

North Syracuse Central School District

Annual Professional Performance Review

Effective 9/1/00

Introduction

It is the philosophy of the North Syracuse Central School District that *all employees** should be granted the opportunity to be evaluated on an agreed upon periodic basis for the purpose of enhancing their professional growth.

Teachers providing instructional services, and all teachers providing pupil personnel services as defined in section 80.1(w) of the Commissioner's Regulations ("Teacher") will be evaluated in accordance with the provisions of the Commissioner's Regulations section 100.2 (o) and the Teachers' respective collective bargaining agreement.

**All other instructional and support staff employees* will be evaluated pursuant to the provisions of that employee's collective bargaining agreement.

Teachers – Annual Professional Performance Review

The Annual Professional Performance Review as required by section 100.2 of the Regulations of the Commissioner of Education was jointly agreed upon by the District and the NSEA as per Article 7 of the labor contract agreement:

ARTICLE 7 PROFESSIONAL PERFORMANCE

7.1 PHILOSOPHY

The purpose of professional performance is to enable bargaining unit members to develop and/or implement effective strategies and plans that will positively affect learning. The professional growth and performance of bargaining unit members will be reinforced and encouraged in an atmosphere of mutual respect, trust and collegiality.

7.2 PRINCIPLES OF PROFESSIONAL PERFORMANCE

The following principles will govern the professional performance process:

- A. All monitoring of the work and performance of bargaining unit members will be conducted openly and objectively with full knowledge of the bargaining unit member.
- B. Church, club, community, or social activities shall not be considered.
- C. Only certified members of the administrative staff or mutually agreed upon professional consultants shall be used to assess bargaining unit members.
- D. An administrator shall not submit any written assessment to any outside agency or person without the permission of the bargaining unit member.
- E. Nothing contained herein shall be construed to limit the right of District officials to comment in writing, upon events transpiring in a bargaining unit member's worksite when such events evidence acts of misconduct and/or negligence impacting on health and/or safety of the students. Such written comments are subject to the Grievance Procedure.
- F. The Year End Summary (YES) form shall be placed in the bargaining unit member's file only after it has been discussed and signed by both the teacher and administrator.

7.3 **PROFESSIONAL PERFORMANCE OPTIONS – TENURED BARGAINING UNIT MEMBERS**

Tenured bargaining unit members will select one of three professional performance options, and communicate it to the building administrator by completing Section I of the Year End Summary (YES) form (Exhibit A) by October 1, each year.

A. OPTION ONE - Self-directed Professional Performance Plan

1. The purpose of this option is to encourage individual or team growth and professional performance of bargaining unit members. This plan may include one or more, but will not be limited to the following: portfolio, video review, effective teaching, mentoring planning, classroom management, professional growth, curriculum development and educational reform. The design, duration and implementation of the plan will be determined by the individual bargaining unit member.
2. Bargaining unit members shall:
 - a. Share the content of the professional performance plan with their administrator by November 1.
 - b. Meet with their administrators to discuss the progress of their plan, at least once each year at a mutually agreed upon time.

- c. Complete Section II of the Year End Summary (YES) form and forward it to their building administrator no later than April 2 of each year.
3. By May 15 of each year, building administrator or certified designee will complete Section III of the Year End Summary (YES) form. After the form has been discussed and signed by both parties, the administrator will forward a copy of the Year End Summary (YES) form to the Office of Human Resources and the appropriate Instructional Director.

B. OPTION TWO - Peer Coaching

1. The purpose of this option is to encourage two or more bargaining unit members, assigned to the same building, to work together on any of several educational topics. This plan may include one or more, but will not be limited to the following educational topics: effective teaching, mentoring planning, classroom management, professional growth, curriculum development and educational reform.
2. Bargaining unit members will follow the peer coaching procedures established by the district's staff development program. (Exhibit B)
3. Bargaining unit members shall:
 - a. Meet with their administrator to share the topic and timetable of their peer coaching professional performance plan at least once each year at a mutually agreed upon time.
 - b. Complete Section II of Year End Summary (YES) form and forward it to their building administrator no later than April 2 of each year. By May 15 of each year, the building administrator or certified designee will complete Section III of the Year End Summary (YES) form.
4. After the form has been discussed and signed by both parties, the administrator will forward a copy of the Year End Summary (YES) form to the Office of Human Resources and the appropriate Instructional Director.

