

# West Genesee Central School District



## Staff Development Programs and Processes Handbook

2010-2011

## SECTION I:

### Professional Performance Review

#### **Probationary/Non-Tenured Teachers**

The supervision and evaluation of the District's instructional personnel is fundamental to the District's Mission Statement: ".....to ensure that each student attains the knowledge, skills and attitudes necessary, not only for lifelong learning, but also for becoming a cooperative, self-directed, productive, caring citizen." The District has established an annual review process for its instructional staff which describes how the District will address unsatisfactory teacher performance and describes how the District will train administrators in good practice to conduct performance reviews. The District's annual performance review plan is consistent with the Commissioner's Regulations and teachers' collective bargaining agreement.

Probationary/Non-Tenured Teachers are those teachers who are hired for full-time employment in a permanent position. At the time of their hire, they are appointed by the Board of Education to a probationary period of 2 or 3 years. Probationary Teachers are supervised by building administrators, directors (as appropriate), and the Assistant Superintendent for Curriculum and Instruction.

The evaluation of Probationary Teachers is the responsibility of their supervisors. Administrative evaluations of Probationary Teachers are shared with the Board of Education on an annual basis. The evaluation process includes classroom observations (and/or the equivalent for non-classroom teachers), a mid-year evaluation and a year-end summative evaluation.

#### Classroom Observations

Classroom observations are scheduled by the supervisors. Teachers may or may not be aware that a supervisor will be observing. If the observation is announced in advance, the Probationary Teacher will be asked to complete a Classroom Observation Lesson Plan and/or provide detailed information about the classroom activities or lesson to be observed. There may also be a pre-conference with the supervisor, to discuss the focus of the observation and review the planned lesson. Teachers may suggest focus points of content or instruction for the supervisor's attention. For unannounced observations, Probationary Teachers should be ready to provide lesson plan books for the lesson to be observed.

Classroom observations are documented on a standard form, utilized by all supervisors. Probationary Teachers are encouraged to familiarize themselves with the categories on the observation form, included in this section. In addition to the rating of observed/not observed on the form, narrative comments are frequently added to each category and a narrative summary appears at the end of the document.

After the observation has been completed, a post conference may occur. Either the supervisor or the Probationary Teacher may request the post conference. The Probationary Teacher will receive a written document reflecting the observation, which must be signed by both the supervisor and the

Probationary Teacher. Probationary Teachers are encouraged to respond in writing to the lesson observation report. The original of the observation document is placed in the Probationary Teacher's file in the Assistant Superintendent for Human Resources Office. Copies of the document are retained by the Probationary Teacher and supervisor(s).

Probationary Teachers should expect a minimum of 4 observations each year and may receive additional observations.

### Summative Evaluations

Probationary Teachers receive summative evaluation documents (a sample document is included in this section) at mid-year and year-end (by June 10). The supervisor(s) construct the evaluation document based on the Probationary Teacher's performance, as is evidenced in formal and informal classroom observations; performance of daily teaching duties; assessment of performance criteria; and review of professional development activities.

The evaluation form rates a teacher using 13 performance criteria on a scale of 0 - 5. The evaluation document also reflects the dates and times of formal classroom observations which have occurred since the last evaluation period. The narrative portion of the evaluation document highlights exceptional performance, as well as any areas of concern. Any area noted on the evaluation scale as a 2 or less will be addressed in the narrative, with suggestions for improvement in performance in those areas.

Summative evaluations are shared with the Probationary Teacher, usually in a supervisor/Probationary Teacher conference. Probationary Teachers are encouraged to respond to the evaluation in the area provided on the form. Signatures of both the Probationary Teacher and supervisor(s) are required on the summative evaluation.

Supervisors forward completed and signed summative evaluation documents to the Assistant Superintendent for Curriculum and Instruction for review. The original summative evaluation document is then forwarded to the Assistant Superintendent for Human Resources for review and placed in the Probationary Teacher's file in the Human Resource Office. Copies of the document are retained by the Probationary Teacher and supervisor(s).

