

Monticello Central School District

**Annual Professional Performance Review (APPR) Plan
September, 2006 – June, 2009**

Part 100 of the Commissioner's Regulation requires that:

1. All teachers providing instructional services or pupil personnel services are reviewed annually.
2. The APPR must describe the criteria and the assessment methods the school district will use to evaluate teachers. The criteria shall include but is not limited to the following areas:
 - a. Content knowledge of subject matter and curriculum,
 - b. Preparation employing necessary pedagogical practices to support instruction,
 - c. Instructional delivery which results in active student involvement and meaningful lesson plans that result in student learning,
 - d. Classroom management supportive of diverse student learning needs which creates a supportive learning environment conducive to student learning,
 - e. Knowledge of student development and appreciation of diversity and regular application of developmentally appropriate instructional strategies,
 - f. Student assessment techniques based on appropriate learning standards,
 - g. Collaborative relationships which are effective with students, parents, and support personnel,
 - h. Reflective and responsive practices that demonstrate adjustments are made on a continuing basis to improve the effectiveness of instruction and assessment.
3. For teachers with transitional or initial certification the APPR must require an evaluation based on portfolio review which may include a video of teaching, sample lesson plans, samples of student work, student assessment instruments, and the teacher's reflection on classroom performance.
4. The APPR must describe how the district will address unsatisfactory teacher performance and shall require the development of teacher improvement plans in consultation with the teacher for those teachers that are evaluated as unsatisfactory.
5. The APPR must describe how the school district will train staff in good practice to conduct the performance reviews.
6. Teacher assessment methods may include but are not limited to: classroom observation, videotape assessments, self-review, peer review, portfolio assessment.

Philosophy and Rationale

The Monticello Central School District has always been committed to a Professional Development and Appraisal Process that supports the continued improvement of the individual teacher's effectiveness and the quality of the instructional program of the Monticello Central School District.

In keeping with the regulations of the Commissioner of Education and the contractual agreement with the Monticello Teachers' Association, the Monticello Central School District will continue its Professional Development and Appraisal Process that is outlined by Article 24 of the contractual agreement with the Monticello Teachers' Association and further outlined by the document shared annually with the Professional Staff by the Superintendent of Schools.

Congruence Between the Monticello CSD Professional Development and Appraisal Process and the Requirements of the Annual Professional Performance Review

The criteria used by the Monticello Professional Development and Appraisal Process for evaluation of teachers are congruent with the criteria suggested by the Commissioner's Regulations in the following areas:

1. Each teacher at the beginning of the year under the supervision of an administrator develops performance objectives for improvement.
2. Each teacher is observed by his or her supervisor and, within the scope of these observations, the supervisor may examine the teacher's lesson plans, student assessments, sample student work, and the teacher's reflection on classroom performance.
3. Each teacher receives an annual performance summary (summative evaluation) which is based on the observations of the administrators supervising that individual.
4. In the case of a teacher being deficient, the Professional Development and Appraisal Process provides for assistance and the establishment of a plan for remediation.
5. Administrators and Supervisors are afforded annual training in providing effective supervision and evaluation.

Assessment Methods:

Under the contractual agreement with the Monticello Teachers Association, evaluation of teachers is done through formal and informal observations. The nature and procedures connected to those observations are defined by the contract.

Any modification in the assessment method shall be done within the contractual obligations of the district. The district will work with the Monticello Teachers' Association and the Monticello Administrators and Supervisors Association to seek ways to improve the process as it exists.

Professional Assistance Program:

The Superintendent, the Board of Education and the teachers of the Monticello Central School District recognize that the level of performance may vary among the professional staff. There may be occasions when the overall performance of a particular staff member comes into question despite the efforts made through the Professional Development and Appraisal Process. In these situations, strategies above and beyond the Professional Development and Appraisal process may include but not be limited to:

- Recommendation to participate in peer partnering
- Recommendation to observe in other teacher's classroom
- Recommendation to attend conferences and courses

Annual Professional Performance Review Criteria

1. Content knowledge of subject matter and curriculum:

- The teacher possesses and demonstrates thorough knowledge of content and effective presentation skills. Lesson structure and presentation reveal a breadth and depth of content knowledge appropriate to subject and grade level.
- Familiarity with and use of appropriate resources are demonstrated.
- Instruction is aligned with standards.
- Stays current with recent developments in the area of specialization and the general field of education.

