

I. PHILOSOPHY OF PROFESSIONAL PERFORMANCE REVIEW

It is the belief of the Valley Central professional community that all professionals have a desire to continuously improve their performance. The ultimate goal of the process, the promotion of student and professional growth, can be achieved in a climate characterized by professional trust.

II. GUIDELINES FOR ANNUAL PROFESSIONAL PERFORMANCE EVALUATION

Non-Tenured Teachers:

Annual evaluations will be based on a minimum of three (3) observations per year:

- **Year One Teachers:**
The first observation will be announced and will take place before the end of October. At least one observation will be scheduled during the second semester.
- **Year Two and Three Teachers:**
Observation may be unannounced or announced. At least one observation will be scheduled during the second semester.

Tenured Teachers:

Annual evaluation will include a minimum of one classroom observation every third year. During the years that a classroom observation does not take place, and not later than the end of the first quarter, tenured teachers shall plan with their building principals and mutually agree upon alternate means of assessing their work.

Observations and projects will focus on the New York State Criteria for Evaluation (listed in C) during their three year cycle. An example of this may be that New York State Criteria one, two and three will be demonstrated during a teacher observation and items four through eight will be demonstrated through projects in years two and three. All eight criteria must be demonstrated during the three year cycle.

- **Alternate means of assessment** must be completed by May 15, unless mutually agreed to by the administrator and the teacher. Possible suggestions for completing the Alternate means of assessment may include but not are limited to:
 - 1) Visit another classroom in or outside the district; list strategies to be incorporated in own classroom.
 - 2) Develop own goals or targets for the year, and a year-end report on progress toward the goals.
 - 3) Videotape own lesson and critique self.
 - 4) Arrange mutual peer evaluation.
 - 5) Create a means of student participation in the evaluation.
 - 6) Develop a portfolio including the items in *Portfolio Review*.
 - 7) Self critique using the *New York State Criteria for Evaluation of Teachers Providing Instructional Services*.

B. New York State Criteria for Evaluation of Teachers Providing Instructional Services

- 1) Content knowledge of subject matter and curriculum.
- 2) Preparation employing necessary pedagogical practices to support instruction.
- 3) Instructional delivery that results in active student involvement and meaningful lesson plans that result in student learning.
- 4) Classroom management supportive of diverse student learning needs which creates a supportive learning environment conducive to student learning.
- 5) Knowledge of student development and appreciation of diversity and regular application of developmentally appropriate instructional strategies.
- 6) Student assessment techniques based on appropriate learning standards.
- 7) Collaborative relationships that are effective with students, parents or caregivers and support personnel.
- 8) Reflective and responsive practice that demonstrates adjustments are made on a continuing basis to improve the effectiveness of instruction and assessment.

III. GENERAL GUIDELINES FOR OBSERVATIONS

A. Procedure

Observations will be in keeping with the pre-stated purposes – improvement of instruction and evaluation of personnel. Observers (Administrative Staff and Department Supervisors) provide assistance and promote professional growth when they give feedback on patterns of effective instructional practices in the classroom. Observations for evaluation will be done by administrative staff (Superintendent, Assistant Superintendent, Principals, Assistant Principals, Directors, and Assistant Directors). An observation completed by a Department Supervisor may be accepted as an evaluatory observation by an administrator if the administrator deems the lesson to be satisfactory or better. The administrator must sign the observation for it to be considered the required observation.

- 1) Observations are typically unannounced however announced observations may be scheduled.
- 2) First year teachers will expect their first observation to be announced.
- 3) Announced observations will require the pre-observation form and conference prior to the lesson.
- 4) Classroom observations of a duration of 30 minutes or more will be followed by a conference and report
- 5) A teacher or administrator may request that a scheduled observation be postponed. The observation should be re-scheduled within five school days.
- 6) Tenured teachers focus on at least three Evaluation Criteria for their annual observation. Non-tenured teachers must demonstrate all criteria over the course of three observations.

B. Pre-observation Conference/Form for Scheduled Observations

- 1) Will be held within two school days before the observation.
- 2) Will focus on curriculum and instruction: the learning and the learner.
- 3) Will determine how the teacher's plans are related to the curriculum and New York State Standards.

- 4) Will describe the general composition of the class (what the students are like).
- 5) Will clearly state the objectives of the lesson to be observed.
- 6) Will explain how the teacher will assess what students have learned.
- 7) Will describe the teaching techniques/strategies the teacher will use.

C. Post-Observation Conference/Written Report for all Observations

- 1) Will be prepared for all observations of thirty minutes or more.
- 2) Will provide the teacher with opportunity for input and reaction.
- 3) Will be held within five school days after the observation.
- 4) Will identify strategies for improvement of future lessons if necessary.
- 5) Will give recommendations and comments based on data collected during the observation.

IV. GUIDELINES FOR SUMMATIVE EVALUATION REPORT

A. The following areas will be addressed in the report

- 1) Classroom Observations
- 1) Teaching Techniques
- 2) Interpersonal Relationships
- 3) Classroom Management
- 4) Other reflective/responsive practices
- 5) Professional Responsibilities
- 6) Self Evaluation

B. Frequency of Evaluations

- 1) Evaluations will be completed each year for all non-tenured teachers.
- 2) Evaluations will be completed for tenured teachers at least once during a three year period, during a year when the formal classroom observation is conducted. Additionally, they may be completed at the end of alternate years at the discretion of the administrator/supervisor.
- 3) A teacher may request an end of the year summative evaluation.

C. Unsatisfactory Performance

TEACHER IMPROVEMENT PLAN

The administration in collaboration with the teacher and the Valley Central Teachers Association will develop a teacher improvement plan for any teacher whose performance is deemed to be unsatisfactory after an observation or summative evaluation. These plans may include but are not limited to:

- 1) recommended visitations to other classrooms
- 2) encouraging communications with veteran teachers
- 3) co-planning of lessons
- 4) reviewing and critiquing video taped lessons
- 5) readings on specific topics

- 6) workshop attendance
- 7) other mutually agreed upon measures

Any non-tenured teacher required to complete a teacher improvement plan must be immediately placed in the Viking Mentoring Program if not already participating.

V. SUPERVISORY STAFF TRAINING

The Valley Central School District plans to provide supervisory staff with training in conducting performance reviews in one or more of the following ways:

- A.** Attendance at BOCES offered training on the topic.
- B.** Training provided by consultants hired by the District.
- C.** Attendance at conferences providing presentations on the topic.
- D.** Visitations to other districts utilizing exemplary methods.
- E.** Attendance at SED offered workshops on the topic.
- F.** Providing current literature on the topic.