### Board of Education Review Process

The Board of Education reviews the performance of Probationary Teachers on two occasions prior to a teacher's tenure appointment. The Initial Review is scheduled before the Board of Education in the year prior to the end of the probationary period. The Final Review is scheduled in the second semester of the final probationary year. The reviews are prepared and presented by the building principals and/or district directors. The review reflects the content of classroom observations and summative evaluations, as well as other pertinent information.

### **Regular Substitute Teachers**

Regular Substitute Teachers should be evaluated using the same parameters as the Probationary Teacher.

## **Part-Time Teachers**

Part-Time Teachers will be observed twice annually and a year-end summative evaluation will be completed, as appropriate.

## **Permanent/Tenured Teachers**

Tenured Teachers are a part of the Professional Growth track and have two alternative methods of evaluation available to them. The decision about which method of evaluation will be used is made cooperatively by the Tenured Teacher and his or her supervisor(s). The two methods are traditional observation/evaluation and mutual goal-setting. The decision as to the method of evaluation must be made by October 1 of each school year.

### Classroom Observation/Evaluation

Tenured Teachers will receive a minimum of two formal observations per year. The same process for classroom observation, as discussed in the section Probationary/Non-Tenured Teachers, is utilized.

Tenured Teachers receive a year-end (by June 10) summative evaluation, using the evaluation document included in this section. The evaluation form rates a teacher using 13 performance criteria on a scale of 0 - 5. The evaluation document also reflects the dates and times of classroom observations which have occurred since the last evaluation period. The narrative portion of the evaluation document highlights exceptional performance, as well as any areas of concern. Any area noted on the evaluation scale as a 2 or less will be addressed in the narrative, with suggestions for improvement in performance in those areas.

Summative evaluations are shared with the Tenured Teacher, usually in a supervisor/Teacher conference. Teachers are encouraged to respond to the evaluation in the area provided on the form. Signatures of both the Teacher and supervisor(s) are required on the summative evaluation.

Supervisors forward completed and signed summative evaluation documents to the Assistant Superintendent for Curriculum and Instruction for review. The original summative evaluation document is then forwarded to the Assistant Superintendent for Human Resources for review and placed in the Tenured Teacher's file in the Human Resource Office. Copies of the document are retained by the Tenured Teacher and supervisor(s).

### Mutual Goal Setting

Participation in goal setting encourages self-assessment, professional growth and self-improvement. Teachers and supervisors meet annually to mutually establish goals for a specific time frame and identify specific criteria to be assessed using the Teacher Evaluation Card. Periodic check points of established goals and criteria are scheduled for update and review. Teachers participating in goal setting may be considered to be in a multi-year evaluation plan. Over three-four consecutive years of goal-setting participation, a teacher must be evaluated on

each of the performance criteria identified on the Teacher Evaluation Card. Specific criteria must be evaluated in each year of a multi-year plan.

Goals should be reasonable and flexible. If goals are either too easily met or too difficult to meet, the teacher and the principal/supervisor should be able to mutually agree to revise the goal or the timetable or both. The timetable for goal completion can vary in length from one to four semesters.

Checkpoints should be designed to allow for adequate evaluation of the progress toward the goal. These checkpoints should contain mutually agreed upon suggestions for improving progress or modifying the goal. Agreed upon goals are documented in the Goal-Setting Form: a sample is included in this section. At the time of the final goal setting/criteria assessment update for a school year, the administrator will discuss with the teacher the final rating for the specific identified criteria no later than June 10th per Article XIV.

A conference will be held with each teacher following the completion of a goal. Each teacher engaged in Goal-Setting will receive a written summative evaluation. The summative evaluation document will be reviewed at the conference and signed by the employee and supervisor. The employee has the right to attach a written statement to the evaluation document.