2. Preparation employing necessary pedagogical practices to support instruction:

- The teacher demonstrates knowledge of pedagogy in lesson planning.
- Lessons reflect curriculum and are aligned with district goals and NYS Standards.
- Learning goals are challenging, but attainable.
- A variety of teaching strategies is planned, with contingencies for modification and adjustment if needed. The teacher demonstrates knowledge of student development and uses varied and developmentally appropriate instructional materials and strategies for the benefit of all students.
- Incorporates state and district goals and objectives in curriculum.
- Cooperates in development, coordination and evaluation of instructional program.

3. Instructional delivery that results in active student involvement and meaningful lesson plans that result in student learning:

- The teacher's instructional delivery is characterized by active student involvement; positive and frequent teacher/student interactions; meaningful instructional lessons; and clear instructional goals.
- The teacher communicates clearly and employs sound questioning techniques with appropriate follow-up, designed to engage students in an analytical approach to learning.
- Feedback is timely and content-focused.
- The teacher demonstrates flexibility and responsiveness in lessons and encourages persistence in learning pursuits.

Other examples include:

- Develops unit plans and organizes daily plans.
- Designs lessons appropriate to students' levels of understanding and abilities
- Uses planning time to maximize teaching effectiveness.
- Selects appropriate material to implement instructional plan.
- Communicates learning expectations.
- Teaches to the objective.
- Teaches to an appropriate level of instruction.
- Monitors student understanding and adjusts the lesson and activity assignments accordingly.
- Uses a variety of instructional techniques and strategies appropriate to the lesson or activity.
- Provides clear and concise information and directions.
- Applies principles of learning appropriate to the lesson.
- Uses instructional time effectively.
- Solicits student participation.
- Provides positive reinforcement and/or corrective feedback.

4. Classroom management supportive of diverse student learning needs which creates a supportive learning environment conducive to student learning:

- The teacher establishes a physical environment conducive to learning and student safety.
- Classroom procedures for such things as beginning and ending the school day, activity transition and rules for student to student interaction are clearly presented and consistently applied.
- Materials are appropriate to the age and curriculum.
- The teacher effectively uses and allocates instructional time; distractions or diversions to student time on task are minimized.
- The teacher demonstrates understanding and use of effective student behavior management techniques and is able to maintain an orderly classroom where learning can take place.

Other examples include:

- Establishes and maintains a classroom atmosphere that facilitates learning and respect for rights of all.
- Shows interest in the individual student.
- Communicates to students and parents the parameters for student conduct.
- Recognizes and positively reinforces appropriate student behavior.
- Encourages students to develop self-discipline and responsible behavior.
- Complies with the hierarchy of discipline procedures as established in each building.
- Participates in building-wide supervision of students.
- Enforces school and classroom rules consistently and fairly for all students.

5. Knowledge of student development and appreciation of diversity and regular application of developmentally appropriate instructional strategies:

- The teacher exhibits knowledge of students' cultural and linguistic backgrounds and demonstrates an appreciation of students' differences.
- The teacher is sensitive and caring to the needs of children and families; possesses a depth of understanding of student developmental stages and demonstrates application of this understanding in planning and delivery of instruction.
- Teaching is characterized by a variety of developmentally appropriate instructional strategies.

Other examples include.

- demonstrates understanding of the developmental stages and needs of students.
- evaluates and documents student progress using designated criteria.
- promotes student practices and activities that enhance physical, intellectual, emotional and social development.
- Assess individual students and makes referrals to school personnel and other community resources in accordance with district policies.
- Promotes/encourages student's self-esteem.

