

JAMESVILLE-DEWITT CENTRAL SCHOOLS

**ANNUAL PROFESSIONAL PERFORMANCE
REVIEW PLAN**

2008-2011

**Submitted to the Board of Education
August 2008**

DESCRIPTION OF PLAN DEVELOPMENT PROCESS

The collective bargaining agreement between the district and the Jamesville-DeWitt Faculty Association contains a detailed process for the evaluation of teachers. This was analyzed for consistency with Commissioner's Regulation 100.2 for annual professional performance review. The process and criteria for teacher evaluation were found to be consistent with specified requirements. A process for evaluating teachers possessing a transitional or initial certificate based on a portfolio was developed.

CRITERIA FOR EVALUATION OF TEACHERS

These must include content knowledge, preparation, instructional delivery, classroom management, student development, student assessment, collaboration with staff and parents, reflective and responsive practice. The specific criteria for teachers are found in appendix A. There are three components: Part A- Instructional Design and Delivery, Part B- Classroom Environment, Part C-Professional Characteristics and Responsibilities. As part of the evaluation process, the teacher will submit a written reflection on all three components, which will become part of the written evaluation record.

CRITERIA FOR EVALUATION OF PPS STAFF

The specific criteria for the evaluation of pupil personnel services staff are found in appendix B. There are three components: Part A- Service Design and Delivery, Part B- Service Related Responsibilities, Part C- Professional Characteristics and Responsibilities. The same process will be used for reflection as with the teachers.

ASSESSMENT APPROACHES

Tenured and non-tenured teachers will be evaluated on a regular basis by resource leaders/department chairpersons, peers, and principals. Non-tenured teachers will be evaluated a minimum of three times per year. Tenured teachers will be evaluated at least once a year.

Announced observations shall include a pre-observation and post-observation conference. Unannounced observations shall include a post-observation conference.

The non-tenured teacher will be observed and evaluated on instructional design and delivery as well as classroom environment at least twice each year. One observation will be announced. The second will be unannounced. Professional characteristics and responsibilities will be evaluated at least once each year.

Subsequent written evaluations or observations may be based upon an announced or unannounced observation or an observation of a teacher's other professional responsibilities.

The tenured teacher will be observed and evaluated on instructional design and delivery as well as classroom environment at least once each year. The observation will be announced. Professional characteristics and responsibilities will be evaluated at least once each year. A tenured teacher, with the approval of the building principal, may develop an independent professional growth plan, which will form the basis for the teacher's annual evaluation report. The goals of the professional growth plan should address issues related to refinement of current practices, acquisition of new skills or knowledge, implementation and/or application of new skills or knowledge.

In addition to the observations described above, teachers possessing a transitional or initial certificate will annually submit to the building principal a portfolio containing a sample lesson plan, a sample of student work, and a student assessment instrument to be reviewed and evaluated.

TEACHER IMPROVEMENT

An intensive support plan will provide a highly structured and intensive mode of support for tenured teachers whose competence in one or more areas is in question, including instructional design and delivery, classroom environment or professional characteristics and responsibilities. This process will be initiated when a history/pattern of concern emerges during the teacher evaluation process.

The building principal will provide notice and conference with the teacher concerning the placement of the teacher on an intensive support plan. The principal will cite identified weaknesses and, in consultation with the teacher, develop a one-year plan including specific goals and performance-based objectives to address the weaknesses including strategies to help the teacher achieve the goals. A timeline will be developed that designates how often the teacher and principal will meet to review progress. It is expected that observations and supervision will be frequent. All observations will be followed by a post-conference.

At the end of the year the principal will hold a conference to notify the teacher as to whether sufficient progress has been made. This could result in a new plan being developed for the following year if the teacher has not shown sufficient progress.

TRAINING IN PERFORMANCE EVALUATION

The district will provide annual training or review of the evaluation process for evaluators. District office personnel will review the process, along with suggestions for improvement, with all evaluators prior to the first day of school. Based upon needs identified at that meeting, additional training will be scheduled during the year.