If the teacher selects Goal-Setting but finds that arriving at mutual agreement is not possible (or likely), the teacher may opt back into the contractual evaluation system. Both sides agree to make every effort to reach agreement in the process, and the teacher agrees not to "opt out" at a date too late to allow for the contractual evaluation system to be effective. (i.e., there must be ample time for formal observations, etc. to occur.)

Teacher:			Grade:		Subject:	
Observation Date:					Time/Period:	
			Key:		O – Observed	
					NO – Not Observed	
					NA – Not Applicable	
<b>Planning</b>			<b>Time Management</b>			
		Objectives appropriate for students			Teacher uses time effectively	
		Materials prepared in advance			Appropriate lesson length	
		Materials ready for students			Balance between independent	
		Objectives support District programs			activities teacher directed activities.	
		Activities support objectives			Smooth transitions	
					Students ready for instruction	
<b>Classroom Atmosphere</b>			<b>Classroom Appearance</b>			
		Positive learning environment			Safe learning environment	
		Appropriate physical arrangements			Attractive, inviting room	
		Conducive to learning/supportive			Organized/neat, orderly	
					Students' work/activities displayed	
<b>Pupil Participation and Attention</b>			<b>Classroom Control</b>			
		Active participation			Students cooperative	
		Students on task			Students orderly	
					Positive vs. negative control	
<b>Lesson Structure</b>						
		Motivation apparent				
		Objective appropriate to level of				
		Activity appropriate to level of				
		Provides for diagnosis				
		Provides for follow-up activities				
		Closure				



## West Genesee Central Schools - Teacher Evaluation Card

Name: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

Subject/Grade: \_\_\_\_\_ Certification Area: \_\_\_\_\_ Years in District: \_\_\_\_\_ Prior Experience: \_\_\_\_\_

Ratings: 5 – Outstanding – Excellent 4 – Good – Effective	3 – Average 2 – Must Improve	1 – Not acceptable – Unsatisfactory - Inadequate
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	Ratings		Ratings
A. Knowledge of subject matter – intensive and extensive command of the field.		G. Relationship with staff – cooperative, communicative, tactful, helpful and courteous.	
B. Planning and preparation of work – short and long range goals (either written or established through a conference) clear in aims, adaptable, relevant, updated, realistically detailed plans for a substitute.		H. Relationship with parents – cooperative, communicative, tactful, helpful and courteous.	
		I. Communication – asks thought provoking questions, logical procedures, adequate summaries, interesting presentation.	
C. Teacher-pupil rapport – mutual respect, understanding, fair, patient, tolerant		J. Pupil participation – encourages all pupils to respond and express ideas. Pupils appear prepared.	
D. Meeting special needs and abilities – works with individual and small groups as appropriate, gives attention to special problems.		K. Reliability – routines – punctuality (performs all required duties on time).	
E. Classroom management – maintains group control and discipline, mutual respect, encourages responsibility, establishes a learning atmosphere, attention to attendance of pupils.		L. Appraisal of student achievement – uses appropriate measuring and evaluation devices for evaluating student progress and achievement.	
F. Makes a good teaching effort – enthusiasm for teaching.		M. Professional growth – continued study committee work, receptive to suggestions and new ideas, professional relationships.	

Personal grooming and appearance appropriate professional attire, neat – clean:

Acceptable:

Unacceptable:

Subject	Date	Time	Observer

Evaluator's Comments:

Teacher's Comments: (If desired, please make comments on separate sheet)

Teacher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## West Genesee Central Schools - Counselor Evaluation Card

Name: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

Subject/Grade: \_\_\_\_\_ Certification Area: \_\_\_\_\_ Years in District: \_\_\_\_\_ Prior Experience: \_\_\_\_\_