6. Student assessment techniques based on appropriate learning standards:

- The teacher communicates learning goals to students.
- The teacher uses a variety of means and instruments, including instruction-embedded assessment, to assess student achievement of learning goals and attainment of the NYS Standards.
- The teacher can explain and show evidence of using student performance data in planning instruction. Records of student performance are up-to-date and comprehensive.
- The teacher involves students assessing their own learning.

Other examples include:

- Has an awareness and understanding of NYS learning standards.
- Incorporated NYS learning standards in unit and daily lesson design.
- Has an awareness and understanding of NYS assessments.
- Aligns assessments with NYS learning standards.
- Maintains timely and accurate records.

7. Collaborative relationships that are effective with students, parents, and support personnel:

- The teacher maintains ongoing learning-centered communication with families of students and demonstrates recognition of family members and caregivers as partners in the educational process.
- The teacher engages in professional conversations about student learning; supports peers in skill development through such activities as lesson modeling.
- The teacher participates in school and district teams and committees as appropriate.
- The teacher's interactions with students are respectful and appropriate to the situation.
- The teacher demonstrates a sense of responsibility to all students and fellow educators in the school and district.

Other examples include:

- Demonstrates professional ethics and models professional behavior.
- Shares in school and district work when appropriate.
- Understands and follows state and district policies and procedures.
- Demonstrates a positive attitude toward the profession in contacts with students, staff, and parents.
- Strives to gain parents' interest, confidence and respect by being a good listener and handling difficult situations with diplomacy and firmness.
- Works congenially and effectively with colleagues.
- Communicates regularly with parents concerning student performance and behavior.
- Communicates expectations and progress to students and parents.
- Encourage student and parent feedback.
- Strives to establish rapport with students, parents, and staff.
- Uses professional judgment as to when, where, and with whom to discuss personnel and student information.
- Carries out duties as assigned by administration.
- Is responsible for the use and care of school facilities, materials, equipment.
- Is punctual.

8. Reflective and responsive practices that demonstrate adjustments are made on a continuing basis to improve the effectiveness of instruction and assessment

- The teacher observes and reflects on lessons and student performance.

PERFORMANCE OBJECTIVES

Teacher: _____

Evaluator: _____ Title: _____

Date: _____

➤ **Areas of Growth:**

Select from the list of *Annual Professional Performance Review Criteria* below by checking the box:

- Content knowledge** of subject matter and curriculum
- Preparation:** employing necessary pedagogical practices to support instruction
- Instructional delivery** which includes active student involvement and meaningful lesson plans that result in student learning
- Classroom management** supportive of diverse student learning needs which creates a supportive learning environment conducive to student learning
- Knowledge of student development** and appreciation of diversity and regular application of developmentally appropriate instructional strategies
- Student assessment techniques** based on appropriate learning standards
- Collaborative relationships** which are effective with students, parents, and support personnel
- Reflective and responsive practices** that demonstrate adjustments are made on a continuing basis to improve the effectiveness of instruction and assessment

➤ **Describe Specific Goals from Area Selected:**

➤ **Describe Specific Strategies for this Plan of Improvement:**
(Include time frame and assistance by evaluator)

Please Note: A **Summative Evaluation Report** at the end of the year will analyze the year's progress in meeting the goals and highlight areas for future growth.

c: ____Personnel File ____Asst. Supt./Supt. ____Principal ____ Supervisor ____Teacher

MONTICELLO CENTRAL SCHOOL DISTRICT

SUMMATIVE EVALUATION REPORT

Teacher: NAME

Evaluator(s): NAME(S)

Date: DATE

Summative Evaluation: The summative evaluation should provide the evaluatee with a concise but meaningful analysis of the year's accomplishments, areas still requiring attention and suggestions for further improvement. The "Criteria Used in Evaluating Teachers" will be used as guide for these comments as well as the agreed upon Performance Objectives.

c: _____ Personnel File _____ Asst. Supt./Supt. _____ Principal _____ Supervisor _____ Teacher

Monticello Central School District

Teacher Improvement Plan

Staff Member: _____

Date _____

Administrator: _____

As part of the Annual Performance Review Process, a staff member who is deficient in a particular area (s) will participate in an improvement plan. After meeting and discussion with the teacher, the administrator will compose a plan which will identify areas of deficiency, steps to be taken toward improvement, and assistance provided by the administrator. The plan will be attached to the Performance Objectives for the year.