C. OPTION THREE – Observation

1. The following principles shall govern bargaining unit member observation:
 - a. All announced observations may be preceded by a pre-conference if requested, either by the bargaining unit member or the observer. This must occur at a mutually agreed upon time and shall not exceed one planning period.

- b. The Classroom Observation Form (COF) shall be completed for each announced classroom observation and shall be discussed with the bargaining unit member within ten (10) days. (Exhibit C).
 - c. The Classroom Observation Form (COF) shall be placed in the bargaining unit member's file only after it has been discussed and signed by both the teacher and the administrator.
 2. The following process shall govern bargaining unit member observation:
 - a. The primary responsibility for observations lies with the building administrator. The building administrator may, however, delegate such responsibilities to any appropriately certified district administrator.
 - b. A minimum of one (1) announced observation will be completed for each tenured faculty member selecting the observation process.
 - c. For announced observations, the bargaining unit member will provide the lesson objective(s) to the observer, if no pre-conference has been held.
 - d. Plans are to be available at all times and shall be provided when requested.
 - e. During the observations, observers will collect data relative to the objectives using the approved district form (COF).
 - f. During a post-observation conference, a summary of the lesson will be jointly developed by the observer and bargaining unit member. The post-observation conference shall take no more than the time equivalent of one (1) planning period, unless mutually agreed upon by the parties.
 3. Bargaining unit members shall complete Section II of Year End Summary (YES) form and forward it to their building administrator no later than April 2 of each year. By May 15 of each year, the building administrator or certified designee will complete Section III of the Year End Summary (YES) form. After it has been discussed and signed by both parties, the administrator will forward a copy of the Year End Summary (YES) form to the Office of Human Resources and the appropriate instructional Director.

7.4 PROFESSIONAL PERFORMANCE- NON-TENURED BARGAINING UNIT MEMBERS

- A. The following principles shall govern non-tenured bargaining unit member observation:
 1. All announced observations shall be preceded by a pre-conference.
 2. The Classroom Observation Form (COF) shall be completed for each announced classroom observation and shall be discussed with the bargaining unit member within ten days.

3. The Classroom Observation Form(s) (COF) shall be placed in a bargaining unit member's file only after it has been discussed and signed by both parties. This form, Exhibit C, is at the end of this contract.
 4. The Classroom Observation Form(s) (COF) shall be placed in a bargaining unit member's file only after it has been discussed and signed by both parties. This form, Exhibit C, is at the end of this contract.
- B. The following process shall govern non-tenured, bargaining member observation:
1. During the year, observers will conduct announced observations. The primary responsibility for observations lies with the building administrator. The building administrator, may, however, delegate such responsibilities to any appropriately certified district administrator.
 2. For each non-tenured faculty member a minimum of two (2) announced observations shall be completed each year.
 3. For announced observations, the pre-conference must occur at a mutually agreed upon time and shall not exceed one (1) planning period. The bargaining unit member will provide objective(s) to the observer.
 4. Plans are to be available at all times and shall be provided when requested.
 5. During the observation, observers will collect data relative to the objectives using the approved district Classroom Observation Form (COF).
 6. During a post-observation conference, a summary of the lesson will be jointly developed by the observer and the bargaining unit member. The post-observation conference shall take no more than the time equivalent of one (1) planning period, unless mutually agreed upon by both parties.
- C. The NSEA and the NSCSD agree to form a joint committee to develop a New Teacher Mentor Program.

7.5 YEAR END SUMMARY/ EFFECTIVE TEACHING CHARACTERSTICS

A. Year End Summary

Section II of the Year End Summary (YES) form shall be completed by each bargaining unit member by April 2 and Section III by the building administrator or certified administrative designee by May 15. A meeting will be held between the building administrator or designee and bargaining unit member to discuss the contents of the form. The form shall be placed in the bargaining unit member's file only after it has been discussed and

signed by both parties. The bargaining unit member may respond with a written attachment to the Year End Summary (YES) form.