Ratings: 5 – Outstanding – Excellent 4 – Good – Effective	3 – Average 2 – Must Improve	1 – Not acceptable – Unsatisfactory - Inadequate
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Ratings		Ratings	
A. Sensitivity to students – shows flexibility to different situations; seeks various ways to work with students		H. Relationship with staff - cooperative, tactful, helpful and courteous, follows through on referrals	
B. Sensitivity to situations – adjusts personal schedule when possible and necessary; handles each situation in a unique way		I. Relationship with parents – makes and returns calls, follows through on parental requests, cooperative and courteous to parents, holds parent conferences when necessary, takes the initiative in encouraging communication	
C. Ability to communicate and relate to students – interacts well with students; maintains professional standards		J. Respects confidentiality where appropriate and employs ethical standards in the counseling procedures	
D. Functions effectively in situations dealing with the needs of special children		K. Demonstrates an understanding of the basic principles of physical and moral growth and development	
E. Ability to communicate with administrator(s) – follows through on requests; offers suggestions for possible school improvements; brings problem situations to attention of appropriate administrator; works with the administrator in resolving problems		L. Demonstrates the ability to help students, staff, parents and others interpret and accumulate pertinent information	
F. Ability to accept and respect the values and views of others		M. Demonstrates the ability to effectively select, administer, interpret, and analyze tests	
G. Demonstrates: <input type="checkbox"/> Objectivity <input type="checkbox"/> Reliability <input type="checkbox"/> Enthusiasm for job <input type="checkbox"/> Openness for growth and learning			

Personal grooming and appearance appropriate professional attire, neat – clean:       Acceptable:       Unacceptable:

Subject	Date	Time	Observer

Evaluator's Comments:

Teacher's Comments: (If desired, please make comments on separate sheet)

Teacher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## West Genesee Central Schools - School Library Media Specialist Final Evaluation

Name:

School:

Date:

School Year:

Prior  
Experience:

Experience at  
West Genesee:

PREFACE – The primary purpose of this evaluation form is to serve as a written summary on the effective performance and total responsibilities of the school library-media specialist. It should be used after observations, written summaries, and conferences with the librarian have taken place. The items contained in this form represent characteristics which should accomplish these purposes. The degree to which they are performed will be noted in the appropriate space if they apply in the evaluation, and will be used in preparing recommendations to the Superintendent of Schools for reappointment and tenure appointment. Items 1-7 relate to performance; items 8-10 relate to professional commitment.

<b>Ratings:</b> 5 – Outstanding – Excellent 4 – Good – Effective	3 – Average 2 – Must Improve	1 – Not acceptable – Unsatisfactory - Inadequate
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Ratings		Ratings	
1. Selection and evaluation of materials – applies suitable criteria for selection; involves faculty and students in selection and evaluation; maintains up to-date materials in all curriculum areas (within budgetary limitations).		6. Communication with faculty and administration – works cooperatively and effectively with media center staff, teachers and other building personnel, developing a mutually supportive relationship.	
2. Knowledge of curriculum areas – works with teachers, teams, grade levels, etc. on curriculum; offers suggestions of available resources and works toward the goal of utilizing the best media for each learning activity for each child.		7. Control of materials and equipment – establishes and carries out library procedures which result in adequate control of materials and equipment while allowing optimum use.	
3. Teacher-pupil rapport – mutual respect, understanding, fair, patient, tolerant. Administration of library-media center establishes a learning atmosphere; maintains a library that is purposeful, busy, orderly, and inviting; implements established policies; prepares budgets; supervises library staff.		8. Professional growth – shows interest in continued study, committee work, workshops, and professional associations; is receptive to suggestions and new ideas.	
4. Pupil rapport – shows a genuine concern for and desire to work with children and adults; establishes a pleasant, mutually supportive relationship with students.		9. Initiative, drive, ambition – assumes a leadership role; is committed to the implementation of the library media program as an integral part of the total instructional program of the school.	
5. Meeting needs and abilities – works with individuals and small groups as appropriate; gives attention to special problems; teaches study skills; teaches students how to use materials and equipment critically and independently.		10. Reliability, punctuality, responsibility – performs required duties on time, is helpful, tactful and courteous.	

