

Guide to  
Annual  
Professional  
Performance  
Review  
Evaluations

Presented by the VCTA  
2009

## **What is APPR?**

Annual Professional Performance Review is required by Commissioner's Regulation 100.2 and requires that Annual Professional Performance Review (APPR) focuses on the process of teacher evaluation and improving professional practice in the context of local needs and resources. This regulation requires that those with unsatisfactory performance receive a teacher improvement plan with appropriate professional development

## **How am I evaluated?**

According to Article 26 of the Collective Bargaining Agreement: Non-Tenured Teachers can also expect for a portfolio review which may include a video of teaching ,sample lesson plans, sample student work, student assessment instruments, and teacher reflection.

Non-Tenured teachers will be observed a MINIMUM of three times each year. They can expect these to be unannounced, although the first observation of the first year is announced.

Tenured teachers are observed once every three years and are assessed by a mutually agreed upon means of assessment which may include but is not limited to classroom visitation, goal/target development, video critique, peer evaluation, student evaluation, portfolio development, or self critique

## **Observation:**

Are thirty minutes in length to merit a formal written observation.

However, a vignette can be written on a drop by.

Pre-observation Conferences are set for Announced Observations.

Post-Observation Conferences include an opportunity to discuss the DRAFT of the observation.

Staff should be "professionally assertive" in this discussion should there be confusion on the part of the observer about what was going on in the classroom.

However, members should bear in mind that it is the job of the observer

to steer instruction and manage in the best interests of all students.

Members should take time to review the observation and discuss it with a building rep, mentor or officer before signing.

If a member wishes to write a response to the observation, they should contact a building rep who will contact the officers for guidance on the matter.

### **Summative Evaluations:**

Focus on global behaviors that may or may not be observed in lessons:

I Timeliness – arrivals and paperwork

I Interpersonal skills

I Professional behaviors

I Cooperative and collaborative skills

Generally will summarize observations and will be written by one observer.

## **What is expected in every classroom**

Madeline Hunter Lesson Format

Harry Wong Procedures

Bloom's Taxonomy being Employed

Direct Instruction, Cooperative Learning,

Inquiry Method

*Putting Children Center*

## **OBSERVABLE INDICATORS FOR TEACHER OBSERVATIONS**

### **Content knowledge of subject matter and curriculum**

Content is accurate and taught in an engaging, relevant and meaningful way.

The teacher relates the content to the student's prior knowledge, experiences and background through strategies that foster student ownership of the work.

The teacher creates instructional scenarios that focus on developing higher order thinking skills such as problem-solving, applications and decision making.

The teacher applies strategies to make the curriculum rigorous and relevant for all students.

The teacher brings a richness and depth of understanding to the classroom by knowing the subject beyond the content they are expected to teach, and by directing the student's natural curiosity in an interesting lesson.

The teacher links the vertical and horizontal alignment of the grade or subject that they teach.

### **Preparation employing necessary pedagogical practices to support instruction**

Instructional objectives are evident and activities and assignments are congruent with instructional objectives.

A structured, organized lesson plan/design (e.g. M. Hunter) is evident.

Resourcefulness is demonstrated by finding and using supplementary materials to aid instruction.

Classroom organization that supports the instructional plan and the distribution of materials is in place.

The teacher incorporates into planning content from earlier instruction for reinforcement and anticipates future learning to ensure connection (scaffolding) for spiraling instruction.

### **Instructional delivery that results in active student involvement and meaningful lesson plans that result in student learning.**

Smooth transitions and appropriate pacing are evident.

Teacher presents questions at various levels with high rates of success.

Instruction stimulates creative thinking.

The teacher praises, elicits and responds to student questions before proceeding.

Questions and discussion are encouraged during class time.

### **Classroom management supportive of diverse student learning needs which creates a supportive learning environment conducive to student learning.**

Respectful relationships are evident in the classroom.

Appropriate rules for student behavior are established and communicated to limit disruptions to the educational process.

Classroom routines are reinforced in a consistent and predictable manner.

Student behavior is managed so that teaching and learning are primary.

The classroom is well organized and all materials are readily available.

The classroom shows evidence of active student participation.

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

A mixture of teacher-directed and child-directed activities are implemented.  
Children manipulate real objects and learn through hands-on, direct experiences.  
Instruction offers a broad range of content that is integrated across traditional subject matter.  
Teacher uses interactive teaching and cooperative learning.  
Lesson includes acquisition of basic skills.

**Student assessment techniques based on appropriate learning standards.**

The teacher has a plan to assess whether students achieved the lesson objectives.  
Questions are posed clearly, one at a time and feedback is sustained for incorrect answers.  
Teacher asks process and application questions to determine how students arrived at an answer and to illustrate how information is used.  
Formative and summative assessment measures are used to plan, implement, and adjust instruction.  
Ongoing formal and informal assessments are tied to standards and objectives (for example, checking for understanding).  
Teacher uses criterion-referenced tests, standardized tests, and common formative assessments to guide instruction

**Collaborative relationships that are effective with students, parents, caregivers and support personnel.**

Teacher demonstrates sensitivity in communicating with students and uses and appreciates humor.  
Criticism is constructive and praise is generous and varied.  
Teacher is a willing listener.  
Teacher has designed a classroom environment that promotes collaboration among students.  
The teacher (in some cases not always observable) treats other employees with respect and effectively works with support personnel.

**Reflective and responsive practices demonstrate continuing adjustments to improve instruction and assessment.**

Solicits and accepts honest feedback from students.  
The teacher checks for understanding by evaluating student responses/analyzing student errors and adjusts instruction accordingly.  
The teacher encourages feedback from students regarding instructional endeavors.  
Can articulate (post conference) how teacher action has changed to respond to classroom realities.

TIP : Teacher Improvement Plan  
Commissioner's Regs. 100.2  
VC APPR Plan as adopted Fall 2007

*A TIP can be given to a tenured or non-tenured teacher.*

*A TIP means a member has hit the "bad" radar—call Tim-Brown, Rich Steger or Patti Lunden immediately.  
VCTA Office: 845-457-5899*

**Unsatisfactory Performance**

Class Observation report  
Summative Evaluation  
Instructive Memo  
Memo of Counsel  
Letter Reprimand

The purpose of a TIP  
is to improve a  
teacher's  
performance.

**Opportunity to work together  
toward improvement:**

- Concrete, Observable
- TIME FRAMES-can be adjusted if the teacher is making satisfactory progress
- Opportunity to see master teachers

Member needs to show growth and improvement in subsequent observations.

Observations will be unannounced and frequent.

**Draft**

"in consultation"

After 1st meeting –signed

**Mentoring:**

An immediate return to mentoring is required for an untenured teacher. Usually the request is for one on one mentoring. (Year 3 model)

**Meetings:**

Teacher  
VCTA (only Pres./VP's handle)  
\*Dept super/chair  
Level leader  
Administration  
\*Mentor (non-tenured)

## **Madeline Hunter Unit/Lesson Plan Components**

- Objectives
- Standards
- Introduction
- Anticipatory Set/Hook
- Direct Instruction/Modeling/Checking for Understanding
- Guided Practice
- Independent Practice
- Summary/Conclusion

## **Bloom's Taxonomy**

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis and
- Evaluation