



Annual Professional Performance Review Plan
Submitted to the Board of Education: July 11, 2008

Background

A committee of 14 people met over the course of the 2007-2008 school year to develop the Annual Professional Performance Review Plan. The committee was comprised of seven administrators appointed by the District Superintendent and seven staff members appointed by the Onondaga-Cortland-Madison BOCES Federation of Teachers. Over the course of five full-day meetings, the committee reviewed the research on best practices for teacher evaluation, created diverse opportunities for professional growth through employee evaluation, and designed new forms to be utilized at OCM BOCES.

Applicability

Teachers and teaching assistants who provide instructional services, and all teachers providing pupil personnel services as defined in 80.1(w) of the Commissioner's Regulations ("teacher"), will be evaluated in accordance with the provisions of Commissioner's Regulations 100.2(o) and the teachers' respective collective bargaining agreement. All other represented employees will be evaluated pursuant to the provisions of that employee's collective bargaining agreement. Non represented employees will be evaluated pursuant to procedures approved by the District Superintendent or his/her designee.

Assessment Approach

Teachers and teaching assistants will be provided with in-service training regarding the criteria to be used in their performance review.

Evaluation will be continuous and ongoing and will include observations of performance in the classroom for teachers and teaching assistants providing instructional services and other observations as appropriate for teachers providing pupil personnel services. Probationary teachers and teaching assistants will be evaluated biannually through scheduled formal observations. For teachers with transitional or initial certificates, evaluation will also be based on portfolio review, which will include at least three (3) lesson plans, three (3) sample assessments and samples of student work related to the lesson plans and assessments provided. For tenured teachers and teaching assistants, other methods of performance review such as action research, learning groups, or professional portfolio review may be used in lieu of the formal classroom observation as agreed upon between the supervisor and the tenured teacher. At a minimum, tenured teachers and teaching assistants will be evaluated through a formal observation once every three (3) years.

Scheduled formal observation and/or evaluation for teachers and teaching assistants will be preceded by a pre-conference and the staff member being evaluated will bring to the conference the completed pre-conference form. The pre-conference should include, but not be limited to, discussions of: (1) the objectives of the lesson and the NYS Learning Standards being addressed; (2) the assessment tools and materials to be used; (3) the nature of the students being taught or served; (4) roles of other staff in the classroom (if applicable); (5) targeted area of focus for the observation; and (6) the performance review criteria.

Following the formal observation, a post-conference will occur between the supervisor and the teacher or teaching assistant. The staff member will answer reflective questions about the lesson and bring the completed form to the post-conference. The post-conference should include, but not be limited to, discussions of: (1) the successes of the lesson; (2) how the teacher/teaching assistant determined if the students met the objectives of the lesson; (3) the areas in need of improvement; and (4) suggestions for improvement.

A copy of the teacher/teaching assistant observation/evaluation form shall be given to the staff member within ten (10) working days of the observation and/or evaluation, except under extenuating circumstances. All reports shall be signed by the teacher/teaching assistant before placement in his/her personnel file.

Official OCM BOCES evaluation forms should be utilized, but represent minimum documentation. Other materials used in documenting evaluations must be processed in a manner consistent with contract provisions.

Performance Improvement Plan

If a teacher or teaching assistant's performance is evaluated as unsatisfactory, the supervisor shall be required to develop a Professional Improvement Plan in consultation with the staff member. If a teacher or teaching assistant's performance is evaluated as basic, the supervisor may develop a Professional Improvement Plan in consultation with the staff member. The Plan shall include, but not be limited to, an identification of the area(s) in need of improvement, suggestions for improvement, support to be provided, and measurable outcomes to be evaluated.

Criteria for Evaluation of Teachers Providing Instructional Services

The criteria to evaluate the performance of teachers providing instructional services shall include, but not be limited to, an evaluation of the following:

- **Content Knowledge:** The teacher shall demonstrate a thorough knowledge of the subject matter area and curriculum.
- **Preparation:** The teacher shall demonstrate appropriate preparation, employing the necessary pedagogical practices to support instruction.
- **Instructional Delivery:** The teacher shall demonstrate that the delivery of instruction results in active student involvement, appropriate teacher/student interaction, and student learning.
- **Classroom Management:** The teacher shall demonstrate classroom management skills supportive of diverse student learning needs, which create an environment conducive to student learning.
- **Student Development:** The teacher shall 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:** The teacher shall demonstrate that he or she implements assessment techniques based on appropriate learning standards designed to measure students' progress in learning.
- **Collaboration:** The teacher shall demonstrate that he or she develops effective collaborative relationships with students, colleagues, parents/guardians, and support personnel, to meet the learning needs of students.
- **Reflective and Responsive Practice:** The teacher shall demonstrate that he or she reflects on his or her practice and makes appropriate adjustments on a continual basis.

Criteria for the Evaluation of Pupil Personnel Services Teachers and Teaching Assistants

Teachers providing pupil personnel services and teaching assistants will be evaluated annually in accordance with the criteria set forth in the Evaluation Form for such teachers and teaching assistants.

Training in Performance Evaluation

OCM BOCES provides the opportunity for training for its supervisors in performance evaluation strategies and techniques, consistent with the provisions of OCM BOCES Professional Performance Review Plan. In addition, OCM BOCES supervisors may participate in appropriate training offered by other organizations.