**Significant Library Visits -**

Activity	Date	Time	Observer

Evaluator's Comments:

Teacher's Comments: (If desired, please make comments on separate sheet)

Librarian's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

WEST GENESEE SCHOOL DISTRICT  
*Goal Setting Conference Report Form*

Employee:

Location:

Initial Conference Date:

Supervisor:

Employee Status:

Probationary

Permanent

Tenured

*Review of Job Description/Performance Criteria/Past Performance and Personal and Professional Goals*

Goal:

Method of Measuring Progress/Completion:

Scheduling of Periodic Updates:

*UPDATE #1:*

Supervisor's Comments:

Employee's Self-Assessment:

*UPDATE #2*

Supervisor's Comments:

Employee's Self-Assessment:

*UPDATE #3*

Supervisor's Comments:
Employee's Self-Assessment:

*UPDATE #4*

Supervisor's Comments:
Employee's Self-Assessment:

Goal Update/Observation:	Date:	Time:	Supervisor/Observer:
Supervisor's Comments:			
Employee's Comments:			

\_\_\_\_\_  
Employee Signature / Date

\_\_\_\_\_  
Supervisor Signature / Date

## Professional Assistance Program

The West Genesee Central School District Professional Assistance Program is designed for those Tenured Teachers identified as needing intensive support to improve job performance. When Tenured Teachers are notified by their supervisor(s) that they will be placed in the Professional Assistance Program, it is recommended that they seek advice from their association and others who might offer professional assistance. The Professional Assistance program requires that a Professional Assistance Plan be collaboratively developed by teacher and supervisor(s). At the initial stage or at any time during the Professional Assistance Plan process, either party may withdraw from the Professional Assistance Program.

### Professional Assistance Plan

Using area(s) identified from professional standards (which may include federal law, New York State education law, Board of Education policy, the contractual evaluation document, goal-setting, job descriptions, performance criteria, and classroom observation) the supervisor(s) and teacher will identify and define problem area(s). Agreement on problem area(s) will occur between the supervisor(s) and teacher through discussion of the identified area(s) and examination of documentation in problem area(s).

The teacher and supervisor(s) will agree on standards of performance to be achieved in the problem area(s). Specific performance criteria will be defined. The contractual evaluation document, the job description/performance criteria and other resources may be useful in this discussion. The teacher and supervisor(s) will formulate written plan(s) in the identified problem area(s). Each written plan will contain a statement of objectives and specific methods, performance criteria, evaluation procedures/methods, schedule of updates and completion date, as appropriate. The teacher and supervisor(s) will meet at specified intervals to review performance toward established standards and progress toward completion. At any interval, determination can be made concerning success or failure of the plan(s) to address problem area(s) and the plan(s) may be adjusted or amended.

The final assessment of performance on each plan of Professional Assistance Program will include documentation of the methods, criteria, evaluation procedures with results, and comments by the teacher and supervisor(s) at each review interval. If the teacher's performance on the plan(s) meets the established standards and demonstrates a satisfactory level of completion of the Professional Assistance Program, the teacher returns to the Professional growth Program. If the teacher's performance fails to meet established standards, the district will determine its next course of action. Forms are included at the end of this session.

A dispute resolution team would discuss resolution of disagreement in any of the components of the process. Membership of the team includes teacher, supervisor(s), 2 teacher invitees, and 2 supervisor invitees. Invitees may be used in the role of facilitator/recorder, according to the circumstance. (The maximum number for each side is three.)





# FORMULATION, IMPLEMENTATION AND ASSESSMENT

## *Formulation and Implementation of Plan -*

### Statement of Objective

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### Methods

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### Performance Criteria (Reflective of Statements in Methods)

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### Evaluation Procedures/Methods

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Schedule of Updates (Record Teacher and Supervision Comments on the Professional Assistance Plan Report Form)

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Completion Date: \_\_\_\_\_

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Teacher Signature \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor Signature \_\_\_\_\_ Date: \_\_\_\_\_

Representative Signature \_\_\_\_\_ Date: \_\_\_\_\_

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**ASSESSMENT OF PERFORMANCE**

*Meets* established standards \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor

*Does not meet* established standards \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor