitano

Florence O'Connor

Teacher Evaluation and Files

General Principles Applying to the Evaluation of All Teachers

1. The purpose of teacher evaluation shall be for the improvement of instruction and the evaluation of teacher performance.
2. Evaluation is to be a constructive procedure consisting of both the notation of those positive practices and activities which should be reinforced and continued, and those which should be modified or strengthened.
3. Evaluation of teachers is based on a variety of experiences including: formal and informal classroom observations, visits to before and after school scheduled activities, formal and informal contacts such as pupil personnel meetings, student and/or parent conferences, meetings with peers, curriculum work, building or District committee work and other activities considered to be part of the normal work day of teachers.

Evaluation of Probationary Teachers:

1. There shall be a minimum of three formal observations each year in accordance with the principles set out in general principles applying to the evaluation of all teachers. Every reasonable effort shall be made to evenly space these observations over the academic year. All such observations shall be completed prior to March 15, except in unusual circumstances. Teachers can request and will be granted a fourth observation prior to April 1 of the probationary year.
2. At least one formal observation shall be preceded by a pre-observation conference between the teacher and the observer. The conference shall be held within five school days of the lesson to be observed except in unusual circumstances.
3. By April 1 all probationary teachers shall be notified of their status for the following year.
4. Before being dismissed, a non-tenured teacher shall have the right to have his or her case reviewed by the Superintendent.

Evaluation of Tenured Teachers:

The professional performance of tenured teachers will be reviewed every other year.

1. In the evaluation year, a formal observation may be scheduled at the request of either the teacher or the administrator.
2. With the agreement of the administrator, teachers may choose an option for a professional performance review.
3. Teachers choosing an option will be asked to complete the Professional Review form preceding their Professional Review activity identifying the purpose and plan for their work. They will also complete the Professional Growth Plan Teacher Statement at the conclusion of the project.
4. Tenured teachers may choose from the following options for professional review activities:

Action Research: Teachers research and collect data to study a specific aspect of content, classroom practice, or pedagogy.

Coaching: Pairs or triads of teachers observe and provide feedback to each other on the observation. This should occur at least 5 times a year. This district will provide release time for actual observations.

Critical Friends: Small groups of staff design a program of activities aimed at improving classroom practice. This group will meet at least 8 times a year.

Curriculum Development: New units are designed either collaboratively or individually.

Extended Course/Workshop: An individual will take an extended course or workshop (not for in-service or graduate credit) which applies to teaching practice, pedagogy, or content.

Journals: Teachers or staff members will collaborate to create a reflective dialogue focusing on goals for the year. Exchange and response should occur at least once a month.

Portfolio (paper/digital): Teachers will compile a selection of artifacts and reflective entries representing a teacher's professional experiences, competencies and growth over a period of time.

Mentoring: A tenured teacher works with a colleague to reflect on and improve practice based upon goal(s).

National Board Certification: Teachers can pursue this rigorous National certification process as a multi-year evaluation option.

Parent Education Courses: Teachers can work individually or collaboratively to design and implement workshops for parents.

Piloting: Teachers implement and evaluate a new program.

Staff Development: Teachers design, facilitate, and evaluate a course of study for other staff members.

Study Groups: Small groups of staff read and discuss a specific topic at least 8 times a year.

Writing/Sharing Articles: Staff members write, possibly for publication, and share articles about pedagogy, classroom practice, and/or content.

Other Options: Staff members may suggest an option other than those listed above as an activity for their professional review. If mutually agreed upon by the staff member and the principal, such option may serve for evaluation.

5. Teachers choosing one of the options above will be required to complete a Professional Growth Plan at the start of the evaluation year, as well as a Summary of Professional Growth Experience at the conclusion of the activity. (See Appendix)
6. Should the growth experience present itself in a non-observation year, the growth experience can be applied to the observation year.

Evaluation of Tenured Teachers

1. Tenured teachers shall be observed in accordance with the principles set out in general principles applying to the evaluation of all teachers at least once every other year or at least once each year as required by State law or regulation. The pre-observation conference may be waived if mutually agreed upon.
2. The overall performance of a tenured teacher cannot be determined to be unsatisfactory in the annual evaluation unless that teacher has been formally observed in accordance with the principles set out in the general principles at least once in that year.
3. The process of evaluation to be used to assist teachers identified by the administration as having major difficulties in performing their professional duties shall be:

The administration shall formulate and provide the teacher with written plans for improvement of the observed deficiencies. Such plans shall include:

- a. an opportunity for teacher participation in the formulation of the program for the improvement of the observed deficiencies;
- b. a specific delineation of the deficiencies to be corrected and/or improved;
- c. a specific delineation of the procedures, such as but not limited to, activities, programs, equipment and supplies, and personnel to be utilized in the improvement of the observed deficiencies;
- d. the development of a timeline to be used when assessing progress toward the improvement of the observed deficiencies.