1. Areas of Deficiency:

The principal and/supervisor will identify areas of deficiency in need of improvement. The areas identified will be based on observations and summative evaluations, as well as memorandums provided to the teacher during the previous year.

2. Plan:

The administrator will identify strategies and techniques to be followed by the teacher in seeking to improve their skills.

3. Administrative Support:

The administrator will identify how he/she will support the improvement process.

c: _____ Personnel File _____ Asst. Supt./Supt. _____ Principal _____ Supervisor _____ Teacher

ARTICLE 23 of the Monticello Central School District Agreement
with the Monticello Teachers' Association
TEACHER EVALUATION AND FILES

A. Improvement of the Instructional Program

1. The primary purpose of supervision is the improvement of the instructional program. The effective use of conferences, observations, demonstrations, and departmental seminars are appropriate techniques toward this goal.

2. A written explanation of the evaluation process shall be supplied to each teacher by the Superintendent.

Included shall be:

- (a) How goals are to be developed and modified to meet changing conditions.
- (b) Procedure for establishing time frames for accomplishing the goals.
- (c) What assistance will be given to the teachers by the evaluator.

B. Written Evaluations

1. The District shall have the right to evaluate: (a) tenured teachers four (4) times per year, inclusive of the summative evaluation; and (b) non tenured teachers seven (7) times per year inclusive of the summative evaluation.

2. Non-tenured teachers shall be notified at least three days in advance of the first observation in their first year in the District.

3. There shall be no more than two written evaluations in any one week. Since it is desirable to view the entire range of teaching performance, evaluations will be spaced throughout the year. If more than three are done in any one year, they shall be done by more than one supervisor.

C. Observations

An observation constitutes a visit by a supervisory person for the purpose of the improvement of the instructional program, instructional skills, and/or for evaluation. Evaluations shall be submitted in writing by evaluators: i.e. Superintendent, Deputy Superintendent, Directors, Coordinators, Principals, Assistant Principals and Administrative Assistants who are competent on the basis of certification and/or experience.

D. Policies Governing All Teacher Evaluations, Observations, and Files

1. All monitoring or observation of the work performance of a teacher shall be conducted openly, with full knowledge of the teacher. The use of public address or audio systems and similar surveillance devices shall not be used for this purpose.
2. The evaluation shall normally cover a minimum of twenty minutes.
3. A conference shall be held no earlier than one day or no later than five days after the evaluation, Except for extenuating circumstances, every effort will be made to hold the conference within five days of the evaluation.
4. A copy of the evaluation report shall be sent to the teacher within five days of the evaluation conference. At the same time the Superintendent of Schools will be sent a copy of the evaluation report.
5. Since evaluation reports are not subject to the grievance and arbitration procedure, the evaluation report shall not be placed in the teacher's file until after the conference is held. After the evaluation report is placed in the teacher's file, the teacher may file a written reply or answer to the report which shall also be placed in the teacher's file. When such responses are set, the teacher shall file one copy with the evaluator and one with the Superintendent's Office.
6. Teachers will have the right, upon request, to review the contents of their personnel files and to make copies of any document in them. A teacher will be entitled to have a representative of the Association accompany him/her during such review.
7. No material derogatory to a teacher's conduct, service, character, or personality shall be placed in his/her personnel file unless the teacher has had an opportunity to review such material. If a teacher signs or initials the material, he /she shall be conclusively presumed to have read and understood the contents although he/she may not have necessarily agreed with the contents. The teacher will also have a right to submit a written answer to such material including evaluation reports and his/her answer shall be reviewed by the Superintendent and attached to the file copy.
8. When the Board receives information from placement agencies, universities or references which state the information is confidential, then it shall not be available to the teacher or the Association.