

Marathon Central School

Annual Professional Performance Review Plan

In accordance with regulations of the State of New York, a committee was appointed by the Superintendent of Schools to create the Annual Performance Review Plan. This multi-year plan intends to ensure that the performance of all teachers and pupil personnel professionals as outlined in the regulations will be reviewed annually. A copy of this plan will be available for viewing in the District Office.

Overview

Process Components

Each employee will meet with his/her supervisor each school year to develop an individualized performance plan. This plan provides a four-stage process containing the following components:

- Stage 1:* Recognize the Area(s) of Development
- Stage 2:* Set Goals and Objectives
- Stage 3:* Create an Action Plan
- Stage 4:* Evaluate

Non-tenured and/or Initial Certificated Staff

Non-tenured staff will deviate from the standard process in three ways:

- Action plans for non-tenured staff must contain the administrative strand during the non-tenured years.
- Non-tenured staff must meet with supervisor twice during each year. At each meeting, a *Performance Review* will be completed.
- Initial Certificated staff are required to submit a portfolio, documenting and supporting their APPR.

Supervisory Prerogative

It is understood that, for any staff performance/action plan, administrative or supervisory mid-course intervention(s) may be made. Similarly, a staff member may request supervisory intervention.

Any conflict that should arise will be resolved by the Superintendent within three working days of notification.

Explanation of Process

Stage 1: Recognize the Area(s) of Development

Annual performance reviews will be based upon many factors. Among these are areas of development set down by the regulations:

- *Content Knowledge*: The teacher demonstrates thorough knowledge of subject matter area and curriculum.
- *Preparation*: The teacher demonstrates appropriate preparation employing the necessary pedagogical practices to support instruction.
- *Instructional Delivery*: The delivery of instruction results in active student involvement, appropriate teacher/student interaction and meaningful lesson plans resulting in student learning.
- *Classroom Management*: The teacher demonstrates classroom management skills supportive of diverse student learning needs which create an environment conducive to student learning.
- *Knowledge of Student Development*: The teacher displays an understanding and appreciation of diversity and the regular application of developmentally-appropriate instructional strategies for the benefit of all students.
- *Student Assessment Techniques*: The teacher implements assessment techniques based on appropriate learning standards designed to measure students' progress in learning.
- *Collaborative Relationships*: The teacher develops effective collaborative relationships with fellow teachers, students, parents or caregivers, as needed, and appropriate support personnel to meet the learning needs of students.
- *Reflective and Responsive Practice*: The teacher shall demonstrate that practice is reviewed, effectively assessed and appropriate adjustments are made on a continuing basis.

This plan assumes that professional staff will constantly be working on all these criteria at all times. However, for the purposes of implementation of the plan, specific areas of development will be identified. These areas will be based upon the aforementioned criteria.

If areas in need of development have been previously noted in observations, through previous plans, or by other means, then these areas should be addressed first. The individual and the supervisor should **mutually agree** upon identified areas.

Stage 2: Set Goals and Objectives

After areas of development are decided, the individual and the supervisor **must mutually agree** upon goals and objectives that will demonstrate appropriate growth (development) in the recognized areas. These goals and objectives must be tangible, achievable, and grounded in the recognized areas of development.

Stage 3: Create an Action Plan

The action plan is simply a document that states how the individual will go about accomplishing his/her goals and objectives. The plan must be **mutually agreed** upon by the individual and the supervisor.

An acceptable action plan must identify the particular *strands* and *tools/methods* employed to work on the areas of development. It must also include a section delineating how the plan will be evaluated near the end of the year. Evaluation elements must be **mutually agreed** upon and consistent with the goals and objectives.