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Teacher: _____

Date: _____

PRE-OBSERVATION QUESTIONS

Note: *This form will not be part of your permanent file.*

1. What do you expect to accomplish during the lesson?
(goals, expectations, standards)

2. How will you get there?
(methodology, activities, differentiation)

3. How will you know that you reached your goal(s)?
(evidence, early finishers, differentiation)

4. Are there any children with particular learning needs, or is there anything that I should know about a particular child?

5. Should I focus on anything in particular?

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Teacher:
Class Observed:

Date:
Evaluator:

TEACHER CLASSROOM OBSERVATION

1. **PRE-OBSERVATION CONFERENCE:** (Review Pre-Observation Template)
(If no conference was held, or if this was an unannounced observation, please note that here in lieu of information about the pre-observation conference.)

2. **SUMMARY OF LESSON**

3. **DOMAIN I – Planning and Preparation:**
Demonstrates knowledge of content and pedagogy, demonstrates knowledge of students, presents clear instructional goals, designs coherent instruction, assesses student learning.

4. **DOMAIN II – The Classroom Environment:**
Creates an environment of respect and rapport, establishes a culture for learning, manages classroom procedures, manages student behavior, promotes high expectations, organizes physical space.

5. **DOMAIN III – Instruction:**
Communicates clearly and accurately, provides coherent and paced instruction, uses questions and discussion techniques, engages students in learning, provides feedback to students, demonstrates flexibility and responsiveness, utilizes appropriate instructional materials and resources, effectively closes the lesson, evaluates goals, differentiates instruction.

6. **POST-OBSERVATION CONFERENCE:** (Reflection and Self-Evaluation)
(This is to note discussions about the conference that should be held after each formal observation.)

7. **LESSON STRENGTHS**

8. **LESSON SUGGESTIONS**

Signatures:

Teacher*

Evaluator

Date

Date

***Signature indicates that the teacher has read the report, not agreement with its contents.**

TEACHER COMMENTS (OPTIONAL)

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TEACHER'S POST OBSERVATION REFLECTION WORKSHEET

Teacher Name: _____ Observation Date: _____

Please complete this form within a day after the lesson and return to the observer as discussed.

Note: *This form will not be part of your permanent file.*

1. Overall, did the students engage in the learning process?
2. To what extent did I meet my instructional objectives? What is the basis of my assessment?
3. Did I alter my goals or instructional plan as I taught the lesson? If so, why?
4. Are there any practical modifications that could be made to the lesson plan to enhance student learning for all?
5. Where do I go from here? What are my next steps?

YORKTOWN CENTRAL SCHOOL DISTRICT

PROFESSIONAL GROWTH PLAN

Initial Planning Form

Date Due: September 30th

(For Tenured Teachers Only)

Name: _____ School: _____ Year: _____

Date Submitted: _____ Supervisor(s): _____

This plan is an option available to tenured professional staff. It is in place of a classroom observation and will contribute to the end-of-year evaluation.

Please indicate which option you are choosing:

For a description of each option, please refer to the Annual Professional Performance Review Plan.

_____ OPTION II (Individual Project)

The questions below are to help guide the creation and implementation of this project. Please attach a sheet with your responses:

1. Name of Project
2. Purpose
3. Participants (*if a group project*)
4. Desired outcomes
5. Plan for reaching desired outcomes (*What specific activities do you plan to do?*)
6. How will accomplishing these outcomes affect your professional practice?
7. What measures will you use to evaluate you project?

Signatures:

Teacher: _____ Date: _____

Teacher Coordinator: _____ Date: _____

Supervisor: _____ Date: _____

YORKTOWN CENTRAL SCHOOL DISTRICT

Date Due: April 15th

PROFESSIONAL GROWTH PLAN

Summary of Work Performed

TEACHER STATEMENT

Name: _____ School: _____ Year: _____

Date Submitted: _____ Supervisor(s): _____

1. Describe how you've accomplished your professional growth plan. Please give specific examples of how you've implemented what you've learned. Attach samples of student or teacher work, if appropriate.

2. How will your work on this project impact your professional practice next year?

Signature:

Teacher: _____

Date: _____

VI. Suggestions

VII. Where Pertinent, Comment on Professional Growth Plan

Signatures:

***Teacher:** _____ **Date:** _____

Supervisor: _____ **Date:** _____

* Signature does not mean teacher is in full agreement with this evaluation.

TEACHER COMMENTS (OPTIONAL)