B. Effective Teaching Characteristics

The North Syracuse Central School District and the North Syracuse Education Association recognize the following attributes as essential in creating a high caliber of classroom instruction:

- Content Knowledge
- Planning and Preparation
- Instructional Delivery
- Classroom Management
- Developmentally Appropriate Instruction Strategies
- Student Assessment
- Collaboration
- Reflective and Responsive Practice

7.6 INTENSIVE SUPPORT

The goal of intensive support is to provide an opportunity for communication, discussion and collaboration around an area of significant concern. If the building administrator and/or instructional director identifies significant concerns in a bargaining unit member's instructional techniques, curricular knowledge, or management abilities during the informal and/or formal observation procedures, then a series of proactive interventions, including face-to-face dialogue, to discuss such issues will be implemented. After dialogue, further intervention may include the formal observation procedure as described previously in Option III – Observations. The purpose of formal observation(s) as an intervention is to create a platform for further proactive dialogue. If, over a reasonable period of time, these intervention strategies fail to resolve the area(s) of concern, the administrator may place that bargaining unit member in the Remediation phase of Professional Performance Process.

7.7. REMEDIATION

When the intervention strategies implemented during intensive support fail to resolve the area(s) of concern, a bargaining unit member may be placed in Remediation. Once the decision has been made to place the bargaining unit member in Remediation, the following steps must take place.

1. The building administrator shall provide the bargaining unit member with written notice of a conference to be held to place the bargaining unit member in the Remediation Phase. The bargaining unit member may request the presence of an Association designated representative, if he/she so chooses.

2. At the conference, the administrator will cite, in writing, the weakness(es) identified, and review the intervention procedure(s) to date, allowing the bargaining unit member to participate in an exchange of information or request clarification where necessary.
3. A four (4) member support team will be established to provide the bargaining unit member with help to over-come the stated weakness(es). The support team shall consist of a designee appointed by the evaluator, a central office administrator assigned by the Assistant Superintendent for Instruction, an Association representative, if requested, and a member(s) selected by the bargaining unit member. The evaluator may not be on the support team.
4. The support team will initially meet with the bargaining unit member to review the areas of concern and the intervention strategies to date. At this point, the support team will identify those areas of concern where the support team may play an effective role in remediation efforts.
5. Based on the review identified in subparagraph 4, the team shall develop strategies for the remediation of the problem(s) which may include, but not be limited to, observations by member(s) of the support team, participation in specified staff development activities or workshops, visitations to other classrooms, buildings or Districts, or the use of outside consultants.
6. Within ten (10) days of the initial support team meeting, the Remedial Action Plan will be completed. It will list the strategies to remediate the weakness(es), reasonable timelines to complete the strategies, and any other resources, or personnel needed to accomplish the strategies. If needed during the work day, a substitute will be provided to any bargaining unit member who is serving as a member of a support team or is involved in some part of the Remedial Action Plan. Every attempt will be made to insure that support team activities take place during normal working hours.
7. Portions of the support team should meet at least once each week with the bargaining unit member to review the progress of the Remedial Action Plan.
8. The entire support team will meet at least once each three (3) to four (4) weeks with the bargaining unit member to assess progress and determine other strategies which may be needed. If new strategies are established, they must be written into the Remedial Action Plan, and the procedures outlined in subparagraph 6, above, followed.
9. As strategies and timelines are completed, the building administrator (or designee) may determine that the bargaining unit member has responded positively. The bargaining unit member will then be returned to the normal evaluation process.

10. If the building administrator (or designee) determines, over a three (3) month period from the date of completion of the Remedial Action Plan, that the bargaining unit member has been insignificantly affected by the remediation, either a new Remedial Action Plan will be established, or the District may take whatever steps are permitted by law.
11. A written statement, including at least the final results, will be made by the building administrator, and placed in the bargaining unit member's personnel file. The bargaining unit member may respond with a written attachment.
12. Participation on a support team will not preclude an administrator from subsequent observations of a bargaining unit member how has been returned to the normal evaluation process.

Additional Information

- ***Evaluation of Pupil Personnel Service Teachers***

Teachers providing pupil personnel services will be evaluated in accordance with the provisions set forth in article 7 of the labor contract agreement as indicated above.

- ***Staff Training***

Inservice opportunities pertaining to peer coaching are available to teachers as reflected in the District's Professional Development Plan. Teachers will also be afforded the opportunity to participate in inservice offerings related to their individual Self-directed Professional Development Plan as per the District's Professional Development Plan.

Teachers will meet jointly with their supervising administrator(s) regarding the criteria of their performance review.

District Administrators will be granted the opportunity for training in regards to the teacher evaluation process on an annual basis.