Stage 4: Evaluate (Review)

Just prior to the evaluation, the staff member must attach to the action plan a written report that declares how the new knowledge obtained has been used in his/her position. Near the end of the year, he/she will conference with the supervisor to review stages 1-3. Using the evaluation elements declared in the action plan and the written report, the staff member will be reviewed. At the conference's conclusion, the supervisor will make one of the following determinations:

Plan Completed—Satisfactory Performance

The entire plan has been completed as previously agreed upon. The written narrative is received. There are no exceptions to the plan.

Plan Completed with Exception—Satisfactory Performance

The entire plan has been completed as previously agreed upon. The written narrative is received. The staff member or the supervisor has noted areas that continue to need development. These areas will be addressed in the successor plan.

Plan Not Completed—Unsatisfactory Performance

The plan has not been completed. Areas in need of development may or may not be apparent. A prescriptive plan will be created.

Timeline for Submission/Completion

- **May 30 –September 30:** APPR plans will be submitted by teachers to administrators between May 30 and September 30. They will be due no later than September 30.
- **September 30 – October 30:** Administrators will review and approve all APPR plans and meet with teachers where appropriate.
- **January:** Administrators will meet for APPR review with non-tenured teachers. A Performance Review will be completed.
- **May 30:** Teachers will submit the APPR narrative and other supporting documentation no later than this date.
- **May 30-June 30:** Administrators will complete APPR review and meet with teachers where appropriate. Administrators will meet with all non-tenured teachers.

The Prescriptive Plan

Description

Staff who demonstrate unsatisfactory performance must be assigned a *Prescriptive Plan*. Such a plan may contain any of the elements noted herein, and others as appropriate. The primary difference between a standard action plan and a prescriptive plan is that the requirement for mutual agreement is lifted. While constructing a prescriptive plan, a supervisor may elicit the thoughts of the staff member, the supervisor alone will approve the plan.

Plan Requirements

The staff member undergoing a *Prescriptive Plan* and the supervisor must meet not less than 4 times during the year. These meetings are designed to help ensure plan completion, monitor progress, and make mid-course modifications. A *Performance Review* will be completed at each session.

Explanation of Terms

Initial Certification

The entry-level certificate for **classroom teachers**. Issued in specific subject/grade titles.

Strands

We have identified four strands:

- The **Administrative Strand** requires that a member(s) of the administration will play a key role in the development, execution, feedback, and/or other use of the tools/methods. **Exception:** Non-tenured staff action plans must contain the administrative strand for the non-tenured years.
- The **Collegial Strand** requires that a colleague(s) of the individual (a staff member at the same professional level) will play a key role in the development, execution, feedback, and/or other use of the tools/methods.
- The **Self-Reflective Strand** requires that the individual will act singly in the development, execution, feedback, and/or other use of the tools/methods.
- The **External Strand** requires that students, parents of students, community members, and/or other school personnel will play a key role in the development, execution, feedback, and/or other use of the tools/methods.

Tools/Methods

These are the artifacts, processes, or other means employed to complete a strand. Tools/methods are not mutually exclusive—they can be used with a variety of strands and modified as appropriate. Tools/methods may be used to find evidence that objectives are being achieved.

The following list of tools/methods has been suggested, but is not exhaustive:

- Classroom Observation
- Lesson Plans
- Videotaping
- Journal Writing
- Surveys (Student, Parent)
- Action Research
- Peer Review
- Peer Coaching
- Cognitive Coaching
- Mentoring
- Supportive Supervision
- Portfolio
- Extracurricular Advisorship
- Committee Participation
- Professional Development Workshop Participation and/or Presentation

Before utilizing a particular tool/method both parties will have had appropriate training as needed.

