



Onondaga-Cortland-Madison BOCES
Annual Professional Performance Review Plan (APPR)

Adult Education Teachers, Pre-Kindergarten Teachers, Teaching Assistants and
Related Service Providers

2012-2013 School Year

Background

A committee of 16 people met during the 2011-2012 school year to develop the Annual Professional Performance Review Plan for teachers, related service providers and teaching assistants. The committee was comprised of eight administrators appointed by the District Superintendent and eight staff members appointed by the Onondaga-Cortland-Madison BOCES Federation of Teachers. Over the course of 7 full-day meetings, the committee designed an evaluation system that gives effective feedback to teachers, teaching assistants, and related service providers in order to maximize professional growth and improve student learning.

Applicability

Adult Education teachers, pre-kindergarten teachers, and teaching assistants will be evaluated in accordance with the Commissioner's Regulations and the staff members' respective collective bargaining agreement. Non-represented employees will be evaluated pursuant to procedures approved by the District Superintendent or his/her designee.

Teacher Evaluation

New York Teaching Standards

The professional performance review plan for teachers is based on the *New York State Teaching Standards* (see appendix for complete set of *Teaching Standards* and the accompanying performance indicators). These, therefore, are the criteria that will be used to evaluate teachers:

- **Knowledge of Students and Student Learning:** Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.

- **Knowledge of Content and Instructional Planning:** Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.
- **Instructional Practice:** Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.
- **Learning Environment:** Teachers work with all students to create a dynamic learning environment that supports achievement and growth.
- **Assessment for Student Learning:** Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction. This includes assessment techniques based on appropriate learning standards designed to measure students' progress in learning and that he or she successfully utilizes analysis of available student performance data (for example: State test results, student work, school-developed assessments, teacher-developed assessments, etc.) and other relevant information (for example: documented health or nutrition needs, or other student characteristics affecting learning) when providing instruction
- **Professional Responsibilities and Collaboration:** Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning. This includes the development of effective collaborative relationships with students, parents or caregivers, as needed, and appropriate support personnel to meet the learning needs of students; and
- **Professional Growth:** Teachers set informed goals and strive for continuous professional growth.

Adult Education Teachers and Pre-Kindergarten Teachers

Evidence of effectiveness will come from a variety of sources. Teachers will collect and present evidence connected to the NYS Teaching Standards at scheduled conferences with their principal/administrator. Additionally, evidence of the NYS Teaching Standards will be collected by the principal/administrator via observations and mini-observations. There will be at least three unannounced mini-observations for teachers. For probationary teachers, there will be at least one extended observation (pre-conference, observation, post-conference) to be completed within the first semester of the school year. Extended observations may occur at the request of the teacher or at the principal/administrator's discretion.

For tenured pre-kindergarten teachers and adult education teachers, other methods of performance review such as action research, learning groups, or professional portfolio review may be used in lieu of the mini-observations or extended observations. In order for this to occur, it must be agreed upon by the principal/administrator and the teacher. At a minimum, teachers will be evaluated through mini-observations and/or extended observations once every three (3) years.

Related Service Providers

Extended observations will be used to evaluate related service providers. Probationary related service providers will be evaluated twice a year. The first observation will occur during the first semester. Tenured/permanent related service providers will be observed one time per year, at a minimum. Prior to the observation, a pre-conference will occur. The staff member will bring a completed pre-conference form to the meeting. Following the observation, a post-conference will occur between the related service provider and the principal/administrator. The staff member is expected to bring to the post-conference the answers to the reflective questions.

A copy of the related service provider's evaluation form shall be given to the staff member within ten (10) working days of the observation, except under extenuating circumstances. All reports shall be signed by the related service provider before placement in his/her personnel file.

For tenured/permanent related service providers, other methods of performance review such as action research, learning groups, or professional portfolio review may be used in lieu of the extended observations. In order for this to occur, it must be agreed upon by the principal/administrator and the related service provider.

Teaching Assistants

Extended observations will be utilized to evaluate teaching assistants. The extended observation will last a minimum of twenty (20) minutes. Teaching assistants will have one (1) extended observation each school year. Prior to the observation, a pre-conference will occur. The teaching assistant will bring a completed pre-conference form to the meeting. Following the observation, a post-conference will occur between the teaching assistant and the principal/administrator. The staff member is expected to bring to the post-conference the answers to the reflective questions.

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

For tenured teaching assistants, other methods of performance review such as action research, learning groups, or professional portfolio review may be used in lieu of the extended observations. In order for this to occur, it must be agreed upon by the principal/administrator and the teaching assistant. Non-tenured teaching assistants are able to participate in action research, learning groups, or professional portfolio review in addition to having one (1) extended observation.

Rubric

The rubrics that will be used for the evaluation of adult education teachers, pre-kindergarten teachers, related service providers, and teaching assistants are adapted from Charlotte

Danielson, Enhancing Professional Practice: A Framework for Teaching. Subcommittees of teachers and staff modified the rubrics to make them more relevant to the responsibilities of staff at Onondaga-Cortland-Madison BOCES.

Professional Development

Professional development objectives for staff members will be based on the evaluation, in addition to school and/or district priorities.

Evaluator Training

The District Superintendent will ensure that all principals/administrators have been trained in performance evaluation, consistent with the provisions of the OCM BOCES Professional Performance Review Plan.

Professional Improvement Plans

If an adult education teacher, pre-kindergarten teacher, related service provider, or teaching assistant is evaluated as unsatisfactory, the principal/administrator shall be required to develop a Professional Improvement Plan in consultation with the staff member. If the staff member's performance is evaluated as basic, the principal/administrator may develop a Professional Improvement Plan in consultation with the staff member. At any time during the school year a principal/administrator may determine it necessary for an improvement plan to be initiated.

The plan shall include, but not be limited to, an identification of the area(s) in need of improvement, suggestions for improvements, support to be provided, and measurable outcomes to be evaluated.