Marathon Central School PERFORMANCE REVIEW PLAN

Name of Staff Member: _____

Plan Type: _____ Standard Action Plan _____ Non-tenured Action Plan _____ Prescriptive Action Plan

Stage 1: Recognize the Area(s) of Development

- | | |
|---|---|
| <input type="checkbox"/> Content Knowledge | <input type="checkbox"/> Knowledge of Student Development |
| <input type="checkbox"/> Preparation | <input type="checkbox"/> Student Assessment Techniques |
| <input type="checkbox"/> Instructional Delivery | <input type="checkbox"/> Collaborative Relationships |
| <input type="checkbox"/> Classroom Management | <input type="checkbox"/> Reflective and Responsive Practice |

Stage 2: Set Goals and Objectives

Describe your goals and objectives. After areas of development are decided, the individual and the supervisor **must mutually agree** upon goals and objectives that will demonstrate appropriate growth (development) in the recognized areas. These goals and objectives must be tangible, achievable, and grounded in the recognized areas of development. Attach more sheets as necessary.

Stage 3: Create an Action Plan

Check the strands and tools/methods you will be using in your plan. On the reverse side of this sheet, describe your strategy for achieving your goal. Attach more sheets, if necessary.

Strands Used

- Administrative
- Collegial
- Self-Reflective
- External

Tools/Methods Used

- | | |
|--|--|
| <input type="checkbox"/> Classroom Observation | <input type="checkbox"/> Cognitive Coaching |
| <input type="checkbox"/> Lesson Plans | <input type="checkbox"/> Mentoring |
| <input type="checkbox"/> Videotaping | <input type="checkbox"/> Supportive Supervision |
| <input type="checkbox"/> Journal Writing | <input type="checkbox"/> Portfolio |
| <input type="checkbox"/> Surveys | <input type="checkbox"/> Extracurricular Advisorship |
| <input type="checkbox"/> Action Research | <input type="checkbox"/> Committee Participation |
| <input type="checkbox"/> Peer Review | <input type="checkbox"/> Professional Development |
| <input type="checkbox"/> Peer Coaching | <input type="checkbox"/> Other (specify) |

Stage 3: Create an Action Plan (continued)

Describe your strategy for achieving your goal. Attach more sheets, if necessary.

Stage 4: Evaluate (Review)

State how the plan will be evaluated. Remember that you must attach a written narrative to the action plan before your review can occur. Attach more sheets as necessary.

Certifications

If a *Prescriptive Plan*, record the four meeting dates for performance review. If a non-tenured staff member, record the mid-course target date for performance review.

1st meeting _____ 2nd meeting _____ 3rd meeting _____ 4th meeting _____

This plan must be completed (Stages 1-4) no later than _____.

Date of Agreement to this Plan _____.

Staff Member Signature

Supervisor Signature

Marathon Central School PERFORMANCE REVIEW EVALUATION

Staff Member: _____ Date of Annual Review: _____

Plan Type: ___ Standard Action Plan
 ___ Non-tenured Action Plan
 ___ Prescriptive Action Plan

Plan Completion

Was the plan completed on time? Were all of the components easily apparent? In the case of non-tenured staff or a *Prescriptive Plan*, is the plan progressing according to schedule? Comments regarding the *Written Narrative*.
Comments regarding the plan and/or the staff member's efforts.

Exceptions

Are there exceptions to the plan or action? Has the implementation of the plan disclosed areas in need of development? Comments regarding the *Written Narrative*. Additional comments regarding exceptions.

Determination

Supervisor will initial his/her determination.

_____ **Plan Completed—Satisfactory Performance**

The entire plan has been completed as previously agreed upon. The written narrative is received. There are no exceptions to the plan. Deadline for the successor action plan to be accepted:

_____ **Plan Completed with Exception—Satisfactory Performance**

The entire plan has been completed as previously agreed upon. The written narrative is received. The staff member or the supervisor has noted areas that continue to need development. These areas will be addressed in the successor plan. Deadline for the successor action plan to be accepted: _____

_____ **Plan Not Completed—Unsatisfactory Performance**

The plan has not been completed. Areas in need of development may or may not be apparent. A **Prescriptive Plan** will be created and approved by the supervisor. Deadline for the *Prescriptive Plan* to be accepted: _____

Certifications

Staff Member Signature

Supervisor Signature